

### **PROGRAM GOALS AND COMPETENCIES**

Based on the mission of Loma Linda University and the purposes of social work education, the mission of the Master of Social Work Program at Loma Linda University is to *prepare competent, ethical and compassionate advanced social work practitioners who possess the knowledge, values, attitudes and skills necessary for a life dedicated to whole person care in advanced practice and leadership roles within behavioral health institutions and agencies.*

The Master of Social Work Program at Loma Linda University seeks to prepare advanced practitioners whose work centers on the improvement of the quality of life for people and the enhancement of human potential for full productive participation in society. With this philosophy at its core, program goals and Social Work Competencies serve as the foundation for the development of all aspects of MSW Program curriculum.

The Faculty of the Department of Social Work and Social Ecology have identified five broad outcome goals for the Master of Social Work Program. These goals are derived from the shared vision of the LLU mission, the MSW Program mission, and the purposes of social work education. These influences embody five key ideas that were used to derive a set of program learning outcomes that encompass the core competencies of social work education: (a) instill in graduates the knowledge, ethics, values and skills expected of professional social workers; (b) prepare students for advanced practice with diverse populations and the advancement of social and economic justice in local, national, and international communities; (c) equip students to integrate research and practice for advancing the profession of social work; (d) prepare advanced social work practitioners for work in behavioral health institutions and agencies; and (e) transition students into professional roles with a commitment to life-long-learning.

### **GENERALIST PRACTICE COMPETENCIES**

The faculty has conceptualized the foundation curriculum to provide students with the knowledge and learning opportunities needed to acquire generalist practice skills. Social systems theory provides the conceptual framework that underpins generalist practice and provides students with a world view for understanding the interactions of various systems. As such, social systems theory organizes and facilitates the horizontal linkages that promote the integration of content on values and ethics, human diversity, populations-at-risk, and social and economic justice with the progressive acquisition of generalist skills across the generalist practicum curriculum. The ecological practice perspective, a perspective that focuses on the interaction of a person or system in relationship to his or her environment, supports this integration and is viewed as the approach to the dynamic implementation of generalist practice methods. In a similar fashion, these two frameworks (i.e., social systems theory and the ecological practice perspective) provide vertical linkages from the generalist practicum curriculum to the clinical practice specialization curriculum, and give students a solid conceptual and practice framework from which to increase the breadth and depth of their knowledge and skills.

#### **Competency 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.

### **Generalist Practice Level Behaviors**

1. Makes 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.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Uses technology ethically and appropriately to facilitate practice outcomes.
5. Uses supervision and consultation to guide professional judgment and behavior.

### **Competency 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.

### **Generalist Practice Level Behaviors**

1. Applies and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Presents themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections 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.

### **Generalist Practice Level Behaviors**

1. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engages in practices that advance social, economic, and environmental justice.

### **Competency 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.

### **Generalist Practice Level Behaviors**

1. Uses practice experience and theory to inform scientific inquiry and research.
2. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Uses and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 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 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 knowledgeable about policy formulation, analysis, implementation, and evaluation.

### **Generalist Practice Level Behaviors**

1. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assesses how social welfare and economic policies impact the delivery of and access to social

services.

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

### **Competency 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 value the importance of human relationships. 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. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

#### **Generalist Practice Level Behaviors**

1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and 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, organizations, 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.

#### **Generalist Practice Level Behaviors**

1. Collects and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. Applies 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.
3. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

### **Competency 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 with, 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.

#### **Generalist Practice Level Behaviors**

1. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.
5. Facilitates effective transitions and endings that advance mutually agreed-on goals.

### **Competency 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 evaluating outcomes and practice effectiveness.

#### **Generalist Practice Level Behaviors**

1. Selects and use appropriate methods for evaluation of outcomes.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.
4. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## CLINICAL PRACTICE SPECIALIZATION

The clinical practice specialization builds on the strengths-based and ecological practice perspective of the generalist curriculum by extending, expanding, and enhancing students' ability to effectively engage in advanced clinical practice. Specifically, this requires the integration of generalist and clinical practice theories and intervention methods as applied with individuals, families, groups, organizations, and communities. As such, the theories that support the clinical practice specialization include empowerment, strengths-based, self-efficacy, attachment, child development, risk and resiliency, recovery, trauma, cognitive neuroscience, family systems, cognitive, behavior, and psychodynamic; all of which are viewed through an ecological, person-in-the-environment perspective. Integrated throughout clinical courses and practicum experiences, this theoretical knowledge underpins students' skill acquisition in therapeutic engagement, diagnostic assessment, problem solving, and the use of evidenced-informed treatment approaches.

