Online Field Instructor Workshop #2:
Program Competencies
Introduction & Focus

Welcome to the Texas State University School of Social Work’s Online Field Instructor Workshop #2. This workshop focuses on content about our BSW and MSW program competencies and practice behaviors.

Program competencies and practice behaviors are required for accredited social work programs by the Council on Social Work Education (CSWE).
Learning Objectives

1. Identify the Council on Social Work Education’s Educational Policy Accreditation Standards on program competencies and practice behaviors.

2. Describe the differences between generalist (BSW & MSW Foundation) and concentration (Direct Practice & Administrative Leadership) practice behaviors listed in the field evaluations.

3. Provide examples of the practice behaviors.
The Council on Social Work Education mandates that all social work education programs address and measure the EPAS competencies in their instructional curriculum to be accredited.

CSWE also mandates that agency field instructors be trained or receive instruction on the EPAS Competencies and Practice Behaviors.
Program Competencies

- The program competencies are the same across the BSW and MSW programs. There are ten program competencies with the #10 competency having four parts (a, b, c, & d).

- **COMPETENCY 1**: Identify as a professional social worker and conduct oneself accordingly

- **COMPETENCY 2**: Apply social work ethical principles to guide professional practice

- **COMPETENCY 3**: Apply critical thinking to inform and communicate professional judgments

- **COMPETENCY 4**: Engage diversity and difference in practice

- **COMPETENCY 5**: Advance human rights and social and economic justice
Program Competencies

- **COMPETENCY 6**: Engage in research-informed practice and practice-informed research
- **COMPETENCY 7**: Apply knowledge of human behavior and the social environment
- **COMPETENCY 8**: Engage in policy practice to advance well-being and deliver services
- **COMPETENCY 9**: Respond to contexts that shape practice
- **COMPETENCY 10(a-d)**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
Practice Behaviors

- The practice behaviors listed under each competency are different across the generalist (BSW & MSW Foundation), direct practice, and administrative leadership internships.

- The practice behaviors are activities or outcomes that students must demonstrate to measure their knowledge and skill level.

- Generalist practice behaviors (BSW & MSW Foundation) are associated with entry-level, case management knowledge, skills, and activities.

- Direct Practice behaviors are associated with graduate level clinical knowledge, skills, and activities.

- Administrative Leadership practice behaviors are associated with graduate level macro level knowledge, skills, and activities.
Examples of Practice Behaviors

- **COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly**
  - **Generalist:**
    - Maintains appropriate professional roles and boundaries with clients
  - **Direct Practice:**
    - Identify and reflect on professional strengths and areas in need of development to improve one’s clinical practice
  - **Administrative Leadership:**
    - Demonstrate a self-directed work style that makes effective and efficient use of time and resources
Examples, of Practice Behaviors

- **COMPETENCY 2: Apply social work ethical principles to guide professional practice**
  - **Generalist:**
    - Discusses personal and professional values conflicts in supervision
  - **Direct Practice:**
    - Identifies and processes countertransference issues with clients during supervision
  - **Administrative Leadership:**
    - Identifies and applies an ethical decision-making process when addressing management and staff conflicts
Examples of Practice Behaviors

- **COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments**
  - **Generalist:**
    - Uses the systems framework in assessment and treatment planning
  - **Direct Practice:**
    - Identifies and uses appropriate theoretical models and clinical interventions with clients
  - **Administrative Leadership:**
    - Identifies and uses appropriate organizational assessment and management theories for agency administration and planning
Our program uses the Final Field Evaluation as one outcome measure to demonstrate our students’ mastery of the program competencies and practice behaviors.

Field Instructors provide a third-party evaluation of our students.

Students also complete the field evaluation, which provides a self-report component to our program evaluation.

Give a rating score for the student’s practice behaviors for each competency and practice behavior on the Final Field Evaluation.

Provide examples of activities and tasks that show evidence that the student has satisfactorily met the competencies.
Educational Contract

- The student’s educational contract should also incorporate content on the competencies and practice behaviors in the learning objectives.

- Each learning objective should identify activities, skills, and outcome measures to evaluate if the student has successfully met that objective.

- Seminar assignments can also be included as activities, skills, and outcome measures for learning objectives.