
Integrated Foundation & BASW Competencies

For Public Child Welfare in California

2013



Introduction

As part of a career ladder for the public child welfare workforce, the California Social Work Education Center (CalSWEC) has developed a Title IV-E BASW Stipend Program at six of its member universities. Similar to the larger Title IV-E MSW Stipend Program, this federally funded initiative provides support for undergraduate social work education. Consistent with the accreditation standards of the Council on Social Work Education (CSWE), the program includes at least 400 hours of field placement, spread over two consecutive semesters or three school quarters.

This project evolved in response to expressed county need. In a number of regions in the state, particularly in rural areas, social services and child welfare staff may lack college degrees and/or specialized social work education. By making Title IV-E support available at the undergraduate level, CalSWEC seeks to expand educational opportunities for county employees and others planning to enter the field of public child welfare.

In 2003, a taskforce composed of social work faculty, state agency leaders, and CalSWEC Title IV-E project coordinators began meeting to shape the program, devise curriculum competencies, and make recommendations to the CalSWEC Board of Directors. Working from the existing MSW curriculum competencies, a subcommittee drafted Foundation-level BASW Competencies, which were then accepted by the taskforce as a whole and approved by the CalSWEC board. The BASW program began its Phase I in fiscal year 2004–05, with the intent of complementing, not replacing, the existing Title IV-E MSW program. The competencies were revised in 2008–09 to reflect evolving practice needs. After the IV-E MSW competencies were modified to align with updated CSWE Core Competencies in 2011, a small workgroup composed of BASW and MSW project coordinators and CalSWEC staff completed another revision of the BASW competencies. This most recent work resulted in the version that follows.

The newly adopted BASW competencies were approved by the CalSWEC board in February 2013. As part of an emerging continuum of competencies and knowledge related both to in-service training and to social work education, future revisions of the BASW competencies will be linked to a common core of knowledge, values, and skills shared by public child welfare professionals throughout California.

EPAS Core Competencies (10 + a.b.c.d.):

2.1.1—Identify as a professional social worker and conduct oneself accordingly

Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
<p>CF 1a. Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community-based and culturally sensitive programs and services.</p>	<p>BA 1a. Based on an understanding of how personal beliefs, norms, and world view influence practice, demonstrate a beginning capacity to advocate for client services that are community-based and culturally sensitive.</p>	<p>Adapt to and communicate respect for cultural background and client dignity and verbally reflect on personal biases, while identifying and advocating for culturally sensitive client services.</p>
<p>CF 1b. Demonstrate self-awareness of personal knowledge limitations and biases, and practice self-correction and reflection in action while pursuing ongoing professional development.</p>	<p>BA 1b. Practicing self-correction and reflection, demonstrate self-awareness of personal biases and knowledge limitations.</p>	
<p>CF 1c. In intervention planning, demonstrate consistently the understanding and recognition of how personal beliefs, values, norms, and world view can influence case dynamics and outcomes.</p>		
<p>CF 1d. Present self in a manner consistent with respectful professional conduct, and adapt methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.</p>	<p>BA 1c. Present self in a respectful, professional manner, and adapt to community language and cultural needs in communicating with child welfare clients, colleagues, and others.</p>	

EPAS Core Competencies (10 + a.b.c.d.):

2.1.1—Identify as a professional social worker and conduct oneself accordingly (cont'd)

Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 1e. Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career-long learning and contributing to practice effectiveness.	BA 1d. Consistently pursue learning, and recognize the relationship between continuous learning and effective practice.	Actively seek to augment knowledge and practice skills through review of emerging best practices and active use of field supervision.
CF 1f. Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	BA 1e. Demonstrate beginning capacity to utilize supervision effectively, including the need to augment knowledge or to mediate conflict between personal emotions and values and practice concerns.	
CF 1g. Demonstrate the capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict, and the ability to resolve such conflict by applying professional practice principles.	BA 1f. Demonstrate the capacity to perceive the diverse viewpoints of clients and others in cases of value conflict, and an emerging ability to use child welfare practice principles to resolve such conflict.	Able to verbalize the nature of conflict involving diverse viewpoints and act to resolve conflict through active listening, mediation, and other child welfare practice principles.

