

**Nine Core Competencies and Associated Indicators
for MSW Advanced Standing and Advanced Generalist Curriculum**

**Compliant with 2015 Council on Social Work Education
Educational Policy and Accreditation Standards**

Core Competency 1: Demonstrate ethical and professional behavior

1.1 Address ethical challenges in rural environments at all systems' levels

1.2 Engage in multidisciplinary/interdisciplinary practice, identifying the uniqueness of varied disciplines

1.3 Able to be personally and professionally mindful and conscious of self and the impact of one's worldview on one's practice

1.4 Adheres to specific ethical standards presented in the NASW Code of Ethics to guide their professional activities, conduct, and provide a basis for action

1.5 Develop and maintain appropriate documentation within a practice context

Core Competency 2: Engage diversity and difference in practice

2.1 Assess the cultural, spiritual, and/or ethnic values and beliefs of specific diverse groups within the context of the client's and/or systems' environment

2.2 Understand how privilege impacts how diversity and difference is perceived

2.3 Elicit and honor client narratives and expertise

Core Competency 3: Advance human rights and social, economic, and environmental justice

3.1 Apply health/well-being/prevention perspectives to work with clients groups

3.2 Articulate the intersection between social, economic, and environmental justice in practice settings

3.3 Implement interventions in field settings that promote social, economic, and environmental justice to advance human rights

3.4 Demonstrate leadership that promotes social work practice, social and economic justice, and human rights

Core Competency 4: Engage in practice-informed research and research-informed practice

4.1 Evaluate the effectiveness of practice and programs in achieving intended outcomes

4.2 Design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis)

4.3 Critique and apply theoretical assumptions of evidence-based practice models of effectiveness when assessing clients/systems and planning interventions

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Core Competency 5: Engage in policy practice

5.1 Analyze, formulate, and advocate for policies that advance social well-being

5.2 Analyze and compare theories and concepts of leadership and policy practice

Core Competency 6: Engage with individuals, families, groups, organizations, and communities

6.1 Use culturally sensitive approaches to engage diverse client systems in practice

6.2 Establish rapport with clients/systems to build effective working relationships

6.3 Demonstrate ability to foster therapeutic relationships

Core Competency 7: Assess individuals, families, groups, organizations, and communities

7.1 Analyze rural environments, identifying unique professional practice issues and interventions

7.2 Assess needs of clients/systems from a strengths-based perspective

7.3 Attend to the client/system concern as it is defined, perceived, and experienced by the client/system

Core Competency 8: Intervene with individuals, families, groups, organizations, and communities

8.1 Develop clear, timely, appropriate intervention plans with measurable outcomes

8.2 Develop interventions that address aspects of the concern/situation over which the client has some control and/or influence

8.3 Critique and select appropriate evidence-based interventions relative to the client's readiness to change

8.4 Develop leadership and management concepts and practices

Core Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

9.1 Interpret assessment and diagnostic tools appropriate within practice settings

9.2 Monitor progress of interventions to determine if outcomes were met or not; modifying plans as appropriate

9.3 Understand and evaluate the change process to guide termination and/or future practice activities