**Educational Policy M2.1—Specialized Practice**

**Sample responses to Accreditation Standards M2.1.1 and M2.1.3 | Specialized Practice**

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialized practice.

Below are example responses to AS M2.1.1 and AS M2.1.3 for a clinical area of specialized practice.

***AS M2.1.1:*** *The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.*

MSW Specialized Practice Curriculum for Clinical Social Work Practice

Clinical social work practice augments the generalist social work competencies and is grounded in the values of the profession: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. The clinical social work practice curriculum builds on generalist practice through courses and assignments that establish the expectation that clinical social work practice addresses all dimensions, from macro through mezzo to micro, of the client experience. Nine courses provide the framework, substance and experience of the clinical social work practice curriculum.

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***AS M2.1.3:*** *The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.*

Note: The example below illustrates how a program extends and enhances the nine social work competencies by describing the dimensions (knowledge, values, skills, and cognitive/affective processes) that comprise Competency 1 and 2 for its Clinical Social Work Practice area of specialized practice. The bullets that follow the competency description, which infuses the four dimensions, are behaviors that that integrate the dimensions of the competency and represent observable components of each competency operationalized in field education settings.

(Continued on next page)

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

Practitioners in clinical social work recognize the importance of the therapeutic relationship, the person­‐in-­environment and the strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior. Practitioners in clinical social work recognize their role on inter-professional teams in practice and the ethical use of technology tools for clinical social work practice. Practitioners in clinical social work understand and apply ethical standards, modeling ethical use of treatment modalities in practice.

Practitioners in clinical social work:

* readily identify as social work professionals;
* demonstrate professional use of self with client;
* identify professional strengths, limitations and challenges;
* demonstrate their role on inter-professional teams in practice
* develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives; and
* use technology tools ethically for clinical social work practice; and
* demonstrate ethical use of clinical modalities in practice.

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

Practitioners in clinical social work are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and client’s presenting issues. The various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices. Practitioners in clinical social work are cultural beings and understand how clinical practice choices can be culture-‐bound. Practitioners in clinical social work:

* use and apply research knowledge of diverse populations to enhance client wellbeing, to work effectively with diverse populations;
* identify and use practitioner/client differences and life experiences from a strengths perspective.

**Sample Curriculum Matrix for Areas of Specialized Practice with 2015 EPAS (Competencies 1-5)**

**Specialized Practice Curriculum Matrix Example Area of Specialized Practice: Clinical Social Work**

***AS M2.1.4:*** *For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

This is a sample matrix, however, at a minimum the curriculum matrix should include:   
1) the nine social work competencies (and any additional competencies the program chooses to add unique to the program’s context)  
2) the **required** social work course(s) where each competency is implemented  
3) course content (e.g. readings, module, assignments, class activities, etc.) where each competency is implemented  
4) the dimension(s) (knowledge, values, skills, and cognitive & affective reactions) associated with the course content for each competency. All four dimensions should be mapped to each competency.

Note: Programs are encouraged to develop their own matrix format that aligns with the minimum requirements, curriculum content, and syllabi.

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| **Competency** | **Required Social Work Course(s)** | **Course Content**  *Provide a brief summary of the specific content (e.g. readings, module, assignments, class activities, etc.) from syllabi* | **Dimension(s)** | **Systems  Level(s)**  **(Individuals, Families, Groups, Organizations, Communities)** | **Page Number of Syllabus in Volume 2** |
| **1: Demonstrate ethical and professional behavior** | SWK 603: Methods of Clinical Social Work | Ethics Reading 3: Students read and have a discussion regarding ethical decision-making (e.g. Social Work Ethics, Smith & Jones). | Knowledge, Values |  | 18 |
| SWK 610: Specialized Practice Field Placement | Assessment and Treatment Planning  Students role-play a case scenario that presents an ethical dilemma and complete process recording | Skills, Cognitive/  Affective Processes |  | 26 |
| **2: Engage diversity and difference in practice** | SWK 604: Methods of Clinical Social Work II | Diversity Role- Play: Video is used to demonstrate skills and application of knowledge related to diverse populations and how to form a therapeutic alliance. Students also complete reflection. | Knowledge, Values, Skills,  Cognitive/  Affective Processes |  | 22 |
| [add rows as needed for each competency] |  |  |  |  |  |

**Specialized Practice Curriculum Matrix with 2015 EPAS (Competencies 6-9) – Sample 1**

**Specialized Practice Curriculum Matrix Example Area of Specialized Practice: Gerontological Social Work**

Note: This sample includes content inclusive of all five systems levels; this is not required, however. Each area of specialized practice may select one or more systems levels to extend and enhance relevant to the area of specialized practice.