EPAS Core Competencies (10 + a.b.c.d.):		
2.1.2—Apply social work ethical principles to guide professional practice		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 2a. Demonstrate awareness of personal values and bias and manage such bias to engage in practice consistent with professional ethics and values.	BA 2a. Demonstrate awareness of personal values and bias and manage such bias to practice in a manner consistent with professional ethics.	
CF 2b. Understand the professional value base and apply NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families, and communities.	BA 2b. Demonstrate understanding of child welfare professional values and capacity to apply NASW Code of Ethics in planning and ethical decision-making that affects children, families, and communities.	Verbally acknowledge bias and act both to manage personal bias and to adhere to NASW Code of Ethics in planning, making decisions, and delivering services to clients.
CF 2c. Demonstrate knowledge of ethical decision-making methods and the capacity to apply these in practice, policy, advocacy, and research.		

EPAS Core Competencies (10 + a.b.c.d.):

2.1.3—Apply critical thinking to inform and communicate professional judgments

Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
<p>CF 3a. Demonstrate the ability critically to appraise, integrate, and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.</p>	<p>BA 3a. Demonstrate understanding of critical appraisal of knowledge and capacity to integrate and apply evidence-based knowledge and other forms of knowledge in conducting culturally sensitive assessments and interventions.</p>	<p>Review, evaluate, and apply evidence-based and other kinds of knowledge in making assessments and service planning, and closely monitor multilevel outcome data to inform practice.</p>
<p>CF 3b. Demonstrate the capacity to monitor and analyze the gathering, assessment, and evaluation of information to inform practice model design and use, including assessment, intervention, and evaluation.</p>	<p>BA 3b. Demonstrate the capacity to observe, gather, and analyze data to inform practice model design and use in child welfare at all levels, including assessment, intervention, and evaluation.</p>	
<p>CF 3c. Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards.</p>	<p>BA 3c. Understand and apply the principle that all oral and written communication must conform to audience needs and professional standards.</p>	<p>Ensure that all communications meet professional standards and audience needs.</p>

EPAS Core Competencies (10 + a.b.c.d.):

2.1.4—Engage diversity and difference in practice

Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 4a. Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.	BA 4a. Recognizing that values and social inequality may oppress and marginalize as well as enhance power and privilege, demonstrate the capacity to develop culturally sensitive interventions.	Consciously work to reduce the effects of bias, social inequality, and institutional racism in practice and actively develop interventions that are culturally sensitive.
CF 4b. Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.		
CF 4c. Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.	BA 4b. Demonstrate sufficient self-awareness to mitigate the influence of institutional racism and personal biases in working with diverse groups in the child welfare workplace and community	
CF4d. Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.		

EPAS Core Competencies (10 + a.b.c.d.):		
2.1.4—Engage diversity and difference in practice (cont'd)		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 4e. Demonstrate capacity to learn from and consult with others and to engage constituents/consumers within the helping process.		
EPAS Core Competencies (10 + a.b.c.d.):		
2.1.5—Advance human rights and social and economic justice		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 5a. Demonstrates, through assessment, intervention, and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination	BA 5a. To promote human rights and social and economic justice, demonstrate ability to develop case planning strategies and interventions which recognize the interconnection of oppression and discrimination and act to minimize their effects.	Conscientiously develop and use planning strategies and interventions that recognize and address barriers to equality and reduce service disparities.
CF 5b. Demonstrate a functional knowledge of advocacy theory, skills, and techniques and consistently engage in activities/tasks designed to promote social and economic justice in working with all client populations.		

EPAS Core Competencies (10 + a.b.c.d.):		
2.1.5—Advance human rights and social and economic justice (cont'd)		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 5c. Develop case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.		
EPAS Core Competencies (10 + a.b.c.d.):		
2.1.6—Engage in research informed practice and practice informed research		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 6a. Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	BA 6a. Demonstrate a beginning capacity to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Use both client feedback and research evidence to inform ongoing practice and policy.
CF 6b. Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	BA 6b. Demonstrate beginning knowledge of how to consult and utilize research evidence to inform ongoing child welfare practice and policy.	

