

COUNCIL AND SOCIAL WORK EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

EPAS2.1.1

Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

2.1.1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Knowledge:

Students learn and examine NASW's Code of Ethics and the Ohio Code of Conduct as specified by Ohio's CSWMFT licensing board.

Attitudes/Values:

Students demonstrate a commitment to NASW's professional values and ethical standards of practice.

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings, and resulting changes in professional perspectives surrounding ethical decision making in practice settings.

Skills:

Students analyze a range of practice situations and demonstrate ethical decision making in generalist practice.

2.1.1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Knowledge:

Students learn about the necessity for personal reflection and self-regulation as they support competency in generalist practice and lifelong professional development.

Attitudes/Values:

Students honor their self-awareness for how it informs their lifelong professional development. Students make an informed commitment to NASW's value of competency.

Skills:

Students gain skills of self-reflection, self-evaluation, and self-regulation that support competency in generalist practice at all levels.

2.1.1.3 Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

Knowledge:

Students learn professional conduct and communication appropriate to the profession within the classroom and practice settings.

Attitudes/Values:

Students value professional conduct as demonstrated through one's behavior, appearance, and communication within the classroom and practice settings.

Skills:

Students demonstrate an integration of the code of ethics and appropriate professional conduct and communication interactions within the classroom and practice settings.

2.1.1.4 Use technology ethically and appropriately to facilitate practice outcomes.**Knowledge:**

Students learn how to incorporate technology into practice ethically and appropriately.

Attitudes/Values:

Students value the appropriate and ethical use of technology in practice settings.

Skills:

Students will identify and demonstrate appropriate and ethical use of technology in practice settings.

2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.**Knowledge:**

Students learn the purposes and processes of supervision in the profession of social work.

Attitudes/Values:

Students value establishing and maintaining professional relationships with field instructors, colleagues, and agencies.

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings, and resulting changes in professional perspective after utilizing supervision and consultation in practice settings.

Skills:

Students demonstrate appropriate professional relationships with field instructors and colleagues within practice settings, including the appropriate use of supervision and consultation.

EPAS2.1.2

Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power

2.1.2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Knowledge:

Students learn how diversity characterizes and shapes the human experience

Attitudes/Values:

Students develop an appreciation for how diversity shapes the human experience

Cognitive and Affective Processes:

Students reflect on their thoughts, feelings and resulting changes in professional perspectives gained from experiences with diversity in professional settings.

Skills:

Students identify and articulate the importance of human diversity in practice settings;

2.1.2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences

Knowledge:

Students learn how to view themselves as active learners toward cultural competency.

Attitudes/Values:

Students appreciate client cultural differences.

Skills:

Students treat diverse clients with dignity and respect and actively engage with clients and colleagues toward cultural competency.

2.1.2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Knowledge:

Students deepen awareness of their own cultural identity including values and beliefs that may impact professional practice

Attitudes/Values:

Students value the importance of personal reflection and self-regulation toward cultural competency

Cognitive and Affective Processes:

Students employ critical thinking and reflect on their values and beliefs to eliminate the influence of personal bias in working with diverse populations in professional practice.

Skills:

Students demonstrate self-awareness and self-regulation to eliminate the influence of personal biases in working with diverse client systems

EPAS2.1.3

Advance human rights and social, economic, and environmental justice.

Social workers understand that every person, regardless of position in society has basic human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnectedness of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

2.1.3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Knowledge:

Students acknowledge the forms and mechanisms of oppression and discrimination, strategies of advocacy, rights of clients, and finding resources for pursuing change and use of power.

Attitudes/Values:

Students value the professional role of dismantling the forms and mechanisms of oppression and discrimination. Students gain appreciation for how advocacy is important for addressing human rights and social, economic, and environmental justice in generalist practice.

Cognitive and Affective Processes:

Students reflect on their thoughts, feelings, and changes in professional perspective surrounding social, economic, and environmental justice of clients at all system levels.

Skills:

Students demonstrate the ability to identify and articulate the forms and mechanisms of oppression and discrimination. Students gain advocacy skills at multiple levels for advancing human rights and social, economic and environmental justice.

2.1.3.2 Engage in practices that advance social, economic, and environmental justice.

Knowledge:

Students learn how to engage practice strategies that advance social, economic, and environmental justice for client systems at all levels of generalist practice.

Attitudes/Values:

Students value the array of strategies implemented for advancing social, economic, and environmental justice for client systems at all levels of generalist practice.

Skills:

Students demonstrate the ability to identify and implement practice strategies that advance social, economic and environmental justice for client systems at all levels of generalist practice.

EPAS2.1.4

Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

2.1.4.1 Use practice experience and theory to inform scientific inquiry and research

Knowledge:

Students learn to develop research questions originating from practice settings and practice experience which lead to quantitative and qualitative research

Attitudes/Values:

Students value the adherence to the NASW Code of Ethics regarding ethical treatment of research participants.

Skill:

Students conduct ethically responsible research to evaluate their own practice or practice settings

2.1.4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Knowledge:

Students will learn how to analyze qualitative and quantitative research findings

Attitudes/Values:

Students will gain an appreciation for research analysis

Cognitive and Affective Processes:

Students will utilize critical thinking and reflect upon resulting changes in professional perspective concluded in research findings.

Skills:

Students will analyze qualitative and quantitative research toward advancing the science of social work.

2.1.4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Knowledge:

Students can identify and critically comprehend social research as it relates to Social Work policy and practice.

Attitudes/Values:

Students value how research evidence informs Social Work policy and practice.

Skill:

Students utilize research evidence to inform and improve practice, policy and service delivery.

EPAS2.1.5

Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also about policy formulation, analysis, implementation, and evaluation.

2.1.5.1 Identify social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.

Knowledge:

Students learn social policy at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.

