

## *Foundation Competencies*

### *Content areas Competencies*

#### ***HBSE***

#### Foundation curriculum

1. Articulate, critically analyze, and apply an ecological, transactional (risk and resilience) and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to the understanding and assessment of client systems and to reciprocal relations among individuals, families, groups, organizations, communities, and societies.
2. Assess the validity of historically significant theories of human behavior and development for current social issues and problems that clients experience.
3. Evaluate and apply selected evidence-based theories of human development and behavior that are sensitive to gender, class, race/ethnicity, sexual orientation, family structure, disability status, and worldview.
4. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span.
5. Explain the role of adaptive and maladaptive environments and experiences, including trauma and

chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span.

6. Analyze and apply a cultural, ecological, transactional (risk and resilience) and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to the assessment of the client, including social issues and problems experienced by the client, and the development of derivative interventions, social policies, and programs of service delivery.
7. Conduct a scientific review of empirical evidence and theory to address questions about human development and behavior across the lifespan.

### ***Research***

#### **Foundation curriculum**

At the completion of the foundation coursework, students will be able to:

1. Access and critically appraise relevant data bases for valid and reliable evidence to support social work practice, program, and policy decisions.
2. Critically evaluate different kinds of qualitative and quantitative research studies in terms of appropriate literature reviews and research questions/hypotheses, methods, ethics, and conceptual and statistical significance.

3. Prioritize knowledge into a hierarchy of evidence from the most to the least rigorous.
4. Analyze a data set using a spreadsheet or other software programs.
5. Apply appropriate empirical techniques to evaluate process and outcomes with single client systems.
6. Effectively communicate empirically based knowledge (or lack thereof) to clients.

### ***Practice***

#### **Foundation curriculum**

At the completion of their foundation coursework, graduates will be able to:

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social and economic justice.
2. Engage, maintain, and appropriately terminate helping relationships with diverse client systems in a variety of social work settings using a culturally affirming, generalist, ecological perspective.
3. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments.
4. Differentially use generalist practice skills including relationship building, communication and interviewing

skills, and negotiating and conflict management skills to enter and maintain relationships with diverse client systems.

5. Effectively use leadership principles and skills, group and coalition building skills, and supervisory skills when working with groups, interdisciplinary teams, communities, and organizations to identify and define issues, collect data, develop and implement action plans, monitor and evaluate interventions.

6. Compare, contrast, and implement evidence-based theories/approaches and models of social work practice client systems in relation to their congruence with social work values, attention to all forms of diversity, and effectiveness with various client populations.

7. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations.

8. Explain the organizational, political, economic and cultural factors that influence stability and change.

9. Apply evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems.

10. Describe how advocacy and social change can be applied to advance well-being, including social and economic justice, and demonstrate how and when to apply such strategies across client systems.

## ***Policy***

### **Foundation curriculum**

At the completion of the foundation coursework, students will be able to:

1) Analyze and synthesize historical and conceptual evidence-based data about social problems and policies

at local, state, national, and international levels.

2) Analyze the informal and formal influences on policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive service delivery systems.

3) Assess community needs and resources for sustaining the healthy development of community members and families across cultures, as well as barriers to access, using available technologies and evidence-based data gathered across multiple sources.

4) Analyze, advocate for, and implement policies that promote the healthy development of client systems.

5) Prepare and present effective, professional, verbal and written analyses, policies, briefs, and proposals to stakeholders.

6) Analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery, including their capacities to prevent or promote social and economic justice.

### ***Field***

#### **Foundation curriculum**

At the completion of foundation coursework, students will be able to:

1. Within a generalist perspective, develop assessments using a cultural, ecological, transactional developmental framework that incorporate the effects of discrimination and oppression, and take into account the multiple identities and world views of client systems (i.e., individuals, families, groups, organizations, communities and societies).

2. Critically analyze potential interventions and apply

those that are culturally affirming and supported by empirical evidence.

