

<b>CSWE Foundation Competencies for Both BSW and MSW</b>
<b>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</b>
2.1.1.1. advocate for client access to the services of social work;
2.1.1.2 practice personal reflection and self-correction to assure continual professional development;
2.1.1.3 attend to professional roles and boundaries;
2.1.1.4 demonstrate professional demeanor in behavior, appearance, and communication;
2.1.1.5 engage in career-long learning; and
2.1.1.6 use supervision and consultation.
<b>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</b>
2.1.2.1 recognize and manage personal values in a way that allows professional values to guide practice;
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;
2.1.2.3 tolerate ambiguity in resolving ethical conflicts; and
2.1.2.4 apply strategies of ethical reasoning to arrive at principled decisions.
<b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b>
2.1.3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2.1.3.2 analyze models of assessment, prevention, intervention, and evaluation; and
2.1.3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
<b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b>
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;
2.1.4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
2.1.4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
2.1.4.4 view themselves as learners and engage those with whom they work as informants.
<b>Educational Policy 2.1.5—Advance human rights and social and economic justice.</b>
2.1.5.1 understand the forms and mechanisms of oppression and discrimination;
2.1.5.2 advocate for human rights and social and economic justice; &
2.1.5.3engage in practices that advance social and economic justice.
<b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b>
2.1.6.1use practice experience to inform scientific inquiry and
2.1.6.2 use research evidence to inform practice.
<b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b>
2.1.7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2.1.7.2 critique and apply knowledge to understand person and environment.
<b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>
2.1.8.1 analyze, formulate, and advocate for policies that advance social well-being; and
2.1.8.2 collaborate with colleagues and clients for effective policy action.
<b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b>
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
2.1.9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<b>Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families,</b>

<b>groups, organizations, and communities.</b>
2.1.10(a)(1) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
2.1.10(a)(2) use empathy and other interpersonal skills; and
2.1.10(a)(3) develop a mutually agreed-on focus of work and desired outcomes.
2.1.10(a)(4) negotiate, mediate, and advocate for clients; and
<b>Educational Policy 2.1.10(b)--Assessment</b>
2.1.10(b)(1) collect, organize, and interpret client data
2.1.10(b)(2) assess client strengths and limitations
2.1.10(b)(3) develop mutually agreed-on intervention goals and objectives
2.1.10(b)(4) select appropriate intervention strategies
<b>Educational Policy 2.1.10(c)—Intervention</b>
2.1.10(c)(1) initiate actions to achieve organizational goals;
2.1.10(c)(2) implement prevention interventions that enhance client capacities
2.1.10(c)(3) help clients resolve problems;
2.1.10(c)(4) negotiate, mediate, and advocate for clients; and
2.1.10(c)(5) facilitate transitions and endings.
<b>Educational Policy 2.1.10(d)—Evaluation</b>