



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation (COA)
Department of Social Work Accreditation (DOSWA)
Baccalaureate and Master’s Social Work Program Accreditation

2022 EPAS
Accreditation Standard M3.2.4 | Sample
Form AS M3.2.4 | Specialized Practice Curriculum Matrix

This sample form was developed by CSWE’s Department of Social Work Accreditation to model a completed form. Programs input their own content.

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Area of Specialized Practice Name: Clinical Social Work Practice

Competency 1: Demonstrate Ethical and Professional Behavior

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 520: Crisis Intervention	<p>Case Presentation Assignment</p> <p>Students choose a client (individual, family, or group) case study. Determine the crisis, ethical dilemma(s), and analyze the issue. Prepare to discuss with your classmates ethical approaches to crisis intervention. Request their feedback to help address the ethical dilemma(s) and crisis intervention. Students review NASW Code of Ethics to guide intervention techniques.</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	85

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

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 580: Case Management	<p>Advocacy Assignment</p> <p>In groups of 5, students discuss a systemic barrier to social, racial,</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values	132

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	economic, and environmental justice. Students' write-up a reflection of their dialogue, incorporating research on the subject.	<input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	
SW 580: Case Management	Advocacy Role-play Students work with a partner to select a case scenario and role-play a situation where each advocate for change on behalf of a client experiencing inequity.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	134

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

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SWK 604: Methods of Clinical Social Work 2	A DEI in Practice Assignment Video modules are used to demonstrate skills and application of knowledge of practicing clinical social work with an understanding of societal power and privilege. Students complete a reflection of the modules, exploring their own implicit biases and unrecognized stereotypes.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	100

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

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SWK 510: Research-Informed Practice	<p>Research Report & Synthesis Final Paper</p> <ol style="list-style-type: none"> 1. Students will demonstrate their ability to critically analyze and draw conclusions from clinical research to inform their practice. 2. Students will select a population or case that interests them. 3. Using library databases, students will select articles from three peer-reviewed journals. 4. Students will write a final paper to synthesize, summarize, and discuss how this research will inform engaging, assessing, intervening, or evaluating selected population or client. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	75

Competency 5: Engage in Policy Practice

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SWK 610: Mental Health and Individuals with Disabilities	Policy Analysis Paper	<input checked="" type="checkbox"/> Knowledge	190

Course Number & Title	Specialized Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	Students research and analyze a federal or state policy where mental health and disability intersect (examples will be provided in class). Using scholarly research to support a position on policy change, students draft a legislative one-pager to summarize the policy and advocate for change.	<input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	

Competency 6: Engage with Individuals, Families, and Groups

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 593: Nature and Treatment of Substance Use Disorders	Self-Help Session and Reflection Activity Students research self-help groups available in the community and choose one individual-based (e.g., Alcoholics Anonymous) or one family-based (e.g., AL-ANON, NAMI) group to shadow or interview a facilitator. Students write a paper that incorporates scholarly research on the	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups	203

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	history and nature of self-help groups for individuals and families and engagement strategies for social work practice with self-help groups.			

Competency 7: Assess Individuals, Families, and Groups

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 580: Case Management	<p>Family Assessment</p> <p>In small groups, students view a video recording of an in-home family assessment. The case scenario involves a session with multiple family members.</p> <p>Students discuss mock case scenario and as a group formulate a treatment plan to provide recommendations for the needs of each client (and family as a whole).</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups	136

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	Students should consider bio-psycho-social-spiritual-cultural, person-in-environment, and other important contextual factors of the client situation.			

Competency 8: Intervene with Individuals, Families, and Groups

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SWK 604: Methods of Clinical Social Work with Children & Adolescents	<p>Child & Family and Intervention Assignment</p> <p>Students reviews a vignette of a child and family, which include a case evaluation completed by a social worker. Students determine a treatment and intervention plan with attention to attachment theories, protective factors, and research-informed clinical approaches. Students will address limitations to these approaches, as well</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input type="checkbox"/> Groups	304

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	as strengths of the child and family, and their own implicit biases.			
SW 530: Psychopathology	<p>1. Required Readings: Doe, J., 2011, Diagnosis and Treatment for Mental Disorders.</p> <p>2. Students read chapter on personality disorders.</p> <p>3. Students view a mock group therapy session and identify and diagnose individuals within the group with different personality disorders.</p> <p>4. Students then formulate treatment plan for a one of the specific personality disorders identified, including outside research that discusses success with treating those individuals.</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input checked="" type="checkbox"/> Groups	285

Competency 9: Evaluate Individuals, Families, and Groups

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 560: Trauma Informed Care	<p>Refugee Families Evaluation Assignment</p> <ol style="list-style-type: none"> Students read several readings from the posted articles and data-informed current events news on the topic of trauma affecting refugee families. The readings discuss data-informed clinical interventions, therapeutic techniques, and cultural considerations when working with refugee families. Students review a vignette of a crisis intervention and resettlement, then prepare a class presentation 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups	123

Course Number & Title	Specialized Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	evaluating the interventions observed and areas for further culturally-informed support.			
SW 560: Trauma Informed Care	<p>Trauma-informed interviewing exercise</p> <ol style="list-style-type: none"> 1. Students will review in-class handouts on trauma-informed tips and reminders for initial intake with clients, as well as NASW Code of Ethics. 2. Students will breakout into pairs and practice these interviewing skills in a mock case scenario with each student taking turns as the interviewer and the client. 3. Students will discuss as a class how the mock interviews worked and what they learned. 	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups	125