Critical race theory, intersectionality and the embedded practice of cultural humility deepen students' knowledge, values, and skills in the use differential assessment; and alerts them to the importance of self-reflection, as well as the embedded responsibilities and potential long-term effects associated with diagnosis and the selection of appropriate interventions. Further supporting students' understanding of diversity and human differences, is the integration of content throughout the clinical specialization on the ethical and professional responsibilities of clinical social workers to understand, address and engage in the formation and implementation of social policies that support parity in the receipt of services, protect human rights and promote social, economic and environmental justice for all persons.

Students receive numerous opportunities for cognitive and affective learning through which to integrate clinical knowledge, values, and skills. Special attention is given to the professional use of self through role-playing, feedback from faculty and peers combined with content in the use differential treatment modalities. Self- and practice evaluation of effective clinical intervention is emphasized to further strengthen students' integration of knowledge, skills, and practice values. Learning expectations for all students in the *Clinical Practice Specialization* include the ability to (a) demonstrate effective engagement skills that show respect for and understanding of human diversity and differences; (b) complete comprehensive assessments and differential diagnoses using the DSM-5; (c) apply a spectrum of theoretical models; (d) differentially select and apply appropriate individual, family, and group treatment modalities that emphasize evidence-based and evidenced-informed practice; (e) conduct various levels of practice evaluation; (f) understand the development and structure of behavioral health organizations, institutions, and systems of care and their impact on communities; (g) understand how policies and service delivery impacts consumer care; and (h) perform advanced practice roles in an ethical and professional manner that promotes social, economic, and environmental justice.

### **Competency 1 Demonstrate Ethical and Professional Behavior**

Students within the clinical practice specialization gain an in-depth understanding of ethical and legal issues and professional decision-making required when addressing complex situations and consumer needs. Specifically, focus is placed on the nature of clinical responsibility when working with more severe and persist conditions and illnesses, including consumer self-determination and consent to treatment, consumer dependencies, and the risk of engaging in biased recommendations and distributive justice to accelerate consumer choices or alleviate personal frustration when clinical progress lags or is not present. As such, attention is also given to understanding the ethical responsibility for advocacy for advanced diagnostics and extended care as part of the delivery of competent services without regard to the consumer's diversity of economic status.

In addition, students gain an understanding of the situations that are likely to bring litigation and/or sanctions within professional social work practice, including but not limited to the statutes and judicial decisions that govern consumer confidentiality versus public protection, the requirements of mandated reporting, and the responsibility for referral to appropriate services and follow-up. The scope of professional behaviors needed for professional accountability are also enhanced to include the ability to use self-reflection to improve practice skills, to increase understanding of personal biases, and to create awareness of potential boundary conflicts. Other required professional behaviors include the ability to tolerate ambiguity, to ethically use technology, and to professionally communicate both orally and in writing. Finally, student will demonstrate professional judgement and ethical reasoning related to clinical decision making including the appropriate use of supervision and consultation.

### **Clinical Practice Level Behaviors**

1. Makes 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 issues of clinical practice.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in clinical practice situations.
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within clinical practice settings.
4. Uses technology ethically and appropriately to facilitate clinical practice outcomes.
5. Uses supervision and consultation to guide professional clinical judgment and behavior.
6. Recognizes and tolerates ambiguity in resolving ethical conflicts specific to clinical practice.
7. Applies strategies of ethical reasoning to arrive at principled decisions related to clinical practice.
8. Discusses complex ethical issues in both written and oral communication.
9. Manages workload, prioritizes work assignments, and appropriately uses organizational resources.
10. Recognizes and manages personal biases as they affect professional and therapeutic relationships.

### **Competency 2: Engage Diversity and Difference in Practice**

The clinical practice specialization requires students to examine traditional and contemporary theories of diversity from a critical perspective that includes intersectionality. Further, using a cultural humility framework for engaging diverse populations at all levels of practice, as along with policy and research, students must demonstrate the ability to apply the concepts learned to clinical practice situations. This includes the recognition of consumers and constituencies as experts of their own experiences and the need for students to present themselves as learners. Students are also expected to build self-awareness and self-regulation and to grow beyond the influence of personal biases and values in order to work more effectively with and on behalf of diverse consumers and constituencies. This framework requires students to apply appropriate clinical engagement, assessment and interventions – including prevention strategies – that are relevant and sensitive to the needs and characteristics of specific target populations being served.

### **Clinical Practice Level Behaviors**

1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in clinical practice at the micro, mezzo, and macro levels.
2. Presents themselves as learners and engages consumers and constituencies as experts of their own experiences including the use of cultural humility and intersectionality.
3. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse consumers and constituencies within clinical settings.

