



University of Pittsburgh

School of Social Work
Child Welfare Education and Research Programs

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CWEB Internship Guidance

County Internship Coordinators and Field Instructors: Please provide as many of these experiences to CWEB interns as you are able. There is no specific order for any of the activities, tasks, or experiences on the list. A list of Social Work Competencies established by the Council on Social Work Education is included for your reference, along with competency connection examples for CWEB students.

Date Completed	Activity/Task/Experience
	<u>Work Space</u>
	Orientation session explaining the structure of the agency and the functions of the various units
	Review the agency organization chart
	Orientation to the student's work area and equipment including computer and phone/voicemail
	Share information related to parking, building access, identification card, evacuation plan/emergency meeting place
	Introduce the student to their Field Instructor, Task Supervisor, Training Liaison, and staff in the unit, department, and larger office
	Introduce the student to the Administrator and agency attorney(s)
	Introduce the student to the support staff (Case Aides, Paralegals, etc.)
	Introduce the student to other interns at the agency
	Introduce the student to CWEB and CWEL graduates working at the agency
	Provide an overview of the data management system
	Explanation of the county government structure
	Assist the student in learning who to go to for various needs: clerical, supervision, technology, etc.

	<u>Services</u>
	Review the agency service array/directory
	Provide and review a list of acronyms used in daily work
	Introduce the student to staff members from other county Human Services offices (Mental Health, Intellectual Disabilities, Aging Services, Drug and Alcohol Services, etc.) and share what services these offices provide
	Review confidentiality and HIPPA rules
	<u>Safety</u>
	Discuss field and office safety, workers compensation, and reporting injuries
	Provide guidance to the student regarding times when they should ask for a staff member to accompany them on a field visit
	Intake and Assessment
	Shadow call screening to learn how referrals come into the agency
	Screen a referral with supervision
	Review the Child Protective Services Law
	Review the components of completing a Child Protective Services (CPS) investigation with a CPS Supervisor or experienced Caseworker
	Shadow an On-Call Worker or go out on an emergency case with an experienced Caseworker
	Review an Unfounded, Indicated, and Founded CPS Report
	Review a completed CPS case that was accepted for services and one that was not accepted for services
	Observe a forensic interview
	Review a completed General Protective Services (GPS) case that was accepted for services and one that was not accepted for services
	Review a CANS and FAST assessment
	Visit the home of a child and family who are receiving general protective services
	Complete case notes/documentation on assigned case

	Complete a Safety Assessment
	Complete a Risk Assessment
	Review or administer an Ages and Stages Questionnaire
	Ongoing Services
	Participate in a Family Service Planning Meeting
	Attend a Family Group Decision Making Conference or Family Teaming Conference
	Learn the role of provider agencies
	Make a referral for community-based services
	Visit a domestic violence or homeless shelter
	Attend a Managed Care, MDT, or MDIT, or other multi-disciplinary team meeting
	Visit with a parent who is incarcerated
	Visit a child in a foster home
	Visit a child in a group home, RTF, or Detention Center
	Review a map of the community and the areas covered by each school district
	Review a map of the community and the areas covered by various law enforcement entities
	Make a school visit and participate in a team meeting (IEP, etc.)
	Participate in a Plan of Safe Care meeting
	Observe a Child Fatality/Near Fatality Review Meeting
	<u>Permanency</u>
	Shadow a Caseworker who is placing a child
	Participate in a Child Permanency Planning Meeting
	Coordinate family visitation
	Read a Child Profile
	Read a Family Profile or a Foster Home Study
	<u>Diversity, Equity, and Inclusion</u>
	Talk with staff member(s) leading/overseeing the agency's Diversity, Equity, and Inclusion work

	<u>Court</u>
	Review the Juvenile Act
	Introduce student to the Juvenile Court Judge(s); review the roles of the other county Judges
	Introduce student to the Child and Parent Attorneys and review their roles
	Attend/observe a shelter hearing
	Attend/observe an adjudication hearing
	Attend/observe a permanency hearing where reunification is recommended
	Attend/observe a permanency hearing where Termination of Parental Rights is recommended
	Attend/observe an adoption or Permanent Legal Custodianship hearing
	Learn the process of preparing to testify in Court
	Write a Court Report
	<u>Case Closure</u>
	Review a case that was recently closed
	<u>Training</u>
	Attend Foundations Training
	Note number of modules completed by end of internship:

The Nine Social Work Competencies

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves

professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. 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;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate

oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. 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
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Commission on Accreditation and Commission on Educational Policy (2022). The nine social work competencies. In *Educational policy and accreditation standards for baccalaureate and master's social work programs* (pp. 8- 13). Council on Social Work Education.
<https://www.cswe.org/accreditation/standards/2022-epas/>

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The Council on Social Work Education's Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards CEPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022, and amended on September 1, 2022.