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| **Competency** | **Required Social Work Course(s)** | **Course Content**  *Provide a brief summary of the specific content (e.g. readings, module, assignments, class activities, etc.) from syllabi* | **Dimension(s)** | **Systems  Level(s) (Individuals, Families, Groups, Organizations, Communities)** | **Page Number of Syllabus in Volume 2** |
| **Competency 6:** **Engage with Individuals, Families, Groups, Organizations, and Communities** | SW 825: Social Work Practice with Older Adults and their Families | Psychosocial Assessment: Students complete a psychosocial assessment of an older adult via role play in class | Knowledge, Values | Individuals | 25 |
| SW 875: Field Practicum I | Field Activity: Conduct an intake session with new resident/client or follow-up session with current resident/client of agency | Skills, Cognitive /Affective Processes | Individuals | 85 |
|  | SW 825: Social Work Practice with Older Adults and their Families | Film, “I Won’t Go”: Video that discusses rights of older adults and issues related to caregiving by family and friends | Knowledge, Values, Skills, Cognitive/ Affective Processes | Families | 50 |
|  | SW 840: Group Practice with Older Adults | Visit to Senior Center: Students visit a senior center and discuss group activities on health and well-being; focus on importance of capitalizing on strengths of older adults | Knowledge, Values, Skills, Cognitive/ Affective Processes | Groups | 61 |
|  | SW 850: Social Service Agencies for Older Adults | Agency Evaluation: Evaluate agency services for connection to evidence-based practices and strengths-based approaches to services. | Knowledge, Values, Skills, Cognitive/ Affective Processes | Organizations | 70 |
|  | SW 875: Healthy Communities for Older Adults | Oral History Project: Each student will conduct an interview with an older adult who has lived in community for 20 more years; focus of interviews is the impact of community and its changes over time on the health and well-being of the older adult; stories will be compiled to present a cross-cultural look at community and its responsiveness to older adults. | Knowledge, Values, Skills, Cognitive/ Affective Processes | Communities | 77 |
| [add rows as needed for each competency] |  |  |  |  |  |

**Specialized Practice Curriculum Matrix with 2015 EPAS (Competencies 6-9) – Sample 2**

**Specialized Practice Curriculum Matrix Example Area of Specialized Practice: Community Practice in Social Work**

Note: This sample does not include content inclusive of all five systems levels (only groups, organizations and communities) as each area of specialized practice may select one or more systems levels to extend and enhance relevant to the area of specialized practice.

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| **Competency** | **Required Social Work Course(s)** | **Course Content**  *Provide a brief summary of the specific content (e.g. readings, module, assignments, class activities, etc.) from syllabi* | **Dimension(s)** | **Systems  Level(s)**  **(Individuals, Families, Groups, Organizations, Communities)** | **Page Number of Syllabus in Volume 2** |
| **Competency 7:** **Assess Groups, Organizations, and Communities** | SW 752: Community Group Practice | Social Supports Paper: Survey social supports for community groups, identify gaps in resources. | Knowledge, Values, Skills, Cognitive /Affective Processes | Groups | 55 |
|  | SW 850: Community Social Service Agencies | Organizational Needs Assessment: Assess organizational relationships with community members and examine interactions across system levels. | Knowledge, Values, Skills, Cognitive/ Affective Processes | Organizations | 60 |
|  | SW 815: Social Work and Community Health | Community Context Presentation: Identify social, economic, environmental, and demographic context of a community, and present on the well-being of this community. | Knowledge, Cognitive/ Affective Processes | Communities | 65 |
| [add rows as needed for each competency] |  |  |  |  |  |