4. Applies appropriate clinical engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target populations.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

The clinical practice specialization integrates the knowledge and skills required for working with populations-at-risk through examination of the rationales and assumptions of available treatment approaches and the relevance of these approaches for working with specific groups and presenting problems. In so doing, students explore the therapeutic impact of differential interventions on the functioning of individuals or groups as predicated by special needs and issues. Grounding this exploration is an integration of advanced theories and treatment modalities with emphasis placed on solidifying students' skills for working with consumer populations presenting multidimensional considerations for diagnosis and treatment. Students must consider the issues of oppression and discrimination that may influence delaying or withholding treatment in various situations and with various populations. Central to these discussions is the role of social work practitioners working in interdisciplinary settings to guide the assessment, selection, and application of intervention modalities that promote the equitable treatment of all persons. This emphasis prepares students to understand their responsibilities as clinical social workers to anticipate and respond to the social, political, and other environmental factors changing the nature and availability of services.

#### **Clinical Practice Level Behaviors**

1. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engages in clinical practices that advance social, economic, and environmental justice.
3. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.
4. Uses knowledge of the effects of oppression, discrimination, and historical trauma on consumer and consumer systems to guide treatment planning and intervention.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Within the clinical practice specialization students advance their research knowledge through the examination and application of a broad spectrum of research methods used in professional clinical practice settings at the micro, mezzo, and macro levels of practice (i.e., single-subject design, quality assurance, and program evaluation). At each of these levels, attention is given to preparing students to work with increasing federal and state requirements for demonstrating intervention effectiveness, with the ultimate goal of improving service delivery. This framework requires students to demonstrate an understanding of valid and reliable clinical assessment tools, interventions, program outcomes for different groups, practice levels, relevant policies, and the importance of context. Further, students must demonstrate critical thinking when applying quantitative and qualitative research methods to clinical practice and when integrating clinical practice experience and theory into scientific inquiry and research.

#### **Clinical Practice Level Behaviors**

1. Uses clinical practice experience and theory to inform scientific inquiry and research.
2. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to clinical practice.



3. Uses and translates research evidence to inform, improve, and evaluate clinical practice, policy, and service delivery.
4. Demonstrates knowledge of valid and reliable clinical assessment tools, interventions and program outcomes for different groups, practice levels and contexts.
5. Uses the evidence-based practice process in clinical assessment and intervention with consumers.

### **Competency 5: Engage in Policy Practice**

Policy practice is an essential component of being a professional social worker. As such, students must demonstrate an understanding of the knowledge and skills needed for (a) collaborating with colleagues and consumers for effective policy action, (b) advocating at multiple levels for behavioral health parity and the reduction of health disparities for diverse populations, and (c) communicating with stakeholders, including organizations and consumers, the implications of policies and policy change at all practice levels. Further, students are required to understand and apply the theoretical perspectives that emerge from classic organization theories, traditional systems theories, behavioral theories, as well as more contemporary frameworks as essential components effecting strategies for changes and effective practice in publicly funded services. A key focus of this integrated knowledge base is on vulnerable, oppressed, and disenfranchised populations. Subsequently, students must understand the integration of content on human diversity, social and economic justice, and populations-at-risk as they pertain to policy practice and be able to evaluate ethical issues inherent in decision-making around the distribution of resources and the delivery and management of clinical services. Finally, as a part of their maturing, students are expected to demonstrate increasing levels of self-awareness, self-monitoring, and the type of professional comportment considered necessary to assume the roles, responsibilities, and tasks required of clinical social work professionals.

### **Clinical Practice Level Behaviors**

1. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to clinical services.
2. Assesses how social welfare and economic policies impact the delivery of and access to clinical services.
3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
4. Collaborates with colleagues and consumers for effective policy action.
5. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.
6. Communicates to stakeholders, including organizations and consumers, the implications of policies and policy change at the micro, mezzo, and macro levels.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Effective social work clinical practice requires an interactive and reciprocal processes of therapeutic engagement when working with individuals, families, groups, organizations, and communities. Within this context, students are required to demonstrate their ability to apply theoretical frameworks in the engagement with consumers and constituencies in clinical practice settings. As such, students must demonstrate the necessary engagement skills including empathy, authenticity, flexibility, and active listening as tools to enhance the therapeutic relationship. Expanding on these skills, students must also demonstrate more advanced clinical engagement skills such as providing hope, building mutual trust and respect for diversity, and recognition and use of the strengths and resources that individuals or groups

bring to the therapeutic process. Students must also understand the importance of utilizing non-pathologizing interventions that are resiliency- and recovery-oriented and promote self-care. In achieving these skills, students must demonstrate intrapersonal characteristics such as a genuine interest in others, the ability to engage in honest self-reflection, and an awareness of biases and countertransference. Students must also be able to create a working relationship with consumers and/or constituencies that allows for consumer participation and self-determination in goal setting and goal attainment as additional methods for promoting positive clinical outcomes.

