



**MSW Field Practicum**  
**ADVANCED PRACTICE YEAR**  
**LEARNING CONTRACT AND FIELD EVALUATION**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

This learning contract follows the nine specific Core Competencies identified by the Council on Social Work Education (CSWE) that the Social Work Practitioner should possess. The student and field instructor will meet early in the student's placement to identify specific agency learning activities that the student will participate in to give the student an opportunity to practice and demonstrate competency in each area over the course of the practicum. Learning activities described in this contract should be specific, stated in measurable terms, and demonstrate meaningful and robust activities or assignments in each area to ensure development and practice in the competency areas listed. The learning contract should include opportunities for observation of student practice by agency clinicians, supervisors or leaders during individual, group, agency meetings, assessments, etc. with subsequent feedback.

***You should identify at least one learning activity related to each practice behavior listed within each competency section.***

Also, identify assignments as you go that you may want to use as evidence of competency in the final Field Portfolio.

The field liaison should review and make additional recommendations for activities before approving the contract. In addition, the Field Instructor will use this form to complete a mid-term and final evaluation of the student's progress based on completion of the activities and assessment of progress toward the Core Competencies. The student is responsible for obtaining all needed signatures and providing copies to the Field Instructor and to the Field Liaison.

## Rating Scale for Evaluation of Field Placement Performance

### *Instructions for Rating Students on the Nine Competencies in the First Part of the Evaluation:*

When completing the evaluation, students should be compared to a master's-level social worker. This evaluation is intended to give the student feedback about his or her performance. Please rate the student on the items, as they are appropriate to *your* field setting.

Under each competency statement are several items that we ask that you rate according to the following criteria.

<b>4</b>	<b>Skills are Exceptional / Masterful</b>	The student demonstrates mastery in this area. The intern is clearly exceptional and functions more as a colleague than a student.
<b>3</b>	<b>Skills are Ready for Practice</b>	The student is ready for practice as a master's level social worker in this area.
<b>2</b>	<b>Skills in Development</b>	The student shows signs of development as a master's level social worker in this area but needs more training, time, practice and/or supervision to be ready for practice.
<b>1</b>	<b>Skills Currently Lacking</b>	The student has been given opportunities to practice a master's level social worker in this area but has been unable to demonstrate needed skills or abilities in this area.
<b>n/a</b>	<b>Opportunities not yet given to demonstrate skills</b>	Not applicable, as the intern has not had the opportunity to demonstrate master's level competence in this area

### *Comments Section*

Comments are encouraged under all competency statements to assist in providing the student meaningful feedback.

Comments, including specific recommendations for improvement, are required when assigning a score of 1 or 2.

## Core Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Social Work Practice

Advanced social work practitioners with a clinical emphasis skillfully utilize the value base of the profession and its ethical standards as well as relevant laws and regulations that impact advanced practice at the micro, mezzo and macro levels (*values, skills*). Advanced social work practitioners with a clinical emphasis utilize ethical frameworks and knowledge in practice, research, and policy arenas (*values, skills*). Advanced social work practitioners with a clinical emphasis consider personal values and the distinction between personal and professional values in working with diverse populations and application of theory in practice (*values, cognitive and affective processes*). They also evaluate their personal experiences including areas of bias, power or privilege and the influence of cognitive and affective reactions on their professional judgment and behavior (*cognitive and affective processes*). Advanced social work practitioners consider ethical decisions as appropriate to the context and with recognition of historic and/or current issues of injustice, racism or oppression influencing institutions or practice as they advocate for change. Advanced social work practitioners with a clinical emphasis are grounded in the knowledge of the profession’s history, its mission, and the roles and responsibilities of the profession (*knowledge*) and seek to demonstrate Christ-like ethical integrity through character, scholarship, and leadership (*values*). Advanced social work practitioners with a clinical emphasis also recognize and support the role of other professions when engaged in inter-professional teams (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis commit to life-long learning and to continually updating their skills to ensure they are relevant and effective (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis responsibly manage emerging forms of technology and use of technology ethically in social work practice (*skills*).

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
Implement ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, critical thinking, models for ethical decision-making, ethical conduct of research, additional codes of ethics as appropriate to context and with recognition of historic and/or current issues of injustice or oppression influencing institutions or practice.	<p>Student will review and discuss the application of the NASW Code of Ethics in supervision and document in the record of supervision three cases identified to have areas of ethical concerns through direct or indirect contacts at the agency by February 1<sup>st</sup>.</p> <p>Student will identify and discuss in supervision and document in the record of supervision three areas of potential conflict between personal values and professional practice by March 15<sup>th</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
Integrate reflection and self-regulation to manage personal values and maintain professionalism in practice situations while understanding how evolving worldview, personal experiences, and affective reactions influence professional judgment and behavior.	<p>Student will complete a minimum of 8 <b>Process Recordings</b> during the field practicum and review the process recordings for additional feedback in supervision by August 31<sup>st</sup>.</p> <p>Student will complete the <b>MSW Competency Self-Assessment</b> tool within 30 days of beginning field placement and within 30 days of end of field placement and discuss areas</p>	n/a 1 2 3 4	n/a 1 2 3 4

