

## BASW Curriculum Matrix

Course Name	Course Title	Course Description	Course Alignment to <i>Council on Social Work Education: Nine Social Work Competencies</i>	Assessments Used in Course to Evaluate Competencies
SOCL WRK 101	<b>Social Work as a Profession</b>	Overview of various disciplines of social work, associated degrees, and careers. Explore the roles of social workers who address societal problems such as child maltreatment, mental health, school violence and poverty.	2.1 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 6.1 - Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; 9.1 - Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Quizzes Research paper & presentation
SOCL WRK 201	<b>Intro to Social Work I</b>	Provides a foundation for the field of social work and enhances the student's comprehension of the institutional framework of social policies which guide the delivery of social welfare services.	5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services 5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 6.1 - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; 9.2 critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Quizzes Research paper Researcher presentations In-class discussion
SOCL WRK 202	<b>Intro to Social Work II</b>	This course explores a wide range of human problems, intervention strategies and professional practice choices from a generalist perspective. This course also focuses on societal structures that affect people who are oppressed, marginalized and/or underserved.	2.1 - Advocate for human rights at the individual, family, group, organizational, and community system levels; 5.1 - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services 5.2 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 7.1 - apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Written Papers Quizzes Presentations
SOCL WRK 410	<b>Intergroup Dialogues</b>	Explores issues of differences, inequalities, and social identities to build skills of understanding, self-reflection, and communication that promote social change.	3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; 3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences. 6.2 - use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies 7 - Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. 8 - facilitate effective transitions and endings that advance mutually agreed-on goals 8.2 - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Discussions Journaling Interactive assessments Group work
SOCL WRK 411	<b>Privilege, Oppression &amp; Power</b>	Explores institutionalized oppression and responses centered on social justice. Examines the perpetuation of privilege, structural and individual discrimination, and their impacts upon marginalized groups.	1 - Demonstrate ethical and professional behavior 2.1 - Advocate for human rights at the individual, family, group, organizational, and community system levels 2.2 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 3.1 - Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels 3.2 - Demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences 4.1 - Apply research findings to inform and improve practice, policy, and programs 6.2 - Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies 8.2 - Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	Discussions Journaling Reflection paper Research paper
SOCL WRK 302	<b>Generalist I</b>	Provides an introduction of generalist social work practice at the micro level. Includes an overview of the practioners knowledge, values and skills in working with individuals, families and groups. Incorporates the development of interviewing and active listening skills, problem assessment, intervention, and evaluation.	2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels; 2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; 5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; 5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice 6.1 - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies 7.1 - apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; 7.2 - demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan 8.1 - engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; 8.2 - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies 9.1 - select and use culturally responsive methods for evaluation of outcomes; 9.4 - critically analyze outcomes and apply evaluation findings to improve practice	Interactive assessments IPE Case-study

SOCL WRK 303	<b>Generalist II</b>	Builds upon generalist I practice skills with a specific focus on assessment and evidence-based interventions with diverse populations represented within the rural communities of Washington	<p>2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels;</p> <p>2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p> <p>3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;</p> <p>5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;</p> <p>5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p> <p>6.1 - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> <p>7.1 - apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;</p> <p>7.2 - demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan</p> <p>8.1 - engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;</p> <p>8.2 - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p> <p>9.1 - select and use culturally responsive methods for evaluation of outcomes;</p> <p>9.2 - critically analyze outcomes and apply evaluation findings to improve practice</p>	Interactive assessments IPE Case-study
SOCL WRK 310	<b>Human Behavior in the Social Environment</b>	This course provides a foundation for understanding human behavior and human development using a biopsychosocialspiritual perspective. This course will focus on individuals, families, groups, and communities. In this course, the student will learn how the social work profession understands human behavior and social work interventions using a person-in-environment lens. This includes an understanding of how discrimination, marginalization, poverty, trauma, and oppression can negatively impact developmental trajectories	<p>1.1 - 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;</p> <p>2.1 - Advocate for human rights at the individual, family, group, organizational, and community system levels;</p> <p>2.2 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p> <p>3.1 - Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;</p> <p>3.2 - Demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences.</p> <p>4.1 - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;</p> <p>5.1 - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;</p> <p>6.1 - Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;</p> <p>7.1 - Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;</p>	Discussion posts Journaling Reflections Exploration assignments Case-study
SOCL WRK 402	<b>Generalist III</b>	Focuses on the knowledge and skills necessary for competent, generalist practice at the macro level. Examines the structures, functions, processes and interventions at the community and organizational levels of practice. Explores strategies for helping communities and organizations advocate for system development and change.	<p>1.1 - 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</p> <p>1.2 - demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p> <p>1.3 - use supervision and consultation to guide professional judgment and behavior</p> <p>2.1 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p> <p>3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <p>3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences</p> <p>4.1 - apply research findings to inform and improve practice, policy, and programs</p> <p>5.1 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p> <p>5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p> <p>6.1 - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> <p>6.2 - use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p> <p>7.1 - apply theories of human behavior and person-in-environment, as well as other culturally</p>	Interactive assessments Systems-study IPE Interview and summary