EPAS Core Competencies (10 + a.b.c.d.):		
2.1.7—Apply knowledge of human behavior to the social environment		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 7a. Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention, and evaluation.	BA 7a. Demonstrate beginning ability to apply conceptual frameworks to guide assessment, intervention, and evaluation in child welfare.	Apply behavioral knowledge to understand the influence of person and environment in child welfare practice.
CF 7b. Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.	BA 7b. Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment and how it affects child welfare practice.	
EPAS Core Competencies (10 + a.b.c.d.):		
2.1.8. —Engage in policy practice to advance social & economic well-being and to deliver effective social services.		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 8a. Begin systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being.	Identify the role of policy in service delivery and its impact on the child welfare system.	Verbally identify the influence of policy on practice and actively use engagement and collaboration skills in service delivery and advocacy.
CF 8b. Demonstrate ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	Recognize the importance of engagement and collaboration with colleagues and clients for effective practice, advocacy, and policy action.	

EPAS Core Competencies (10 + a.b.c.d.): 2.1.9—Respond to contexts that shape practice		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 9a. Demonstrate beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services.	Understand and respond to contexts and trends in child welfare service delivery and practice.	Identify evolving social contexts and practice advances and propose improvements in service delivery.
CF 9b. Demonstrate a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality.		
EPAS Core Competencies (10 + a.b.c.d.): 2.1.10 (a)—Engagement		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10(a)a. Demonstrate the knowledge base and affective readiness to intervene constructively with individuals and groups.	BA 10(a). Demonstrate the ability to engage and use empathy to identify and work towards shared goals in working with individuals, families, and groups involved in child welfare practice.	Engage and use empathy to identify and achieve shared goals.
CF 10(a)b. Demonstrate the capacity to exercise empathy and use of self in engagement and service delivery.		

EPAS Core Competencies (10 + a.b.c.d.):		
2.1.10 (a)—Engagement (cont'd)		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10(a)c. Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishment of shared goals.		
EPAS Core Competencies (10 + a.b.c.d.):		
2.1.10 (b)—Assessment		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10 (b)a. Demonstrate ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner.	BA 10(b). Demonstrate a beginning ability to engage with diverse clients and others to gather, assess, analyze, and interpret client information in a manner that identifies strengths and needs.	Engage clients and others to gather and interpret information, including client strengths and needs, and to develop unbiased service plans.
CF 10(b)b. Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.		
CF 10(b)c. Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.		Involve individuals, families, and community service providers as team members in developing coordinated, strategic service plans.

EPAS Core Competencies (10 + a.b.c.d.): 2.1.10 (b)—Assessment (cont'd)		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10 (b)d. Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan.		
EPAS Core Competencies (10 + a.b.c.d.): 2.1.10 (c)—Intervention		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10(c)a. Demonstrate beginning ability to initiate efforts consistent with service and organizational goals.	BA 10(c)a. Demonstrate a beginning ability to respond in a manner consistent with child welfare practice including prevention and intervention measures that enhance strengths, protective factors, and solutions.	Use interventions that are solution oriented, and that enhance strengths and protective factors.
CF 10(c)b. Demonstrate capacity to identify and utilize prevention measures that enhance clients' individual strengths and protective factors.		
CF 10(c)c. Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths.		

EPAS Core Competencies (10 + a.b.c.d.): 2.1.10 (c)—Intervention (cont'd)		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10(c)d. Demonstrate capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services.		
CF 10(c)e. Recognize the importance of understanding the transition and termination processes and demonstrate the capacity to sensitively terminate work.	BA 10(c)b. Recognize the importance of facilitating transitions, interruption, and endings in a sensitive manner.	Demonstrate sensitivity during service transitions, interruptions, and terminations.
EPAS Core Competencies (10 + a.b.c.d.): 2.1.10 (d)—Evaluation		
Integrated Foundation Competencies	BASW Competencies	Practice Indicators (1-3 behaviors for each CORE Section)
CF 10(d)a. Demonstrate a beginning ability to systemically monitor, analyze, and evaluate interventions, applying a knowledge-for-action approach to determine future action.	BA 10(d)a. Demonstrate a beginning ability to monitor, analyze, and evaluate interventions, including determination of future action.	Begin to plan, monitor, analyze, and evaluate client interventions.