### **Clinical Practice Level Behaviors**

1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with consumers and constituencies within clinical practice settings.
2. Uses empathy, reflection, and interpersonal skills to effectively engage diverse consumers and constituencies within clinical practice settings.
3. Skillfully and respectfully establishes working relationships with consumers and community partners in accord with social work values, and utilizes those relationships in forging goals and positive clinical outcomes.
4. Establishes a relationally based process that encourages consumers to be partners in the development of treatment goals and expected outcomes.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

The ability to conduct an assessment that accurately depicts the individual, family, group, organization or community is an essential social work skill. This includes the use of reliable and valid multidimensional and multicultural clinical assessment methods that take into consideration readiness for change, coping skills, and strengths that can improve adaption to life situations. Within this context, students must demonstrate an advanced ability to integrate theory, assessment data, and practice experience to create a complete understanding of the presenting problem or issue. In cases where a clinical diagnosis is required, students must show accuracy in their use of the DSM 5 and take a culturally sensitive approach to differential diagnoses. Based on the assessment results, knowledge of research, and in consultation with the consumer or constituencies, students must demonstrate the ability to develop mutually agreed-on evidence-based clinical interventions.

### **Clinical Practice Level Behaviors**

1. Collects and organizes data, and applies critical thinking to interpret information from consumers and constituencies within clinical settings.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of clinical assessment data from consumers and constituencies.
3. Develops mutually agreed-on clinical intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within consumers and constituencies.
4. Selects appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of consumers and constituencies.
5. Applies reliable and valid multidimensional and multicultural clinical assessment methods.
6. Assesses consumer's readiness for change.
7. Assesses consumer's coping and strengths to reinforce and improve adaption to life situations, circumstances, and events.

8. Uses a culturally sensitive approach to differential diagnoses.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

The clinical practice specialization requires that students use evidence-informed intervention and prevention approaches that take into account research evidence regarding the presenting problems or issues, the clinical experience of the providers, and the consumers' values and preferences. This approach allows for adaption of clinical treatment and prevention models to be more relevant to the target populations while maintaining fidelity to research tested protocols. Students are also required to demonstrate knowledge and application of theoretical frameworks that guide clinical practice, use inter-professional collaboration as appropriate to achieve clinical practice outcomes, and advocate on behalf of diverse consumers and constituencies. Students must also demonstrate the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency- and trauma informed care, as these issues are often overlooked or misdiagnosed. Finally, students must demonstrate the knowledge and ability to effectively manage transitions and treatment endings within clinical settings.

#### **Clinical Practice Level Behaviors**

1. Critically chooses and implements clinical interventions that achieve practice goals and enhance capacities of consumers and constituencies.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in clinical interventions with consumers and constituencies.
3. Uses inter-professional collaboration as appropriate to achieve beneficial clinical practice outcomes.
4. Negotiates, mediates, and advocates with and on behalf of diverse consumers and constituencies.
5. Facilitates clinically effective transitions and endings that advance mutually agreed-on goals.
6. Seeks-out, critiques and applies evidence-based clinical prevention, intervention, and/or recovery/wellness programs.
7. Adapts clinical treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.
8. Demonstrates the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency informed care (i.e. trauma informed care).

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Within the clinical practice specialization, students are required to use reliable and valid methods to critically analyze, monitor, and evaluate interventions and outcomes, and to use this information to improve social work practice at the micro, mezzo, and macro levels. As part of this students must demonstrate the ability to identify and selectively apply relevant theory/ies, diagnostic and treatment criteria, intervening policy and organizations factors affecting service delivery, as well as the possible influence of differential human factors (including environmental biases related to human diversity) that may affect access and continuity of care, and subsequently the accuracy of clinical outcomes.

#### **Clinical Practice Level Behaviors**

1. Selects and uses appropriate methods for conducting clinical evaluation and outcomes.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other

multidisciplinary theoretical frameworks in the evaluation of clinical outcomes.

3. Critically analyzes, monitors, and evaluates clinical interventions and program processes and outcomes.
4. Applies evaluation findings to improve clinical practice effectiveness at the micro, mezzo and macro levels.
5. Consistently employs reliable and valid methods for monitoring and evaluating clinical practice interventions and use of the results to improve social work policy and practice.