

Council on Social Work Education 2022 Competencies
Examples of Learning Activities/Assignments

Competency	Generalist Year Activities/Assignments	Specialized Year Activities/Assignments
I. Demonstrate Ethical and Professional Behavior	- Review NASW Code of Ethics - Identify broad ethical issues relevant to assigned practice area - Participate in trainings for social workers offered by agency - With the help of practicum instructor, review the values of the profession and gain awareness of personal perspectives/biases	- Use multiple perspectives (ethical, legal, clinical, risk- management, institutional interest) to examine an ethical dilemma - Utilize supervision (group and individual) to identify and resolve an ethical conflict - In supervision, discuss the person-in-environment stance that is a “signature” social work perspective - In case presentations, identify professional use of self and its meaning
II. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	- Routine discussions with practicum instructor about structural forms of oppression impacting clients’ lives - Identify barriers to service delivery and talk about ways to mitigate - Review multiple hypotheses in understanding interactions (self and client)	- Identify service gaps for clients and explore creative solutions - Participate in committee on human rights or attend community meetings with this focus
III. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	- In process recordings, supervision and practice, student will note multiple social identities of clients (those that marginalize, and those that include privilege) - Discuss ways to have “difficult conversations” with clients and colleagues around difference	- In process recordings, supervision and practice, student will note multiple social identities of clients (those that marginalize, and those that include privilege) - In case discussions, student routinely utilizes ADEI lens] <i>Develop culturally responsive interventions; evaluate agency practices for equity; create training for staff on culturally responsive practice; integrate intersectionality into treatment planning.</i>

IV. Engage in Practice-Informed Research and Research-Informed Practice	- Choose an area of clinical interest relevant to client population and determine best evidence-informed practice - Develop ideas about best practices as a result of direct work with a particular client group	- Identify evidence-based practices most relevant to client population and be able to provide rationale - Develop ideas about best practices as a result of direct work with a particular client group
V. Engage in Policy Practice	- Identify agency policies that impact the delivery of services to clients - Participate in day-long community advocacy event (LEAD Day) - Review NASW agenda and identify an item that pertains to placement setting	- Identify policies at agency, state, or federal level that impact the delivery of services to clients - Advocate for policy-related change to improve access to services
VI. Engage with Individuals, Families, Groups, Organizations, and Communities	- Observe student's initial encounters with client(s) - Process recordings demonstrate ability to use open-ended questions	- Present a case on a mandated, or difficult to engage, client - Evaluate, in supervision, understanding of a client who appeared to terminate prematurely
VII. Assess Individuals, Families, Groups, Organizations, and Communities	- Complete biopsychosocial assessment and review with practicum instructor - From information gathered, develop ideas about the impact on clients' context - Practicum Instructor will observe student engaging in intake process and provide feedback	- Present case to interdisciplinary team with focus on formulation - Discussion of which theoretical and developmental frameworks are most relevant to understanding particular clients
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities	- Treatment goals are developed in partnership with client - Plan, develop and carry out a psycho-educational group - Proactively identify resources for potential referrals	- Present a case and provide rationale for intervention chosen - Process recording includes reflection and rationale on choice of intervention - At time of field visit, contrast with field instructor and practicum liaison the different contexts of practices (Years I & II) and how they differently shape interventions

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• Conduct interviews with practicum instructor to assess relative strengths/weaknesses in these areas • Demonstrate ongoing evaluation of client treatment plans	• Evaluate a case that posed challenges (for student and client) and examine, from multiple perspectives, potential reasons
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