**Social Work Competencies/Practice Behaviors Using 2022 EPAS**

The chart below lists out the nine social competencies (Program Learning Outcomes) and the accompanying practice behaviors for the BSW Program (Generalist Year) and both the Generalist and Specialization years of the MSW program. These competencies were updated to comply with the 2022 EPAS of the CSWE. The School of Social Work will migrate to this set of competencies in Summer 2023.

| **MSW Generalist Year** | **MSW Specialized Year** |
| --- | --- |
| **1. Demonstrate ethical professional behavior** | |
| * make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context * demonstrate professional behavior; appearance; and oral, written, and electronic communication * use technology ethically and appropriately to facilitate practice outcomes * use supervision and consultation to guide professional judgment and behavior | * Apply ethical principles and decision-making skills to resolve complex ethical dilemmas in advanced generalist social work practice with clients and constituencies * Employ strategies of ethical reasoning to address emerging practice issues * Continually improve practice through use of supervision and consultation * Commit to lifelong learning to enhance individual professional growth and development |
| **2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | |
| * advocate for human rights at the individual, family, group, organizational, and community system levels * engage in practices that advance human rights to promote social, racial, economic, and environmental justice | * Use knowledge of the effects of oppression, discrimination, and historical trauma to guide advanced generalist practice with individuals, families, groups, organizations, and communities * Demonstrate the ability to work with and on behalf of systematically minoritized/marginalized groups to support their voices in developing, analyzing, advocating, and providing leadership for policies and services that promote social, racial, economic, and environmental justice |
| **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | |
| * demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organization, community, research, and policy levels * demonstrate cultural humility by applying critical reflections, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their own lived experiences | * Demonstrate ongoing commitment to anti-racist and anti-oppressive advanced generalist practice with clients and constituencies in a variety of settings * Continually improve practice and deepen cultural humility through critical reflection, self-awareness, and self-regulation to manage the influences of bias, power, privilege and values in working with diverse clients and constituents |
| **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice** | |
| * apply research findings to inform and improve practice, policy, and programs * identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work | * Utilize research findings to identify, evaluate and select effective anti-racist, anti-oppressive strategies for advanced generalist practice with clients and constituencies in a variety of settings * Design and conduct anti-racist, anti-oppressive research/evaluation that addresses inherent biases of practice |
| **Competency 5: Engage in Policy Practice** | |
| * use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services * apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice | * Demonstrate leadership skills in policy/practice anti-racist, anti-oppressive advocacy efforts with clients and constituencies in a variety of settings * Apply effective anti-racist, anti-oppressive policy/practice legislative strategies to influence policies that affect clients and constituencies |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | |
| * apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies * use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies | * Synthesize and differentially apply theories of human behavior and the social environment to engage with clients and constituencies in a variety of settings * Use empathy and sensitive interviewing skills to engage in culturally responsive practice with clients and constituencies in identifying their strengths and problems, establishing rapport, and maintaining effective working relationships |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | |
| * apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies * demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan | * Adapt, modify, and use anti-oppressive multidimensional assessment tools and approaches for advanced generalist practice with clients and constituencies in a variety of settings * Synthesize and differentially apply knowledge of human behavior and the social environment, person-in-environment, and other culturally responsive and interprofessional theoretical frameworks in the assessment of data from clients and constituencies * Conduct culturally responsive needs assessment for advanced generalist practice with clients and constituencies in a variety of settings |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | |
| * engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals * incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies | * Identify, evaluate, and select effective, culturally responsive, and evidence-informed intervention strategies for advanced generalist practice with clients and constituencies in a variety of settings * use inter-professional collaboration as appropriate to achieve client and constituency goals in advanced generalist social work practice * Identify, evaluate, and select effective strategies to negotiate, mediate, and advocate on behalf of clients and constituencies * Identify, evaluate, and select effective transitions and endings that advance mutually agreed-on goals |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | |
| * select and use culturally responsive methods for evaluation of outcomes * critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities | * Apply research skills in evaluating culturally responsive advanced generalist practice outcomes with clients and constituencies * Identify and use anti-oppressive evaluation tools to critically analyze, monitor, and evaluate advanced generalist practice intervention processes and outcomes a variety of settings with clients and constituencies |

**University of Maine Graduate School Learning Outcomes are listed below, followed by the Social Work Competencies that meet those goals.**

***Understand, interpret, shape, and augment the knowledge base by***

* Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
* Staying abreast of methodological, pedagogical, and professional advances;
* Consuming research for continuing professional knowledge and practice; and
* Committing to professional development through engagement in professional societies and other knowledge-transfer modes.

Social Work Competencies 1, 3, 4, 5, 6, 7, 8, 9

***Share disciplinary expertise openly, effectively, and accurately by***

* Accurately distilling and disseminating complex expertise to help solve problems;
* Responsibly integrating developing research consensus into professional best-practices;
* Working collaboratively across domains to develop new insights and effective practices;
* Responding with principled recommendations to emerging concerns that confront their communities of practice; and
* Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.

Social Work Competencies 2, 3, 4, 5, 6, 7, 8, 9

***Demonstrate responsible and ethical practice by***

* Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;
* Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
* Giving and acting on productive feedback;
* Complying with best-practices in methodology and pedagogy and in making informed recommendations to employers, coworkers and the broader public; and
* Maintaining a critical awareness of structural inequities in their communities of practice and working to redress them.
* Assuring that context- and discipline-informed modes of inquiry are safe.

Social Work Competencies: 1, 2, 3, 5, 7, 8, 9