	of strength, growth, and change in supervision. Student will document discussions in their record of supervision.		
Demonstrate professional and ethical demeanor in written, oral, and electronic communication and implement ethical use of technology.	<p>Student will complete a real or sample correspondence for each of the following: professional memo, professional email correspondence, and external letter related to practicum experiences, and will present it to supervisor for review by April 30<sup>th</sup>.</p> <p>Student will present a case study in writing and orally to supervisor, group or interdisciplinary team and receive feedback on the quality of the presentation by May 15<sup>th</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
Assess feedback from supervision and consultation to guide professional judgment and behavior.	<p>Student will demonstrate use of technology in compliance with HIPAA and confidentiality laws at all times during the practicum. Student will review agency HIPAA and confidentiality policies and discuss with supervisor as documented in record of supervision by January 15<sup>th</sup>.</p> <p>Student will ensure that proper releases of information are completed for all direct services clients and review proper completion of 2 releases with Supervisor by March 30<sup>th</sup>.</p> <p>Student will review or learn about agency technology use policies by February 1<sup>st</sup>. Student will follow agency policies at all times during the practicum and use personal technology only during breaks or in case of emergency. Field supervisor will discuss any concerns in ongoing supervision.</p>	n/a 1 2 3 4	n/a 1 2 3 4
Collaborate with interdisciplinary teams to create ethically sound interventions.	<p>Student will meet with supervisor a minimum of five times per eight-week field seminar cycle and more frequently as agreed with field instructor. Student will utilize the <b>Student Record of Supervision</b> tool to prepare an agenda, questions, and topics for discussion. Student will record follow up action steps from supervisor and document supervisor feedback on strengths and areas for improvement identified at each meeting.</p> <p>Student will be observed providing direct service a minimum of four times during the course of the practicum. The <b>Objective Structured Clinical Examination (OSCE)–Clinical</b></p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p><b>Observation Feedback</b> tool will be utilized and completed by the supervisor or an experienced clinical staff to provide feedback. Student will review results in supervision and document in the record of supervision.</p> <p>Student will participate in monthly interdisciplinary team meetings and present and receive feedback on 2 cases by August 1<sup>st</sup>.</p>		
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Explanation for rating 2 or below and recommendations for improvement: [Click here to enter text.](#)

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**Core Competency 2: Advance Human Rights and Justice (Socially, Racially, Economically and Environmentally) in Advanced Social Work Practice**

**Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Advanced social work practitioners with a clinical emphasis integrate their knowledge and understanding of how development, diversity, and difference characterize and shape human experience and influence the formation of identity and acknowledge the fundamental human rights of every person regardless of position in society (*knowledge*). Advanced social work practitioners with a clinical emphasis understand diversity in the context of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation and geographic location (*knowledge, values*). 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. Advanced social work practitioners with a clinical emphasis understand issues of historical oppression, injustice and racism and implement strategies to address these in practice. Advanced social work practitioners with a clinical emphasis further understand the interaction and impact of social, economic and environmental issues on client systems, incorporating an ecological and whole person framework into practice (*knowledge, values, skills*). 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. Advanced social work practitioners with a clinical examine power and privilege in themselves, their practice, organizations and communities and promote justice socially, racially, economically, and environmentally (*skills, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis skillfully advocate for client systems on the micro, mezzo and macro levels to empower clients and advance human rights addressing issues including oppression, poverty, and marginalization seeking to eliminate

barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that human rights are protected (knowledge, value, skills). Advanced social work practitioners with a clinical emphasis ethically, apply Christ-like attitudes, *values*, and worldview within social work practice (*values, skills, cognitive and affective processes*).

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
<p>Develop and implement strategies that promote human rights and integrate and value diversity and difference in shaping life experiences into practice at the individual, family, group, organizational, and community system levels</p>	<p>Student will provide a direct service contact to a client who is culturally or ethnically different from the student. Student will write a journal reflection identifying the impact of cultural issues for the client on areas of individual-, community, and policy-level issues. Student will discuss their reflections and the cultural issues of the case in supervision by July 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 666 6.3</b> Students apply the Theory of Change Model in accordance with their efforts to advocate for vulnerable and oppressed or marginalized clients. Students examine issues of culture, diversity, engagement skills and interventions.</p> <p>Student completes and reviews assignment from <b>SWK 668 3.2</b> Students write a paper considering whether there are cultural groups at their agency that a cognitive behavioral approach would not work for and why. They discuss whether advocating for a cultural humility theoretical approach at their agency would be helpful for resolving misunderstandings related to cultural diversity at their agency. Review with agency supervisor by August 1.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Develop and implement strategies that promote justice; socially, racially, economically, and environmentally at the individual, family, group, organizational, and community system levels.</p>	<p>Student will be observed by a master’s level clinician in practice via client contact or role play with a peer at least two times using a person-centered practice approach and receive feedback on ability to identify the role diversity and difference play in the client’s experience. Required <b>Objective Structured Clinical Examination (OSCE)–Clinical Observation Feedback</b> tool may be used as appropriate. Student will review feedback from the observation with supervisor by August 1<sup>st</sup></p> <p>Student completes and reviews assignment from <b>SWK 669 4.2</b> Students read a case study from the National Institute on Alcohol</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>Abuse and Addiction that involves a diverse family. Students explore whether there is a research-informed basis for using the family systems approach as an intervention strategy. Review with agency supervisor by August 1.</p> <p>Student completes and reviews assignment from <b>SWK 669 1.7</b> Students read a case study and apply the family systems approach to design an intervention for a family of diversity. They compare intervention approaches and determine a planned change process for the diverse family system. Review with agency supervisor by August 1.</p>		
<p>Critically evaluate the functions of power and privilege in self, individuals, organizations, communities and cultures and their role in promoting injustice to reduce inequities and promote dignity, equality, and respect for all.</p>	<p>Student will complete cultural competency training and identify two to three areas of current personal bias toward culturally different individuals or ethnicities. Student will identify three strategies for managing biases and discuss them with supervisor by June 1st.</p> <p>Student completes and reviews assignment from <b>SWK 666 3.4</b> Students will reflect on a case study or example from their practicum, analyze a situation, and discuss how they can improve in their practice with others, including reducing the influence of personal biases and strengthening their cultural competence. Review with agency supervisor by February 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 3.3</b> Students read the article “Fundamental Contradictions in Cultural Competence” and complete a “Promoting Cultural Diversity and Cultural Competency Checklist.” They reflect on the results of their checklist, identifying two personal growth development goals toward understanding the role diversity and difference play in shaping life experiences of clients. They develop a plan to become more cultural competent. Review with agency supervisor by June 1.</p> <p>Student completes and reviews assignment from <b>SWK 669 6.2</b> Students identify challenges and opportunities for engaging with diverse family systems at their field placement agency to promote social and economic justice. This assignment focuses on families.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>

	Student's identity ways to improve their engagement and practice with diverse family systems. Review with agency supervisor by June 1.		
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**Core Competency 3: Engage in Practice that Opposes Racism, Respects Diversity, and Promotes Equity and Inclusion in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis understand and responsively engage clients recognizing 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 attraction, and tribal sovereign status (Knowledge, values, skills). Advanced social work practitioners with a clinical emphasis identify and design interventions to address and advocate for person's whose life experiences may include oppression, poverty, marginalization, and alienation and recognize and manage the influence of bias, power and privilege (Knowledge, values, skills). Advanced social work practitioners with a clinical emphasis understand and seek to address societal and historical issues of social and racial injustices and forms and mechanisms of oppression and discrimination (knowledge, values, skills, cognitive and affective processes). Advanced social work practitioners with a clinical emphasis promote justice, freedom, equality, safety, privacy, physical, emotional and spiritual wellness, an adequate standard of living, healthcare, and education for every person (*values*). Advanced social work practitioners with a clinical emphasis are knowledgeable of and use clinical and social work theory and models of justice to skillfully design and implement strategies at the micro, mezzo and macro level to eliminate racism and oppressive structural barriers (*knowledge, values, skills and cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis demonstrate knowledge and understanding of the impact of Christian influences on social welfare and the importance of values in advancing justice (*knowledge, values, skills, cognitive and affective processes*).

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
Demonstrate practice that identifies and seeks to eliminate racism, oppression, poverty, marginalization, and alienation at the individual, family, group, organizational, community, research, and policy levels.	Student will identify two areas of injustice related to individual clients, the community, or policies impacting the field agency and complete a summary in writing of two strategies or advocacy approaches for each area identified that could be used to create	n/a 1 2 3 4	n/a 1 2 3 4



	<p>improvement by July 15<sup>th</sup>. Student will review the assessment with supervisor for feedback and additional discussion.</p> <p>Student completes and reviews assignment from <b>SWK 668 4.2</b>  Students reflect on advocacy as a personal, community, spiritual, or moral responsibility as it relates to promoting social, economic, and environmental justice for clients. They discuss the impact of advocacy on micro and macro levels of intervention at their field placement agency. Review with agency supervisor by July 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 667 6.2</b>  Student watches a video about a group or population that is marginalized and/or oppressed, and learn about effective methods or actions that can be taken to attend to the social worker’s core mission to support vulnerable groups and individuals, especially as they apply in a clinical setting. Student connects insights gained from the video to their agency experience in their clinical practicum. Student discusses how they can advocate for social policy change and what changes they would want to make in their current practicum setting to reduce oppression and marginalization of their clients and why (either agency-wide changes or clinically related changes or similar). Student will review with agency supervisor by June 1.</p>		
<p>Demonstrate cultural humility and responsiveness in clinical practice by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, and privilege in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>	<p>Student will engage in a project or advocacy activity relevant to a client or the agency to advance an area of justice or equity and write a two-page summary of the project, efforts made, and results by Aug 31<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 669 3.2</b>  Students describe how marginalized and oppressed families served at their agency are impacted by issues of social, economic, or environmental injustice. They provide examples of a case or situation from their time at their practicum agency when they engaged in advocacy in order to advance their clients’ human rights. Review with agency supervisor by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Identify and understand implications for practice of multiple dimensions of difference</p>	<p>Student will interview one staff, client, or community member representing a culturally diverse population regarding the</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>

and worldview including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual attraction, and tribal sovereign status

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member's perception and view of injustice and oppression socially at the local, state, and national level and record his/her answers by April 1<sup>st</sup>. Student will discuss findings with field supervisor.

Student completes and reviews assignment from **SWK 669 3.2**  
Students describe how marginalized and oppressed families served at their agency are impacted by issues of social, economic, or environmental injustice. They provide examples of a case or situation from their time at their practicum agency when they engaged in advocacy in order to advance their clients' human rights. Review with agency supervisor by August 1<sup>st</sup>.

Student completes and reviews assignment from **SWK 667 6.2**  
Student watches a video about a group or population that is marginalized and/or oppressed, and learn about effective methods or actions that can be taken to attend to the social worker's core mission to support vulnerable groups and individuals, especially as they apply in a clinical setting. Student connects insights gained from the video to their agency experience in their clinical practicum. Student discusses how they can advocate for social policy change and what changes they would want to make in their current practicum setting to reduce oppression and marginalization of their clients and why (either agency-wide changes or clinically related changes or similar). Student will review with agency supervisor by June 1.

Student will identify a relevant case, review assessment documentation and appraise issues of marginalization and oppression impacting the client, group or family. Student will make recommendations for appropriate practice responses and discuss in supervision by July 1<sup>st</sup>.

