

# **COUNCIL AND SOCIAL WORK EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

## **EPA2.1.1**

### **Identify as a professional social worker and conduct oneself accordingly**

**Social workers serve as representatives of the profession, its mission, and its core values. They know the professions history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.**

**2.1.1.1** advocate for client access to the services of social work;

**Knowledge:**

Students learn the rights of clients, avenues of appeal, and resources to be mobilized.

**Attitudes/Values:**

Students value advocacy as a natural part of the historical evolution of professional social work roles.

**Skill:**

Students gain skills in assessing power, problem situations, clients and adversaries as well as advocacy strategies and tactics.

**2.1.1.2** practice personal reflection and self- correction to assure continual professional development;

**Knowledge:**

Students learn about the necessity for personal reflection and self-correction 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.

**Skill:**

Students gain skills of self-reflection, self-evaluation, and self-correction that support competency in generalist

**2.1.1.3** attend to professional roles and boundaries;

**Knowledge:**

Students learn the wide range of professional roles in generalist practice (Ch1) and NASW's ethical principles that address competence (1.04), conflicts of interest (1.06), and the dilemmas of dual relationships.

**Attitudes/Values:**

Students become committed to NASW's professional values and ethical standards of practice.

**Skill:**

Students analyze ethical dilemmas commonly observed in practice and employ a model of ethical-decision making.

**2.1.1.4** demonstrate professional demeanor in behavior, appearance and communication;

**Knowledge:**

Students learn professional conduct 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.

**Skill:**

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

**2.1.1.5** engage in career-long learning; and;

**Knowledge:**

Students learn that lifelong growth and development is integral to the professional identity of a social worker.

**Attitudes/Values:**

Students exhibit an ongoing attitude of responsibility for developing professional knowledge toward enhancement of services to clients, agencies, and communities.

**Skill:**

Students participate in professional development activities, organizations, or/and service learning toward enhancement of services to clients, agencies, and communities.

**2.1.1.6** use supervision and consultation

**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.

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

## EPA2.1.2

### Apply social work ethical principles to guide professional practice.

**Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.**

2.1.2.1 recognize and manage personal values in a way that allows professional values to guide practice;

**Knowledge:**

Students articulate their personal values and how they stand apart from professional values.

**Attitudes/Values:**

Students demonstrate a commitment to ongoing evaluation of personal values and how these might affect their ability to intervene effectively.

**Skill:**

Students assess competing obligations of the client, employee, profession, and third parties against the requirements of their own conscience.

2.1.2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles;

**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.

**Skill:**

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

2.1.2.3 tolerate ambiguity in resolving ethical conflicts; and,

**Knowledge:**

Students learn how to identify ethical conflicts in practice as well as learn about strategies for resolving ethical conflicts.

**Attitudes/Values:**

Students gain a *tolerance* for addressing practice situations where there is no single correct answer to an ethical dilemma and/or where all solutions to an ethical conflict are less than ideal.

**Skill:**

Students demonstrate tolerance with ambiguity in ethical-decision making in generalist practice.

2.1.2.4 apply strategies of ethical reasoning to arrive at principled decisions

**Knowledge:**

Students learn and examine NASW's Code of Ethics and a decision-making model for conceptualizing and addressing ethical dilemmas.

**Attitudes/Values:**

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

**Skill:**

Students analyze ethical dilemmas commonly observed in generalist practice and apply a decision-making model for conceptualizing and addressing ethical dilemmas.

### EPA2.1.3

**Apply critical thinking to inform & communicate professional judgments.**

**Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.**

**2.1.3.1** distinguish, appraise, and integrate multiple sources of knowledge, including research- based knowledge and practice wisdom;

**Knowledge:**

Students learn how to distinguish, appraise, and integrate multiple sources of knowledge, including research -based knowledge and practice wisdom. Their curiosity and creativity are harnessed as applied to their development as a social work professional.

**Attitudes/Values:**

Students value the principles of logic, scientific inquiry, and reasoned discovery that fuels and advances social work practice wisdom and knowledge.

**Skill:**

Students demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. They also apply their curiosity and creativity to their development as a social work professional.

**2.1.3.2** analyze models of assessment, prevention, intervention, and evaluation; and,

**Knowledge:**

Students learn how to analyze models of assessment, prevention, intervention and evaluation in generalist social work practice.

