| **EPAS Core Competencies:**  **2.1.1 - Identify as a professional social worker and conduct oneself accordingly** | | |
| --- | --- | --- |
| **CalSWEC Integrated Foundation Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates beginning capacity to advocate for client services by utilizing a policy practice framework and engaging in negotiations for community based and culturally sensitive programs and services. | Aging Initiative –  Student consistently advocates for client service access while practicing self -reflection in order to maintain professional boundaries, and utilize consultation and interdisciplinary collaboration to maximize service delivery**.**  Mental Health -  Student is knowledgeable about principles of wellness and recovery and the Mental Health Services Act, and integrates this knowledge into his/her professional practice both ethically and without bias, and advocates for access to integrated service-delivery systems.  Child Welfare - CA 1.1  Able to articulate the roles of a  professional child welfare social  worker and consistently demonstrate  effective self-management,  interpersonal interaction, service  advocacy, and continuing professional  development within those roles. | Aging Initiative –  Use Reflection in Action techniques focused on personal value and biases as part of using policy practice methods.  Mental Health –  • Demonstrates respectful and effective relationships with colleagues, including those with lived experience as consumers and/or family members.  • Advocates for access to consumer/family driven, recovery-oriented behavioral services reflecting the principles of the Mental Health Services Act.  Child Welfare - CP 1.1.  Interact positively with clients,  colleagues and supervisors and  demonstrate skill in seeking out  suitable client services and ensuring  client access to those services. |
| Student demonstrates self-awareness of personal knowledge limitations and biases, and practices self-correction and reflection in action while pursuing ongoing professional development. |  | Utilizes policy practice framework to advocate for clients access to services. |
| In intervention planning, student demonstrates consistently the understanding and recognition of how his/her beliefs, values, norms, and world view can influence case dynamics and outcomes. |  |  |
| Student presents self in a manner consistent with respectful professional conduct, and adapts methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs. | Mental Health –  Student demonstrates professional behaviors necessary for social work practice in interactions and demeanor in behavioral health settings. | Mental Health -  • Responds sensitively with regard for age, culture, race, gender, gender identity or expression, sexual orientation, ethnicity, social class, immigration status, and disability.  • Demonstrates conscious use of self in behavioral health practice. |
| Student supports the purpose and values of the profession through consistent pursuit of learning, and recognizes the relationship between career long learning and contributing to practice effectiveness. | Mental Health - Student takes responsibility for professional development and growth, and is able to utilize supervision, consultation, and training effectively. | Mental Health -  • Develops objectives and strategies for continued professional development and growth, and utilizes ongoing supervision, consultation, and mentoring opportunities within the agency and in cross-agency collaborations. |
| Student utilizes supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions in relation to practice and professional contexts. |  |  |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.2. - Apply social work ethical principles to guide professional** **practice** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values. | Student demonstrates consistent ability to frame ethical issues in working with older clients and families and uses identifiable principles of practice behaviors to guide work with clients, systems and others. | Uses ETHIC framework in framing ethical issues in policy making |
| Student understands the professional value base and applies NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families and communities*.* |  | Utilizes skills and knowledge to report and intervene with elder mistreatment such as neglect and abuse, and to intervene with those endangering self or others. |
| Student demonstrates capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles. |  |  |
| Student demonstrates knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research. |  |  |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.3 Apply critical thinking to inform and communicate professional judgments** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions. | Student can incorporate models of decision making through the use of logic models that promote both quality and practice evaluation as a tangible means of demonstrating professional judgment in practice. | Participate in continuous quality improvement to ensure the effectiveness of programs in achieving intended outcomes for older adults. |
| Student demonstrates the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment, intervention & evaluation. |  | Demonstrate understanding of complex situations in which self-determination and dignity are challenged or inconsistent with safety and legal concerns. |