Student completes and reviews assignment from **SWK 666 6.3**  
Students apply the Theory of Change Model in accordance with their efforts to advocate for vulnerable and oppressed or marginalized clients. Students examine issues of culture, diversity, engagement skills and interventions. Review with agency supervisor by March 1.

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Explanation for rating 2 or below and recommendations for improvement: [Click here to enter text.](#)

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**Core Competency 4: Engage in Practice-Informed Research and Research-Informed Practice in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis identify bias in research and demonstrate the ability to evaluate design, analyze, and interpret research using an anti-racist and anti-oppressive perspective (knowledge, values, skills). Advanced social work practitioners with a clinical emphasis employ quantitative and qualitative research methods in promoting evidence-based practice and critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. (*Knowledge, skill*). Advanced social work practitioners with a clinical emphasis understand the purpose and process of utilizing and applying logic, examining presuppositions, applying scientific inquiry, and culturally informed and ethical approaches to building knowledge (*knowledge, values, skills, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis understand that evidence-based practice comes from multi-disciplinary sources and multiple ways of knowing including cognitive and affective processes (*knowledge, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis utilize critical thinking, research skills and practice experience in translating research findings into effective practice (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis demonstrate professional values and research integrity inclusive of character, scholarship, and leadership in becoming world changers (*values, skills, cognitive and affective processes*).

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
Critiques research findings related to clinical practice across the lifespan.	Based on observation or client interaction, student will identify an area of client diagnosis and research and summarize in writing the results of 2 best practices approaches identified to use with this diagnosis identifying the pros and cons of each approach by June 1 <sup>st</sup> .  Student completes and reviews assignment from <b>SWK 669 4.2</b> Students read a case study from the National Institute on Alcohol Abuse and Addiction that involves a diverse family. Students explore whether there is a research-informed basis for using the	n/a 1 2 3 4	n/a 1 2 3 4

	<p>family systems approach as an intervention strategy. Review with supervisor by August 1<sup>st</sup></p> <p>Student completes and reviews assignment from <b>SWK 668 1.5</b>  Students write an evidence-based paper that demonstrates that they understand the theoretical differences between Cognitive Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT). They discuss what considerations they would take into account when applying CBT or SFBT to diverse clients in their clinical experience to improve service delivery and to promote social, economic, and environmental justice. Student will review with Supervisor by July 1.</p>		
<p>Synthesizes information from a variety of sources to purposefully plan and develop a research practice focus</p>	<p>Student will participate in data collection, review, and analysis for any agency project or quality improvement activity. Student will discuss results and implications for practice with supervisor in supervision and record in record of supervision by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Analyzes research findings on self and the profession to clarify goodness of fit in clinical practice.</p>	<p>Based on case involvement or case review, student will identify and summarize three practice strategies to incorporate into treatment or service delivery citing research evidence to support. Student will review with supervisor by June 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 1.5</b>  Students write an evidence-based paper that demonstrates that they understand the theoretical differences between Cognitive Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT). They discuss what considerations they would take into account when applying CBT or SFBT to diverse clients in their clinical experience to improve service delivery and to promote social, economic, and environmental justice. Student will review with Supervisor by July 1.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Analyzes quantitative and qualitative research methods and findings.</p>	<p>Student will review agency outcome or quality improvement data.</p> <p>Student will participate in a quality improvement team meeting or meet with agency quality improvement team lead to discuss methods, data and improvement plans used at the agency. By April 5<sup>th</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>

<p>Designs improvements for practice, policy, and service delivery based on research findings.</p>	<p>Based on a target population of the agency, student will identify research findings to help improve policy and services and practices to individuals, families and groups. Student will identify 2 strategies for improvement based on research findings in each area and present to supervisor. Student will document review of findings in record of supervision by May 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 3.3</b> Students read the article “Fundamental Contradictions in Cultural Competence” and complete a “Promoting Cultural Diversity and Cultural Competency Checklist.” They reflect on the results of their checklist, identifying two personal growth development goals toward understanding the role diversity and difference play in shaping life experiences of clients. They develop a plan to become more cultural competent. Student will review plan with Supervisor by June 1.</p> <p>Student completes and reviews assignment from <b>SWK 668 5.5</b> Students write an essay that analyzes the ethical interpretation of social, economic, and environmental justice and how this interpretation can improve practice, policy, programs, and service delivery. They discuss how to prioritize policy recommendations. Student will review plan with Supervisor by June 1.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Demonstrate understanding of bias in research and the ability to apply an anti-racist and anti-oppressive theoretical perspective to evaluate, analyze, and interpret research.</p>	<p>Student will identify and understand the presence of bias in research studies and will demonstrate the ability to apply an anti-racist and anti-oppressive theoretical perspective to critically evaluate, analyze, and interpret research findings, ensuring that social work practice is informed by equitable and just evidence. by May 15<sup>th</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>

Explanation for rating 2 or below and recommendations for improvement: [Click here to enter text.](#)

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## Core Competency 5: Engage in Policy-informed Advanced Social Work Practice

Advanced social work practitioners with a clinical emphasis understand that human rights and justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels (*knowledge*). Advanced social work practitioners with a clinical emphasis understand and recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy and demonstrate the ability to critique history, policy and structures through rights-based, anti-oppressive and anti-racist lenses. (*knowledge*). Advanced social work practitioners with a clinical emphasis understand their leadership role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, actively using their skills to engage in policy practice and examination of values to effect change within those settings (*knowledge, skills*). They are also knowledgeable about policy formulation, analysis, implementation, and evaluation (*knowledge and skills*). Advanced social work practitioners with a clinical emphasis provide leadership and support to clients, families, and community-based leaders in creating and advocating for culturally responsive policies advantageous to them and that promote human rights and that seek to eliminate racism and oppression (*knowledge, skills, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis demonstrate the ability to ethically evaluate policies and their impact on client systems and the community (*knowledge, values, skills, cognitive and affective processes*).