Attitudes/Values:

Students can verbalize appreciation for how social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.

Skills:

Students identify specific social policies at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.

2.1.5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Knowledge:

Students learn how to evaluate social welfare and economic policies that impact the delivery and access to social services.

Attitudes/Values:

Students can demonstrate understanding of how current social welfare and economic policies that impart the delivery and access to social services.

Skills:

Students can identify and critique current social welfare and economic policies that impact the delivery of and access to social services.

2.1.5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.

Knowledge:

Students examine models of policy research, analysis, formulation, and advocacy within a historical and structural context of U.S. social policy evolution.

Attitudes/Values:

Students recognize and appreciate the policy advocacy and inextricable relationships between social workers as a means to advance social policies and service delivery.

Cognitive and Affective Processes:

Students will analyze policies and reflect on how advocacy advances social, economic and environmental justice.

Skills:

Students analyze, formulate, and advocate for policies that advance social well-being.

EPAS2.1.6

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

2.1.6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice

2.1.6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.

Knowledge:

Students learn what empathy is as a critical and foundational skill in generalist practice. Students learn about key interpersonal skills necessary for practice at all levels

Attitudes/Values:

Students understand and value the necessity of strong interpersonal skills for effective generalist practice at all stages

Cognitive and Affective Processes:

Students will reflect on their use of empathy, and interpersonal skills to effectively engage diverse clients and constituencies.

Skills:

Students develop and strengthen key interpersonal skills.

EPAS2.1.7

Assess Individuals, Families, Groups, Organizations, Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

2.1.7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Knowledge:

Students learn about the different sources of client data; different methods and techniques for gathering client data; different approaches of interpreting client data; and different models for comprehensive assessment of client systems at all levels

Attitudes/Values:

Students value ongoing assessment as an integral part of generalist practice at all levels.

Skills:

Students develop skills specific to gathering client data from multiple sources and organizing and interpreting client data in a comprehensive assessment

2.1.7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to apply the knowledge and theories for the biological, psychological, spiritual, social and cultural domains in guiding their practice.

2.1.7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Knowledge:

Students learn about initially identifying and developing mutually agreed-on intervention goals and objectives with client systems. Students learn about the strengths perspective and how it is woven throughout all phases of generalist practice and at all levels. Particularly for assessment, students learn how to incorporate strengths as well as identifying client systems' needs and limitations.

Attitudes/Values:

Students gain appreciation for developing mutually agreed-on intervention goals and objectives with client systems. Students value a strengths-based practice framework that enhances client system needs as well as helping client systems overcome limitations.

Skills:

Students demonstrate the ability to develop mutually agreed-on intervention goals and objectives with client systems. Students demonstrate the strengths perspective in all phases of generalist practice. Specific to client assessment, students learn how to elicit strengths from client systems as well as identifying client limitations as points for intervention.

2.1.7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Knowledge:

Students learn how to identify and critically analyze appropriate intervention strategies as well as how to fully engage client systems in the selection process.

Attitudes/Values:

Students value the ability to critically analyze as well as the ability to join with client systems in selecting appropriate intervention strategies

Cognitive-Affective Processes:

Students reflect upon and critically analyze assessment findings toward the selection of appropriate intervention strategies.

Skills:

Students demonstrate the ability to identify and critically analyze appropriate intervention strategies as well as the ability to fully engage client systems in the selection process.

EPAS2.1.8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration

2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Knowledge:

Students learn intervention strategies to accentuate and develop client system strengths and resources.

Attitudes/Values:

Student value interventions that enhance client system capacities

Skills:

Students demonstrate intervention strategies to accentuate and develop client system strengths and resources.

2.1.8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice.

2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Knowledge:

Students learn techniques for joining with client systems and constituencies in the planned change process that helps client systems resolve problems.

Attitudes/Values:

Students appreciate the usefulness and value of collaborative frameworks that help client systems resolve problems

Skills:

Students adequately demonstrate techniques and strategies for joining with clients and constituents in the planned change process that helps client systems resolve problems

2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.**Knowledge:**

Students learn how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources.

Attitudes/Values:

Students value the roles of brokers, advocates, mediators, activists, and catalysts as integral responsibilities in serving client systems

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings and resulting changes in professional perspective surrounding negotiation, mediation, & advocacy on behalf of diverse client systems.

Skills:

Students adequately demonstrate how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources

2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.**Knowledge:**

Students learn multiple methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice

Attitudes/Values:

Students gain the appreciation for the importance of the role of endings and transitions with client systems at all levels in generalist practice

Skills:

Students adequately demonstrate methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice

EPAS2.1.9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.

2.1.9.1 Select and use appropriate methods for evaluation of outcomes.

Knowledge:

Students learn techniques to monitor and evaluate client outcomes.

Attitudes/Values:

Students value the many techniques and rationale in evaluating client outcomes

Skills:

Students demonstrate the utilization of appropriate methods in monitoring and evaluating client outcomes.

2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the evaluation of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide evaluation of professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of evaluation of Social Work practice.

2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Knowledge:

Students learn multiple methods for analyzing, monitoring, and evaluating their practice interventions with client systems of all levels

Attitudes/Values:

Students gain appreciation for the role of evaluation in the generalist practice.

Skills:

Students apply various methods of analyzing and evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.

2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Knowledge:

Students learn how to apply research and evaluation to inform proactive and responsive practice at all levels.

Attitudes/Values:

Students realize the necessity of research and evaluation to inform proactive and responsive practice at all social work levels.

Cognitive and Affective Processes:

Students reflect on how to use research and evaluation to shape professional perspective at levels of social work practice.

Skills:

Students apply research and evaluation to inform proactive and responsive practice at all social work levels.