| Student understands and applies the principle that all oral and written communication must conform to audience needs and adhere to professional standards. | Mental Health –  Student demonstrates sound critical thinking and professional judgments in all oral and written communications. | Mental Health -  • Demonstrates skillful written and oral communication that is clear, focused, and relevant to meet behavioral health record and funding stream documentation requirements (i.e., Medi-cal, special programs, etc.). |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.4 - Engage diversity and difference in practice** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding  Student recognizes how institutional racism and power dynamics affect workplace culture and climate in practice*.* | Employ practice strategies and interventions that identify specific client and systems cultural and ethnic norms that are to be considered in delivery of services to all clients at all levels. | Develop strategies to change policies, regulations, and programs to improve the well-being of older adults and their caregivers, particularly historically underserved groups. |
| Student demonstrates self-awareness of bias, including knowledge of and capacity to manage power differences when assessing and working with diverse populations. |  | Aging Initiative -  Work with translators to understand language/terminology unique or specific to diverse linguistic groups, with goal of conducting a comprehensive geriatric assessment of psychosocial factors that affect older persons’ physical and mental well- being. |
| Student demonstrates ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups. |  |  |
| Student demonstrates capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process. |  | Mental Health –  Engages multiples sources as informants to learn and appreciate the impact of variations (e.g., strengths, cultural background, lifestyle, challenges, etc.) among individuals and families. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.5 - Advance human rights and social and economic justice** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates, through assessment, intervention and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination. | Develop strategies to improve laws and public policies related to older adults and to change policies, regulations, and programs to improve the well-being of older adults and their caregivers, particularly historically underserved groups. | Develop strategies to change policies, regulations, and programs to improve the well-being of older adults and their caregivers, particularly historically underserved groups. |
| Student demonstrates a functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations. |  | Promote the well-being of older adults by actively campaigning for better services and policies. |
| Student develops case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities. |  | Mental Health –  Collaborates in developing interventions that address stigma, discrimination, and oppression that affect individuals, families, groups, and communities. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.6 - Engage in research informed practice and practice informed research** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base. | Apply concepts, theories and research of biological, psychological and social aging to social work assessment and intervention | Evaluate and conduct research into the effectiveness of practice and programs in achieving intended outcomes for older adults. |
| Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels. |  | Apply concepts, theories and research of biological, psychological and social aging to social work assessment and intervention. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.7 - Apply knowledge of human behavior to the social environment** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention and evaluation. | In assessment and planning with clients clearly identify theories regarding human behavior and the environment that are the platform of service delivery and practice evaluation. | Demonstrate capacity to delineate underlying theories driving practice interventions. |
| Student demonstrates beginning ability to gather and interpret behavioral knowledge in perceiving person and environment. |  | Incorporate behavioral knowledge into action items in work with clients and systems. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.8 - Engage in policy practice to advance social & economic well-being and to deliver effective social services** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student begins systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being. | Student demonstrates ability to identify the stages of advanced policy practice through use of tools in developing implementing and evaluating policies impacting clients. | Implement collaboration strategies with service providers, community organizations, policy makers, and the public to address and advocate for the needs and issues of a growing aging population*.* |
| Student demonstrates ability to identify and engage stakeholders to collaborate for effective policy formulation and action. |  |  |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.9 - Respond to contexts that shape practice** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services. | Aging Initiative –  Student clearly identifies in practice an environmental scan that articulates current political, social and economic issues that will impact client service delivery.  Mental Health –  Student demonstrates ability to evaluate and proactively adapt to changing social conditions and systemic changes in behavioral health policy and practice.  Child Welfare – **CA 9.1.**  Identify trends among micro, mezzo,  and macro variables that affect child  welfare practice and provide  leadership to respond to those trends  in effective and culturally competent  ways. | Aging Initiative –  Using a choice policy analysis framework, identify the political issues underlying service provision and allocation in elder public services.  Mental Health –  Demonstrates awareness of and good judgment in assessing and adapting to changing social conditions, scientific knowledge, and practice models, e.g., the recovery movement, use of evidence-based practices, and integrated health care.  Child Welfare - **CP 9.1.**  Readily identify changing factors that  affect child welfare services and  initiate culturally competent action to  promote responsive, sustainable services. |