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
Evaluate social welfare and economic policies for issues of justice, racism and oppression that impact the provision and delivery of services.	<p>Student will identify two local, state, or federal social welfare or economic policies (standards, legislation, rules, etc.) that impact a population served by the placement agency. Student will assess the impact of identified policies above on the delivery and access to services for agency clients, discuss positive and negative impact of the policies, and practice implications with supervisor. The discussion will be documented in the student record of supervision by March 15<sup>th</sup>.</p> <p>Student completes and reviews assignment from SWK 667 6.2            Student watches a video about a group or population that is marginalized and/or oppressed, and learn about effective methods or actions that can be taken to attend to the social worker's core mission to support vulnerable groups and individuals, especially as they apply in a clinical setting. Student connects insights gained from the video to their agency experience in their clinical</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>practicum. Student discusses how they can advocate for social policy change and what changes they would want to make in their current practicum setting to reduce oppression and marginalization of their clients and why (either agency-wide changes or clinically related changes or similar). Student will review with agency supervisor by June 1.</p>		
<p>Formulate policies that advance human rights and justice socially, economically, and environmentally.</p>	<p>In consultation with the field supervisor, student will identify a policy that the agency needs to develop or improve. Student will gather information and complete research regarding standards, laws, regulations, etc. and write a sample policy in response. Student will present and discuss the sample policy in supervision by August 1<sup>st</sup> and document in record of supervision.</p> <p>Student completes and reviews assignment from <b>SWK 667 6.2</b>  Student watches a video about a group or population that is marginalized and/or oppressed, and learn about effective methods or actions that can be taken to attend to the social worker's core mission to support vulnerable groups and individuals, especially as they apply in a clinical setting. Student connects insights gained from the video to their agency experience in their clinical practicum. Student discusses how they can advocate for social policy change and what changes they would want to make in their current practicum setting to reduce oppression and marginalization of their clients and why (either agency-wide changes or clinically related changes or similar). Student will review with agency supervisor by June 1.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Determine effective leadership strategies and program development for meeting the needs of individuals and constituencies that advance or ensure the dignity, worth and human rights of all.</p>	<p>Based on agency and community needs, will identify and implement effective leadership strategies and develop programs that are responsive to the needs of individuals and constituencies, with a commitment to advancing and ensuring the dignity, worth, and human rights of all persons by August 1<sup>st</sup> and document in record of supervision.</p> <p>Student completes and reviews assignment from <b>SWK 669 5.2</b></p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>Student watches a film on drugs and discuss the intervention needs of diverse families at their field placement agency. They describe a social policy intervention they could implement in their field placement agency and/or community to address the abuse of drugs. Students outline a plan to improve program delivery to meet client needs and reviews with field supervisor by August 1<sup>st</sup>.</p>		
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**Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis understand theories of human behavior and person-in-environment and use culturally responsive and cognitive and affective skills to effectively engage with individuals and groups (skills, cognitive and affective processes). They are equipped to skillfully engage with families in exploring the impact of diversity and difference in shaping their lives in mezzo social work practice (*skills, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis demonstrate the application of ecosystems, strengths, development, and empowerment perspectives in practice with client systems (knowledge, skills). Advanced social work practitioners with a clinical emphasis possess a high level of self-awareness and understand how their personal experiences, bias, power or privilege and reactions may impact their ability to effectively engage with diverse clients and constituencies in practice settings (*values, cognitive affective processes*). Advanced social work practitioners with a clinical emphasis value and demonstrate skills of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (knowledge, values, skills, cognitive and affective processes). Advanced social work practitioners with a clinical emphasis apply ethical Christ-like attitudes, values, and worldview appropriate to mezzo social work practice (values, skills, cognitive and affective processes).

**Individuals, families, groups, organizations, and communities must be addressed separately in each practice behavior below.**



Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to <i>clinical engagement</i> with client systems</p> <p><b>A. Individuals</b></p>	<p>Student will observe two individual sessions / direct service contacts conducted by another master's-level staff member by March 15<sup>th</sup>. Student will document thoughts and reactions regarding important aspects of engagement observed.</p> <p>Student will complete a minimum of one <b>process recording</b> on an <b>individual</b>. Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Families</b></p>	<p>Student will observe two family sessions / direct service contacts conducted by another master's-level staff member by April 15<sup>th</sup>. Student will document thoughts and reactions regarding important aspects of engagement observed.</p> <p>Student will complete a minimum of one <b>process recording</b> on a <b>family</b>. Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Groups</b></p>	<p>Student will observe two group sessions (treatment groups, organizational teams or community meetings) / direct contacts conducted by another master's-level staff member by May 15<sup>th</sup>. Student will document thoughts and reactions regarding important aspects of engagement observed.</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>Student will complete a minimum of one <b>process recording</b> on a <b>group</b> (treatment group, organizational team or community meeting). Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>		
<p>Model empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies in clinical practice</p> <p><b>A. Individual</b></p>	<p>Student will engage in a direct contact and be observed with a client from different culture backgrounds or experiences by June 1<sup>st</sup>. Experienced clinical staff or supervisor will provide feedback on interactions and cultural humility. The <b>Objective Structured Clinical Examination (OSCE) – Clinical Observation Feedback</b> required observation may be used for this activity.</p> <p>Student will complete a minimum of one <b>process recording</b> on an <b>individual</b>. Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Family</b></p>	<p>Student will engage in a direct contact and be observed with a family from different culture backgrounds or experiences by June 1<sup>st</sup>. Experienced clinical staff or supervisor will provide feedback on interactions and cultural humility. The <b>Objective Structured Clinical Examination (OSCE) – Clinical Observation Feedback</b> required observation may be used for this activity.</p> <p>Student will complete a minimum of one <b>process recording</b> on a <b>family</b>. Student will demonstrate application of knowledge of</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>		
<p><b>C. Group</b></p>	<p>Student will engage in a direct contact and be observed with a <b>group</b> with members from different culture backgrounds or experiences by June 1<sup>st</sup>. Experienced clinical staff or supervisor will provide feedback on interactions and cultural humility. The <b>Objective Structured Clinical Examination (OSCE) – Clinical Observation Feedback</b> required observation may be used for this activity.</p> <p>Student will complete a minimum of one <b>process recording</b> on a <b>group</b> (treatment group, organizational team or community meeting). Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Select best practices for engaging clients and constituencies in a variety of situations.</p> <p><b>A. Individual</b></p>	<p>Student will complete a minimum of one <b>process recording</b> on an <b>individual</b>. Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1<sup>st</sup>. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field</p>	n/a 1 2 3 4	n/a 1 2 3 4

	supervisor and document additional feedback received in record of supervision.		
<b>B. Family</b>	Student will complete a minimum of one <b>process recording</b> on a <b>family</b> . Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1 <sup>st</sup> . Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.	n/a 1 2 3 4	n/a 1 2 3 4
<b>C. Group</b>	Student will complete a minimum of one <b>process recording</b> on a <b>group</b> (treatment group, organizational team or community meeting). Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1 <sup>st</sup> . Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.	n/a 1 2 3 4	n/a 1 2 3 4
Formulate a planned change process that demonstrates cultural humility and responsiveness in clinical social work practice. <b>A. Individuals</b>	Student will identify 2 areas of injustice related to an <b>individual</b> client at the field agency and complete a summary in writing of two strategies or advocacy approaches for each area identified that could be used to create improvement by July 15 <sup>th</sup> . Student will review the assessment with supervisor for feedback and additional discussion.	n/a 1 2 3 4	n/a 1 2 3 4
<b>B. Families</b>	Student will interview one staff, client, or community member representing a culturally diverse population regarding the impact of injustice and oppression on <b>families</b> of this population and their rights at the local, state, and national level and record his/her	n/a 1 2 3 4	n/a 1 2 3 4

	answers by April 1 <sup>st</sup> . Student will discuss findings with field supervisor.		
<b>C. Groups</b>	Student will engage in a project or advocacy activity relevant to a client <b>group</b> at the agency to advance an area of justice or equity and write a two-page summary of the project, efforts made, and results by Aug 31 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
Formulate a planned change process that demonstrates cultural humility and responsiveness in clinical social work practice. <b>A. Individuals</b>	Student will complete a minimum of one <b>process recording</b> on an <b>individual</b> . Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1 <sup>st</sup> . Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.	n/a 1 2 3 4	n/a 1 2 3 4
<b>B. Families</b>	Student will complete a minimum of one <b>process recording</b> on a <b>family</b> . Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1 <sup>st</sup> . Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor and document additional feedback received in record of supervision.	n/a 1 2 3 4	n/a 1 2 3 4
<b>C. Groups</b>	Student will complete a minimum of one <b>process recording</b> on a <b>group</b> (treatment group, organizational team or community meeting). Student will demonstrate application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement by August 1 <sup>st</sup> . Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field	n/a 1 2 3 4	n/a 1 2 3 4

	supervisor and document additional feedback received in record of supervision.		
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**Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis approach assessment from a strengths-based, culturally responsive perspective focusing on resiliency and protective factors as a basis for interventions and recognizing assessment as an ongoing component of the dynamic and interactive process of social work practice (*knowledge, values, skills*). Advanced social work practitioners with a clinical emphasis create empathic client engagement that leads to empowerment and growth and identify cultural values, traditions, and unique resources of clients by recognizing and understanding the client’s contextual worldview (*knowledge, values, skills, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis demonstrate skill in structuring assessment as 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. (*Knowledge, skill*). Advanced social work practitioners with a clinical emphasis utilize Bio-psychosocial-spiritual assessments as a critical component of the overall assessment plan (*knowledge, skill*). Advanced social work practitioners with a clinical emphasis critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups (*knowledge, values, skills*). Advanced social work practitioners with a clinical emphasis utilize professional values and methods of assessment with diverse clients and constituencies to advance practice effectiveness (*knowledge, skill*). Advanced social work practitioners with a clinical emphasis recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration (*value, skill, cognitive and affective processes*). Advanced social work practitioners with a clinical emphasis consider how their personal experiences, values, faith, presuppositions and affective reactions including how bias, power, privilege, may affect their assessment and decision making (*knowledge, values, cognitive and affective processes*).