SOCL WRK 403	<b>Generalist IV</b>	Emphasizes the empowerment of populations who have experienced trauma, social, economic and environmental injustice. . Students will apply evidence-based, culturally inclusive and trauma-informed principles essential to helping populations at-risk.	<p>1.1 - make 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</p> <p>2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels</p> <p>2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice</p> <p>3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p> <p>3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences.</p> <p>4.1 - apply research findings to inform and improve practice, policy, and programs</p> <p>5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social service</p> <p>5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p> <p>6.1 - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> <p>7.1- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p> <p>8.1 - engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goal</p>	<p>Quizzes</p> <p>Case-study and presentation</p> <p>IPE</p> <p>Research paper</p>
SOCL WRK 430	<b>Self Awareness and Diversity in Practice</b>	Addresses self-awareness and reflective listening skills necessary to become an effective social work practitioner. Explores self-regulation to manage the influence of personal biases and values in working with diverse clients. Examines personal identity and group memberships and styles of communication to gain awareness of self as a helping person.	<p>1.1 - 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</p> <p>1.2 - demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p> <p>2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels;</p> <p>2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice</p> <p>3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p> <p>3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences.</p> <p>4.2 - 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.</p> <p>6.2 - use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>	<p>Discussion posts</p> <p>Journaling</p> <p>Reflections</p> <p>Interactive assessments</p> <p>Case-study</p>
SOCL WRK 431	<b>Special Topics in Social Work</b>	Covers specific interventions used in generalist social work practice. Special topic will be replaced with intervention taught in each offering of the course. Examples may include: experiential interventions in social work, motivational interviewing in social work, feminist practices in social work, healthcare social work interventions, or others. Each intervention will be explored through modules that are directed by the CSWE course competencies. Discussions will include ethics, research, assessment, practices, evaluation, ADEI, justice, and policy	<p>1.1: 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</p> <p>2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p> <p>3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p> <p>4.1 Apply research findings to inform and improve practice, policy, and programs</p> <p>5.1 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p> <p>7.1 apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p> <p>9.2 critically analyze outcomes and apply evaluation findings to improve practice</p>	<p>Discussion posts</p> <p>Journaling</p> <p>Reflections</p> <p>Application assignments</p> <p>Case-study</p>
SOCL WRK 440	<b>Policy in Social Work</b>	Examines the policy and program development of social services. Explores current and emergent policies in social work. Critically analyzes the context and development of policies and potential for advocacy to promote social change.	<p>2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels</p> <p>2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice</p> <p>3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p> <p>4.1 - apply research findings to inform and improve practice, policy, and programs</p> <p>5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services</p> <p>5.2 - assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p> <p>9.3 - critically analyze, monitor, and evaluate intervention and program processes and outcomes</p>	<p>Quizzes</p> <p>Research paper</p> <p>Research presentations</p>

SOCL WRK 441	<p align="center"><b>Translating Research into Social Work Practice</b></p>	<p>Critically examines the research process (quantitative/qualitative methods) to inform and improve practice and policy. Explores the necessity of evidence-based interventions in program planning and practice innovation. Investigates how research is used for preventing major social problems (child abuse, alcohol misuse, interpersonal violence).</p>	<p>4.1 - apply research findings to inform and improve practice, policy, and programs;  4.2 - 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.  4.3 - use and translate research evidence to inform and improve practice, policy, and service delivery  5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and  5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.  7.1 - apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.  7.2 - demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.  8.1 - engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;  8.2 - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.  9.1 - select and use culturally responsive methods for evaluation of outcomes;  9.2 - critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p>Written Examinations  Research project  Research presentations</p>
SOCL WRK 475	<p align="center"><b>Field Experience I</b></p>	<p>Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel.</p>	<p>1.1 - 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;  1.2 - demonstrate professional behavior; appearance; and oral, written, and electronic communication;  1.3 - use technology ethically and appropriately to facilitate practice outcomes; and  1.4 - use supervision and consultation to guide professional judgment and behavior.  2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels; and  2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;  3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences  4.1 - apply research findings to inform and improve practice, policy, and programs;  4.2 - 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.  5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;  5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance</p>	<p>Initial practicum contract  Practicum instructor evaluation  Reflection paper on agency's mission statement, bylaws, and culture  Self assessment  Summary notes  Skills checklist</p>
SOCL WRK 476	<p align="center"><b>Field Experience II</b></p>	<p>Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel.</p>	<p>1.1 - 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;  1.2 - demonstrate professional behavior; appearance; and oral, written, and electronic communication;  1.3 - use technology ethically and appropriately to facilitate practice outcomes; and  1.4 - use supervision and consultation to guide professional judgment and behavior.  2.1 - advocate for human rights at the individual, family, group, organizational, and community system levels; and  2.2 - engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  3.1 - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;  3.2 - demonstrate cultural humility by applying critical reflection, 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 of their own lived experiences  4.1 - apply research findings to inform and improve practice, policy, and programs;  4.2 - 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.  5.1 - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;  5.2 - apply critical thinking to analyze, formulate, and advocate for policies that advance</p>	<p>Initial practicum contract  Practicum instructor evaluation  Self assessment  Summary notes  Skills checklist  Research paper "Evidence-based intervention"</p>

# CSWE Standards and Competencies

## 1 Demonstrate Ethical and Professional Behavior

- 1 make 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 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 3 demonstrate 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 judgement and behavior

## 2 Engage Diversity and Difference in Practice

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

## 3 Advance Human Rights and Social, Economic, and Environmental Justice

- 1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 2 engage in practices that advance social, economic, and environmental justice

## 4 Engage in Practice-Informed Research and Research-informed Practice

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

## 5 Engage in Policy Practice

- 1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 2 assess how social welfare and economic policies impact the delivery of and access to social services
- 3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

## 6 Engage with Individuals, Families, Groups, Organizations and Communities

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

## 7 Assess Individuals, Families, Groups, Organizations and Communities

- 1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- 2 apply 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 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- 1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 5 facilitate effective transitions and endings that advance mutually agreed-on goals

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

- 1 select and use appropriate methods for evaluation of outcomes
- 2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 3 critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels