

Child Welfare Competency Domains

The State of Alabama Core Child Welfare Competencies were developed in a step by step process which included input from the Higher Education Consortium on Child Welfare, State Department of Human Resources workers, child welfare faculty from accredited social work programs around the state, child welfare consumers, and multi-systems partners. The following competencies are based on many assumptions and underlying competencies that all students graduating from an accredited social work program need to provide best practice to families and children. These assumptions and underlying competencies are critical to the application of the knowledge and skills acquired through the core competencies of the curriculum.

- 1) Knowledge of Human Development
 - a) Ability to identify and describe the stages of human development across the lifespan
 - b) Ability to identify and describe variations in human development across the lifespan
- 2) Knowledge of Abuse and Neglect
 - a) Ability to recognize and accurately ID indicators of abuse and neglect
 - b) Ability to identify dynamics that can lead to abuse and neglect
 - c) Ability to identify the impact of abuse and neglect on individuals, families and the community
- 3) Knowledge of Services
 - a) Ability to identify necessary services/resources
 - b) Ability to access formal and informal service/resource providers
- 4) Knowledge of Policy
 - a) Understanding of the implication and application of policy at all levels of decision making (agency, state, federal)
- 5) Knowledge of Systems Theory
 - a) Knowledge and application of systems theory to individuals, families, communities using a Person-in-Environment perspective
- 6) Knowledge of Strengths Based Perspective
 - a) Ability to apply the philosophy and tools necessary to practice from a strengths based perspective
 - b) Understanding of self-care and its implication practice
- 7) Knowledge of Role as Social Worker
 - a) Understanding of the social workers role as an advocate in multiple settings

- b) Ability to communicate role with children, families and multi system providers
- 8) Knowledge and Application of Evidence Based Practice
- 9) Understanding of Cultural Competence
- a) Sensitivity to differences in client culture, ethnicity and sexual orientation
 - b) Ability to recognize cultural strengths in families that can be used as building blocks for providing needed services
 - c) Application of culturally relevant practice which supports best practice with children and families
- 10) Understanding of Crisis Intervention
- a) Ability to recognize a crisis
 - b) Ability to manage crisis situation effectively
- 11) Knowledge Social Work Values and Ethics
- a) Understanding of value base of the profession and practices according to its ethical standards and principles
- 12) Communication Skills
- a) Ability to engage with children, families, and multi-system partners
 - b) Ability to interview children, families, and multi system providers
 - c) Proficiency in active listening skills and interpersonal skills
 - d) Proficiency in verbal and written communication that includes the ability to comprehend, prioritize, and disseminate information to "all parties"
- 13) Assessment Skills
- a) Ability to observe and communicate strengths and needs in children families, and community systems
 - b) Ability to use communication and assessment skills to draw conclusions, make decisions and design and implement interventions
 - c) Ability to use identified strengths and needs in planning for solutions
 - d) Ability to understand that assessment is an on-going and comprehensive process
- 14) Organizational and Technology Skills
- a) Understanding of how organizations function and the time lines associated with organizations
 - b) Understanding of how organizational priorities impact a worker's ability to carry out job related responsibilities
 - c) Understanding of how technology impacts practice

Title IV-E Stipend Student Competencies

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 750 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories (2018).

The competencies IV-E stipend students are to master during their field placement are those identified by the CSWE (2015). These competencies should be adapted to fit the IV-E stipend students' specific program and placement using the students' individual learning plan. The nine competencies are as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice Informed Research and Research informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities