

CSWE Foundation Competencies for Both BSW and MSW
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
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.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
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.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
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.
Educational Policy 2.1.4—Engage diversity and difference in practice.
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.
Educational Policy 2.1.5—Advance human rights and social and economic justice.
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.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
2.1.6.1use practice experience to inform scientific inquiry and
2.1.6.2 use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
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.
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
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.
Educational Policy 2.1.9—Respond to contexts that shape practice.
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.
Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families,

groups, organizations, and communities.
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
Educational Policy 2.1.10(b)--Assessment
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
Educational Policy 2.1.10(c)—Intervention
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.
Educational Policy 2.1.10(d)—Evaluation