**Attitudes/Values:**

Students value the importance and role of critical thinking as it informs and in the communication of professional judgments.

**Skill:**

Students demonstrate the skill of analysis of assessment, prevention, intervention, and evaluation models in generalist social work practice.

**2.1.3.3** demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities.

**Knowledge:**

Students learn standards of oral and written communication in social work practice.

**Attitudes/Values:**

Students develop a commitment to effective oral and written communication in social work practice.

**Skill:**

Students demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, and communities.

#### EPA2.1.4

#### Engage diversity and difference in practice.

**Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disAttitudes/Values, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion and sexual orientation. Social workers appreciate 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.**

**2.1.4.1** recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

**Knowledge:**

Students learn the various dimensions and intersectionality of diversity, including how societal structures may enhance or impede privilege and power.

**Attitudes/Values:**

Students value choice and opportunity for all people with special regard to the vulnerable, disadvantaged, oppressed, and exploited toward the realization of social justice.

**Skill:** Students will demonstrate an understanding of cultural differences and how such differences oppress or privilege client systems within practice settings.

**2.1.4.2** gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

**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 correction toward cultural competency;

**Skill:** Students demonstrate sufficient self-awareness to eliminate the influence of personal biases in working with diverse client systems;

**2.1.4.3** recognize and communicate their understanding of the importance of difference in shaping life experiences;

**Knowledge:**

Students learn how diversity characterizes and shapes the human experience

**Attitudes/Values:**

Students develop an appreciation for how diversity shapes the human experience;

**Skill:**

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

**2.1.4.4** view themselves as learners and engage those with whom they work as informants.

**Knowledge:**

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

**Attitudes/Values:**

Students appreciate client cultural differences.

**Skill:**

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

## EPA2.1.5

### Advance human rights and social and economic justice.

**Each 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 recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.**

**2.1.5.1** understand (sic:” can identify and articulate”) the forms and mechanisms of oppression and discrimination;

**Knowledge:**

Students learn the forms and mechanisms of oppression and discrimination.

**Attitudes/Values:**

Students value the professional role of dismantling the forms and mechanisms of oppression and discrimination.

**Skill:**

Demonstrate the ability to identify and articulate the forms and mechanisms of oppression and discrimination

**2.1.5.2** advocate for human rights and social and economic justice; and

**Knowledge:**

Students learn types and strategies of advocacy, rights of clients, avenues of appeal, finding resources for pursuing change, and use of power

**Attitudes/Values:**

Students gain appreciation for how advocacy is important for addressing human rights and social and economic justice in generalist practice.

**Skill:**

Students gain skills of using government documents, using political process, public speaking, and tolerating conflict to advocate at multiple levels for advancing human rights and social and economic justice.

**2.1.5.3** engage in practices that advance social and economic justice.

**Knowledge:**

Students learn about practice strategies that advance social and economic justice for client systems at all levels of generalist practice.

**Attitudes/Values:**

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

**Skill:**

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

## **EPA2.1.6**

### **Engage in research-informed practice and practice-informed research.**

**Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.**

#### **2.1.6.1** use practice experience to inform scientific inquiry; and

**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.

#### **2.1.6.2** use research evidence to inform practice.

**Knowledge:**

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

**Attitudes/Values:**

Students value how research evidence informs practice.

**Skill:**

Students utilize research evidence to inform their practice interventions.

## EPA2.1.7

**Apply knowledge of human behavior and the social environment.**

**Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.**

**2.1.7.1** utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

**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.

**Skill:**

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

**2.1.7.2** critique and apply knowledge to understand person and environment.

**Knowledge:**

Students understand the knowledge and theories central to professional Social Work.

**Attitudes/Values:**

Students value how the knowledge and theories of the biological, psychological, spiritual, social and cultural domains guide professional practice.

**Skill:**

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

## EPA2.1.8

**Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.**

**2.1.8.1** analyze, formulate, and advocate for policies that advance social well-being; and

**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 inherent and inextricable relationships between social work practice, social policies, and service delivery.

**Skill:**

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

**2.1.8.2** collaborate with colleagues and clients for effective policy action.

**Knowledge:**

Students learn diverse perspectives of policy advocates, strategies of building agendas, using power, and strategies for effective policy action.

**Attitudes/Values:**

Students value the importance of collaboration with multiple stakeholders in policy advocacy.

**Skill:**

Students demonstrate collaboration with colleagues and clients for effective policy action.

## **EPA2.1.9**

### **Respond to contexts that shape practice.**

**Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.**

**2.1.9.1** continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

**Knowledge:**

Students learn the skills, strategies, and processes of ongoing needs assessment that inform proactive and responsive practice.

**Attitudes/Values:**

Students value how ongoing needs assessments are necessary for proactive and responsive practice.

**Skill:**

Students demonstrate the skills, strategies, and processes of ongoing needs assessment that inform proactive and responsive practice.

**2.1.9.2** provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Knowledge:**

Students learn from community partners about evolving changes and needs in service delivery networks.

**Attitudes/Values:**

Students value the professional leadership role in promoting sustainable changes in service delivery and practice.

**Skill:**

Students demonstrate leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

## EPA2.1.10

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.**

### **2.1.10(a)—Engagement**

**2.1.10.1** substantively and affectively prepare for individuals, families, groups, organizations, and communities;

**Knowledge:**

Students learn about the necessity for substantively and affectively preparing for client service at all levels. Students also learn about the various techniques for engaging with client systems.

**Attitudes/Values:**

Students appreciate how preparing for client service in substantive and affective ways is critical for effective generalist practice.

**Skill:**

Students demonstrate skills of comprehensive preparation for work and engagement with client systems.

**2.1.10.2** use empathy and other interpersonal skills; and

**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.

**Skill:**

Students develop and strengthen key interpersonal skills.

**2.1.10.3** develop a mutually agreed-on focus of work and desired outcomes.

**Knowledge:**

Students learn about initially identifying and developing a mutually agreed-upon focus of work and desired outcomes with client systems in the early work phases of generalist practice.

**Attitudes/Values:**

Students value client empowerment as they join with client systems in the early work phases of generalist practice.

**Skill:**

Students demonstrate the skills of developing a mutually agreed-on focus of work and desired outcomes with client systems in the early work phases of generalist practice.

### 2.1.10(b)—Assessment

#### 2.1.10.4 collect, organize, and interpret client data;

**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.

**Skill:**

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

#### 2.1.10.5 assess client strengths and limitations;

**Knowledge:**

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 value a strengths-based practice framework that enhances client system empowerment for addressing client system needs as well as helping client systems overcome limitations.

**Skill:**

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.

#### 2.1.10.6 develop mutually agreed-on intervention goals and objectives; and

**Knowledge:**

Students learn about the strategies for developing mutually agreed-on intervention goals and objectives with client systems.

**Attitudes/Values:**

Students gain appreciation for developing mutually agreed-on intervention goals and objectives with client systems.

**Skill:**

Students demonstrate the ability to develop mutually agreed-on intervention goals and objectives with client systems

#### 2.1.10.7 select appropriate intervention strategies.

**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.

**Skill:**

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.

## **2.1.10(c)—Intervention**

**2.1.10.8** initiate actions to achieve organizational goals;

**Knowledge:**

Students learn organizational theories and processes instrumental toward achieving organizational goals and effective social work practice.

**Attitudes/Values:**

Students value working environments in compliance with the NASW Code of Ethics toward achieving organizational goals and effective social work practice.

**Skill:**

Students demonstrate the ability to initiate appropriate actions toward organizational goals.

**2.1.10.9** implement prevention interventions that enhance client capacities;

**Knowledge:**

Students learn intervention strategies to accentuate and develop client system strengths and resources that serve as protective and resiliency factors against future client system risk.

**Attitudes/Values:**

Students value prevention interventions that enhance client system capacities.

**Skill:**

Students demonstrate intervention strategies to accentuate and develop client system strengths and resources that serve as protective and resiliency factors against future client system risk.

**2.1.10.10** help clients resolve problems;

**Knowledge:**

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

**Attitudes/Values:**

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

**Skill:**

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

**2.1.10.11** negotiate, mediate, and advocate for clients; and

**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.

**Skill:**

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.

**2.1.10.12** facilitate transitions and endings.

**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.

**Skill:**

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

**2.1.10(d)—Evaluation**

**2.1.10.13** critically analyze, monitor, and evaluate interventions.

**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 generalist practice.

**Skill:**

Students **apply** various methods of analyzing, monitoring, and evaluating practice interventions with client systems of all levels.