3. Differentially use skills such as communication, interviewing, assessment, and intervention across client populations, colleagues, communities, and societies.
4. Assess and increase client access to community social and economic resources.
5. Complete client notes, records, and agency documentation in a clear, complete, organized fashion and in accordance with agency policies.
6. Evaluate agency, local, state, federal, and international policies that impact clients served by the field agency.
7. Identify ethical and value conflicts that arise in the field agency setting and develop specific strategies for resolution.
8. Appropriately seek and use supervision and consultation regarding ethical and cultural issues and appropriate assessments, interventions, evaluations and terminations with and on behalf of client systems.
9. Function appropriately within the structure of organizations and service delivery systems.
10. Identify opportunities to advocate for policies and programs that meet client needs and apply beginning advocacy skills with agencies, communities, and policymakers at the local, state, and federal levels.
11. Demonstrate appropriate personal and professional conduct and boundaries in keeping with all applicable laws and professional standards.

### ***Program Competencies***

#### ***Values & Ethics***

### Foundation Competencies:

At the completion of the foundation coursework, students will be able to:

1. Apply the core values and ethical standards of the social work profession (based on the NASW Code of Ethics and the International Federation of Social Work Code of Ethics) in all their professional roles (e.g., student, practitioner, supervisor, administrator) and in settings with diverse constituencies across multiple systems.
2. Identify personal values and implement a plan for resolving conflicts/discrepancies between personal and professional values in order to act in the best interests of clients.
3. Identify conflicts/discrepancies between professional values/ethics and legal issues and articulate a plan to resolve those conflicts/discrepancies in order to act in the best interest of clients.
4. Recognize and resolve conflicts between one's ethical obligations to clients and the mission, policies and/or service delivery system of one's employing agency.

### ***Populations At-Risk and Social Justice***

#### Foundation:

At the completion of the foundation coursework, students will be able to:

1. Explain the factors that contribute to and constitute being at risk across the lifespan and how they affect client systems.
2. Describe different worldviews held by various populations-at-risk.
3. Critically analyze the concepts of distributive justice, human and civil rights, and the global interconnectedness of oppression.
4. Articulate how group membership influences people's access to resources and social and economic justice.
5. Articulate how a more privileged or unprivileged status affects group membership.
6. Evaluate methods of advocacy and social change at all social system levels that can be used to promote social and economic justice, combat discrimination and oppression, and increase access to resources.

### ***Diversity***

#### **Foundation Competencies**

At the completion of the foundation coursework, students will be able to:

1. Engage in behaviors that demonstrate understanding affirmation and respect for differences and strengths within and across cultures.

2. Articulate their belief systems regarding different cultural identities, evaluate the effects of these belief systems on their social work practice, and develop a plan for addressing those not congruent with social work values.

3. Assess the multiple cultures within client systems and how these different cultures intersect to affect client system identity, including worldview, behaviors, values, and feelings.

4. Assess cultural strengths, resources, and natural support systems, and effectively employ them when working with client systems.

5. Develop a process for learning about different cultures and developing cultural competence in working with them.

***Critical Thinking/Evidenced-Based Practice***

**Foundation Competencies:**

At the completion of the foundation coursework, students will be able to:

1. Analyze the influence and implications of cultural, geographic community, gender-based, religious, political, ideological and other identities and orientations on thinking about social issues and concerns.

2. Identify personal biases and the appropriate use of self in the process to formulate professional judgments and conclusions.

3. Employ a scientific analytic approach to rigorously, critically, and open-mindedly investigate, analyze, synthesize, and interpret available primary and secondary data and research findings, evaluation outcomes and other information toward formulation of professional judgments and conclusions.

4. Identify and question assumptions in professional discourse and reject stereotypes and “knee-jerk” liberal and conservative views.

5. Define and articulate evidence-based practice, its steps and relationship of critical thinking to SW learning and knowledge.