**Individuals, families, groups, organizations, and communities must be addressed separately in each practice behavior below.**

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
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<p>Demonstrate the selection of relevant information to create a holistic and culturally responsive assessment of client systems.</p> <p><b>A. Individual</b></p>	<p>Student will complete a written assessment and diagnostic summary for an <b>individual client</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p> <p>Student will complete a written risk assessment for a client with identified safety concerns and discuss with field supervisor by Aug 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Family</b></p>	<p>Student will complete a written assessment and diagnostic summary for a <b>family</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Group</b></p>	<p>Student will complete a written assessment and diagnostic summary for a <b>group</b> (treatment group, organizational team or community meeting), including diagnostic / evaluation impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Apply knowledge of human behavior and the social environment, person-in-environment, other multidisciplinary theoretical frameworks and awareness of dynamics of bias, power and privilege in the analysis of assessment data.</p> <p><b>A. Individual</b></p>	<p>Student will complete a written assessment and diagnostic summary for an <b>individual client</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p> <p>Student will identify and discuss in supervision the theoretical frameworks used in the written assessments completed above and document in student record of supervision by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Family</b></p>	<p>Student will complete a written assessment and diagnostic summary for a <b>family</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Group</b></p>	<p>Student will complete a written assessment and diagnostic summary for a <b>group</b> (treatment group, organizational team or community meeting), including diagnostic / evaluation</p>	n/a 1 2 3 4	n/a 1 2 3 4

	impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .		
Develop mutually agreed-up intervention goals and objectives based on assessment of strengths, needs, culture, beliefs, and challenges within client systems.  <b>A. Individual</b>	Student will complete a written assessment and diagnostic summary for an <b>individual client</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .  Student will complete three individual or family treatment plans based on client interaction or assessment, including goals stated in client's own words, objectives, time-frames for completion of goals, and interventions to be utilized. Student will present and review with supervisor by August 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
<b>B. Family</b>	Student will complete a written assessment and diagnostic summary for a <b>family</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
<b>C. Group</b>	Student will complete a written assessment and diagnostic summary for a <b>group</b> (treatment group, organizational team or community meeting), including diagnostic / evaluation impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of client systems.  <b>A. Individual</b>	Student will complete a written assessment and diagnostic summary for an <b>individual client</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .  Student will complete a written case review of intervention strategies chosen for three separate cases and justify the chosen strategies based on assessment, research, or best practice and client values and preferences. Student will discuss written reviews in supervision by August 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
<b>B. Family</b>	Student will complete a written assessment and diagnostic summary for a <b>family</b> including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor by July 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4



<p><b>C. Group</b></p>	<p>Student will complete a written assessment and diagnostic summary for a <b>group</b> (treatment group, organizational team or community meeting), including diagnostic / evaluation impressions and recommendations for follow-up interventions and review with field supervisor by July 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
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**Core Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis intervene with client systems using theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, critically evaluating and applying this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities from a strengths-based perspective focusing on resiliency and protective factors as a basis for interventions (*knowledge, values, skills*).

Advanced social work practitioners with a clinical emphasis create empathic client engagement that leads to empowerment and growth and identify cultural values, differences, traditions, and unique resources of clients by recognizing and acknowledging the client’s contextual worldview (*knowledge, values, skills, cognitive and affective processes*).

Advanced social work practitioners with a clinical emphasis use clinical skills to identify and adapt evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, and groups (*knowledge and skills*).

Advanced social work practitioners with a clinical emphasis understand the importance of cognitive and affective processes in clinical practice and critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge to effectively intervene with client systems and facilitate effective transitions and endings (*knowledge, skills, cognitive and affective processes*).

Advanced social work practitioners with a clinical emphasis differentiate methods of identifying, analyzing and implementing evidence-informed interventions to achieve client goals (*knowledge, skills*).

Advanced social work practitioners with a clinical emphasis value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration (*knowledge, values, cognitive and affective processes*)

**Individuals, families, groups, organizations, and communities must be addressed separately in each practice behavior below.**

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
<p>Implement culturally responsive and evidence-informed interventions to achieve practice goals and enhance capacities of client systems.</p> <p><b>A. Individual</b></p>	<p>Student will lead or co-lead meetings with an <b>individual client</b>, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for an individual client and present it to supervisor for review by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Family</b></p>	<p>Student will lead or co-lead meetings with a <b>family</b>, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for a family and present it to supervisor for review by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Group</b></p>	<p>Student will identify a minimum of three interventions/strategies to improve outcomes for a <b>group</b> (treatment group, agency team or committee) including recommendations regarding how the group can better accomplish its identified goals. Student will discuss strategies in supervision and document on record of supervision by May 1<sup>st</sup>.</p> <p>Student will lead or co-lead meetings with a <b>group</b> (treatment group, agency team or committee) demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical</p>	<p>Student will lead or co-lead meetings with an <b>individual client</b>, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients.</p>	n/a 1 2 3 4	n/a 1 2 3 4

<p>frameworks in interventions with client systems.</p> <p><b>A. Individual</b></p>	<p>Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for an individual client and present it to supervisor for review by August 1<sup>st</sup>.</p>		
<p><b>B. Family</b></p>	<p>Student will lead or co-lead meetings with a family, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for a family and present it to supervisor for review by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Group</b></p>	<p>Student will identify a minimum of three interventions/strategies to improve outcomes for a group (treatment group, agency team or committee) including recommendations regarding how the group can better accomplish its identified goals. Student will discuss strategies in supervision and document on record of supervision by May 1<sup>st</sup>.</p> <p>Student will lead or co-lead meetings with a <b>group</b> (treatment group, agency team or committee) demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Collaborate with interdisciplinary teams to achieve beneficial clinical practice outcomes.</p> <p><b>A. Individual</b></p>	<p>Student will participate in monthly interdisciplinary team meetings and present and receive feedback on presentation of a case focused on an individual by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>B. Family</b></p>	<p>Student will participate in monthly interdisciplinary team meetings and present and receive feedback on presentation of a case focused on a family by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4