2022 Educational Policy and Accreditation Standards

CWEB Internship Guidance: Competency Connection Examples for CWEB Students

Each CWEB partner school/professor may have different expectations on how the Field Learning Plan should be written. Below are examples of both a bulleted point style and paragraph style specific tasks to demonstrate the student is meeting each competency.

Competency 1: Demonstrate Ethical and Professional Behaviors

- Student will wear proper identification (name badge) and introduce self as a social work student-intern when working with clients and service providers.
- Student will review and follow all agency requirements as outlined in the confidentiality and HIPPA rules/regulations.
- Student will attend weekly supervision and discuss any questions/concerns related to safety, policy, and/or ethical considerations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Student will research and discuss the population demographics with their supervisor and become knowledgeable of the potential needs of that population.
- When participating in home visits, student will consider the intersecting identities of the family and reflect on any potential personal bias. These reflections will be reviewed during weekly supervision.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (DEI) in Practice

- Student will attend, review, and/or complete the agency's non-discrimination policy/training.
- Student will meet with agency staff leading/overseeing DEI work in efforts to help advocate for human rights at the individual, family, group, organizational, and community level.
- Student will learn and reflect on the different injustices faced by the children/families served by the agency.
- Student will review state/federal policies such as the CPSL or the Juvenile Act and discuss/reflect on possible systemic racism that may be impacting the care provided.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Student will review the research supporting FGDM, Kinship Care, and Plans of Safe Care and discuss any ethical, culturally informed, anti-racist, and anti-oppressive approaches utilized in this specific practice initiative.
- Student will provide a critique of FGDM, Kinship Care, and Plans of Safe Care and the research that supports these practice methods.

Competency 5: Engage in Policy Practice

- Student will review and discuss specific policies at the local, state, and federal level that impact the well-being, service delivery and access to social services for children, youth, and families.
- Student will review and demonstrate understanding of court room policy and procedures including the rights of families/children, goals for each hearing, roles/responsibilities of judges/attorneys, and court reports.

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

- Student will visit the home of a family receiving GPS.
- Student will introduce self to staff members from other county Human Services offices (Mental Health, Intellectual Disabilities, Aging Services, Drug and Alcohol Services, etc.)
- Student will visit a child in a foster home, group home, detention center, and other forms of out- of-home placement.
- Student will discuss these experiences with their supervisor and reflect on how bias, power, and privilege impact their ability to engage with these populations.

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

- Student will complete a safety assessment, risk assessment, and ages/stages questionnaire.
- Student will review and assess an unfounded, indicated, and founded CPS report.
- Student will discuss with supervisor and demonstrate the ability to apply theories of human behavior and person- in-environment frameworks when assessing clients, families, groups, and organizations.

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

- Student will participate in a family service planning meeting, plan of safe care meeting, and a child permanency planning meeting.
- Student will make a referral for community-based services.
- Student will make a school visit and participate in a team meeting (IEP, etc).
- Student will assist in filing a court petition, preparing for court, and writing a court report.
- Student will research culturally responsive and evidence-informed interventions to implement/consider when goal setting with children and families.
- Student will discuss with their supervisor ways to incorporate culturally responsive methods to negotiate, mediate, and advocate with and on the behalf of families being served.

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

- Student will review and evaluate a recently closed case.
- Student will observe a child fatality/near fatality review meeting and reflect on the experience.
- Student will observe a forensic interview and reflect on the experience.
- Student will observe a FGDM meeting and reflect on the experience.
- Student will discuss with supervisor ways to improve practice effectiveness based on their observations and evaluations



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Child Welfare Education for Baccalaureates