

**Council on Social Work Education 2015 Competencies**  
**Examples of Learning Activities/Assignments**

Competency	Foundation Year Activities/Assignments	Advanced Year Activities/Assignments
I. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• Review NASW Code of Ethics</li> <li>• Identify broad ethical issues relevant to assigned practice area</li> <li>• Participate in trainings for social workers offered by agency</li> <li>• With the help of field instructor, review the values of the profession and gain awareness of personal perspectives/biases</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple perspectives (ethical, legal, clinical, risk- management, institutional interest) to examine an ethical dilemma</li> <li>• Utilize supervision (group and individual) to identify and resolve an ethical conflict</li> <li>• In supervision, discuss the person-in-environment stance that is a “signature” social work perspective.</li> <li>• In case presentations, identify professional use of self and its meaning</li> </ul>
II. Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>• In process recordings, student will note multiple social identities of clients (those that marginalize, and those that include privilege)</li> <li>• Discuss ways to have “difficult conversations” with clients and colleagues around difference</li> </ul>	<ul style="list-style-type: none"> <li>• In process recordings, student will note multiple social identities of clients (those that marginalize, and those that include privilege)</li> <li>• In case discussions, student routinely utilizes diversity lens</li> </ul>
III. Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>• Routine discussions with field instructor about structural forms of oppression impacting clients’ lives</li> <li>• Identify barriers to service delivery and talk about ways to mitigate</li> <li>• Review multiple hypotheses in understanding interactions (self and client)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify service gaps for clients and explore creative solutions</li> <li>• Participate in committee on human rights or attend community meetings with this focus</li> </ul>
IV. Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> <li>• Choose an area of clinical interest relevant to client population and determine best evidence-informed practice</li> <li>• Develop ideas about best practices as a result of direct work with a particular client group</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence-based practices most relevant to client population and be able to provide rationale</li> <li>• Develop ideas about best practices as a result of direct work with a particular client group</li> </ul>
V. Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Identify agency policies that impact the delivery of services to your clients</li> <li>• Participate in day-long community advocacy event (LEAD Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify policies at agency, state, or federal level that impact the delivery of services to your clients</li> <li>• Advocate for policy-related change to improve access to services</li> </ul>

	<ul style="list-style-type: none"> <li>• Review NASW agenda and identify an item that pertains to placement setting</li> </ul>	
VI. Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Observe student's initial encounters with client(s)</li> <li>• Process recordings demonstrate student's ability to use open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Present a case on a mandated, or difficult to engage, client</li> <li>• Evaluate, in supervision, understanding of a client who appeared to terminate prematurely</li> </ul>
VII. Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Complete biopsychosocial assessment and review with field instructor (from SW421)</li> <li>• From information gathered, develop ideas about the impact on clients' context</li> <li>• Observe student conducting intakes</li> </ul>	<ul style="list-style-type: none"> <li>• Present case to interdisciplinary team with focus on formulation</li> <li>• Discussion of which theoretical and developmental frameworks are most relevant to understanding particular clients</li> </ul>
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Treatment goals are developed in partnership with client</li> <li>• Plan, develop and carry out a psycho-educational group</li> <li>• Proactively identify resources for potential referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Present a case and talk about the rationale for intervention chosen</li> <li>• Process recording includes reflection on choice of intervention</li> <li>• At time of field visit, contrast with field instructor and liaison the different contexts of practices (Years I &amp; II) and how they differently shape interventions</li> </ul>
IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Conduct interviews with field instructor to assess relative strengths/weaknesses in these areas</li> <li>• Demonstrate ongoing evaluation of client treatment plans</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a case that posed challenges (for student and client) and examine, from multiple perspectives, the reasons</li> </ul>