| Student demonstrates a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality. | Mental Health -  Student identifies and advocates for improvements to the quality of her/his own practice and agency service. | Mental Health -  • Demonstrates skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.10 (a) - Engagement** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates the knowledge base and affective readiness to intervene constructively with individuals and groups. | Maintain rapport and sustain effective working relationships with a wide range of older adults (including those with behavior problems, mental illness and dementia) and their families and caregivers through the identification of appropriate client feedback mechanisms. | Engage, maintain rapport, and sustain effective working relationships with a wide range of older adults (including those with behavior problems, mental illness and dementia) as well as their families and caregivers. |
| Student demonstrates the capacity to exercise empathy and use of self in engagement and service delivery. |  |  |
| Student demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals. | Mental Health –  Student demonstrates skilled use of self in engaging individuals, families, groups, and communities in collaborative working relationships | Mental Health –  Adheres to the principles of consumer and family-directed services in developing mutually agreed upon service goals. |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.10 (b) - Assessment** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner. | Aging Initiative –  Student consistently develops comprehensive assessment and ties assessment to the planning and intervention strategies. | Aging Initiative –  Conduct a comprehensive geriatric assessment of psychosocial factors that affect older persons’ physical and mental well-being. |
| Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs. |  |  |
| Student demonstrates ability to involve individuals, family members, and community service providers to develop coordinated intervention plans. |  |  |
| Student demonstrates ability to critically determine the most appropriate intervention strategies to implement a plan. |  |  |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  **2.1.10 (c) - Intervention** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates beginning ability to initiate efforts consistent with service and organizational goals. | Aging Initiative –  Student demonstrates strategies to collaborate with service providers, community organizations, policy makers and the public to address and advocate for the needs and issues of a growing aging population.  Mental Health –  Student critically selects and implements appropriate interventions and strategies to achieve consumer, community, and/or organization goals.  Child Welfare – **CA 10(c).1.**  Comfortably move among the roles of  a social worker in child welfare and  intervene effectively in those roles,  including enhancing client strengths,  acting as a client advocate, and  skillfully handling transitions and  terminations. | Aging Initiative –  Use identified strategies to deliver services to clients including access to medical and mental health care, nutrition maintenance, recreation services and other forms of support.  Mental Health –  Demonstrates understanding of the roles of consumers, family members, practitioners, the agency, and the community, in shaping policy and in developing and implementing relevant behavioral health services.  Child Welfare - **CP 10(c).1.**  Shape child welfare interventions that  demonstrate effective balance of  multiple social worker roles and  phases of service that recognize client  strengths and self- determination. |
| Student demonstrates capacity to identify and utilize prevention measures that enhance clients’ individual strengths and protective factors. |  |  |
| Student demonstrates capacity to identify and prioritize challenges and to foster solutions that call on clients’/consumers’ existing strengths. |  |  |
| Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services. |  | Mental Health-  Demonstrates the ability to partner with consumers and families to identify and utilize natural community supports.  Utilizes clinical care coordination principles in assisting consumers and family members by linking and coordinating needed services and resources to achieve the expressed goals. |
| Student recognizes the importance of understanding the transition & termination processes and demonstrates the capacity to sensitively terminate work. |  |  |

|  |  |  |
| --- | --- | --- |
| **EPAS Core Competencies:**  2**.1.10 (d) - Evaluation** | | |
| **CalSWEC Integrated Foundation**  **Competencies** | **Advanced Competencies** | **Advanced Practice Indicators** |
| Student demonstrates a beginning ability to systemically monitor, analyze and evaluate interventions, applying knowledge- for-action approach to determine future action. | Student is competent in the use of logic models as tools for practice evaluation. | Uses logic model as a method to evaluate practice outcomes through the development of measurable short term and long term outcomes. |