<p><b>C. Group</b></p>	<p>Student will participate in monthly interdisciplinary team meetings and present and receive feedback on 2 cases by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Negotiate, mediate, and advocate with and on behalf of diverse client systems incorporating culturally responsive methods.</p> <p><b>A. Individual</b></p>	<p>Student will lead or co-lead meetings with an <b>individual client</b>, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for an individual client and present it to supervisor for review by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p><b>B. Family</b></p>	<p>Student will lead or co-lead meetings with a family, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will create a crisis/safety plan in response to an identified area of safety or risk for a family and present it to supervisor for review by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p><b>C. Group</b></p>	<p>Student will identify a minimum of three interventions/strategies to improve outcomes for a group (treatment group, agency team or committee) including recommendations regarding how the group can better accomplish its identified goals. Student will discuss strategies in supervision and document on record of supervision by May 1<sup>st</sup>.</p> <p>Student will lead or co-lead meetings with a <b>group</b> (treatment group, agency team or committee) demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Student will lead or co-lead meetings with an <b>individual client</b>, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>

<p><b>A. Individual</b></p>	<p>Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will complete a discharge summaries, including aftercare plans and resources for a client (this may be an actual client or mock plan based on agency case information). Supervisor will review summaries and plans and provide feedback by August 31<sup>st</sup>.</p> <p>Student will discuss transition / discharge needs, process, and clinical issues related to an individual in supervision (individual or group) by June 1<sup>st</sup>.</p>		
<p><b>B. Family</b></p>	<p>Student will lead or co-lead meetings with a family, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p> <p>Student will complete a discharge summaries, including aftercare plans and resources for a family or a client, including recommendations regarding family involvement (this may be an actual client or mock plan based on agency case information). Supervisor will review summaries and plans and provide feedback by August 31<sup>st</sup>.</p> <p>Student will discuss transition / discharge needs, process, and clinical issues related to a family in supervision (individual or group) by June 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p><b>C. Group</b></p>	<p>Student will lead or co-lead meetings with a <b>group</b> (treatment group, agency team or committee) demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will document meetings in process recordings and review with supervisor by August 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4

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**Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Social Work Practice**

Advanced social work practitioners with a clinical emphasis 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 (*knowledge, values*). Advanced social work practitioners with a clinical emphasis recognize the importance of and skillfully evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis demonstrate the ability to apply anti-racist and anti-oppressive perspectives in evaluating practice outcomes (Knowledge, values, skills). Advanced social work practitioners with a clinical emphasis synthesize theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis integrate qualitative and quantitative methods for evaluating outcomes and practice effectiveness (*knowledge, skills*). Advanced social work practitioners with a clinical emphasis act with integrity and use professional values to guide choice of evaluation methods, processes and presentation of data (*knowledge, values, skills, cognitive and affective processes*).

**Individuals, families, groups, organizations, and communities must be addressed separately in each practice behavior below.**

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	Midterm Evaluation	Final Evaluation
Select and use appropriate and culturally responsive qualitative and quantitative methods for evaluation of outcomes.  <b>A. Individuals</b>	Student will identify and describe an outcome measure focused on individuals used by the agency and how outcomes are evaluated, tracked, and monitored for improvement. Student will discuss with supervisor by May 1 <sup>st</sup> .  Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1 <sup>st</sup> .	n/a 1 2 3 4	n/a 1 2 3 4
<b>B. Families</b>	Student will identify and describe an outcome measure including families used by the agency and how outcomes are	n/a 1 2 3 4	n/a 1 2 3 4

	<p>evaluated, tracked, and monitored for improvement. Student will discuss with supervisor by May 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1<sup>st</sup>.</p>		
<b>C. Groups</b>	<p>Student will identify and describe an outcome measure focused on groups or group data used by the agency and how outcomes are evaluated, tracked, and monitored for improvement. Student will discuss with supervisor by May 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
Apply knowledge of human behavior and the social environment, person-in-environment, and practices that oppose racism, oppression, and other relevant theoretical frameworks in the evaluation of outcomes.	<p>Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<b>A. Individuals</b>			
<b>B. Families</b>	<p>Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4

<p><b>C. Groups</b></p>	<p>Student completes and reviews assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes for <b>individuals, families and groups</b> to improve practice, policy, programs, and service delivery. Student will discuss with supervisor by May 1<sup>st</sup>.</p> <p>Student will explain in a journal exercise how chosen agency outcomes fit within the context of the agency mission, vision, or service mandates, or other theoretical frameworks by June 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p>Evaluate intervention and program processes and outcomes.</p> <p><b>A. Individuals</b></p>	<p>Student will review agency data and/or quality improvement practices or plans and discuss pros and cons with supervisor and document in record of supervision by June 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>
<p><b>B. Families</b></p>	<p>Student will review agency data and/or quality improvement practices or plans and discuss pros and cons with supervisor and document in record of supervision by June 1<sup>st</sup>.</p> <p>Student completes and reviews with supervisor assignment from SWK 669 5.2 Student will watch a film on drugs and discuss the intervention needs of diverse <b>families</b> at their field placement agency. They describe a social policy intervention they could implement in their field placement agency and/or community to address the abuse of drugs. Students outline a plan to improve program delivery to meet client needs.</p>	<p>n/a 1 2 3 4</p>	<p>n/a 1 2 3 4</p>



	<p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p>		
<p><b>C. Groups</b></p>	<p>Student will review agency data and/or quality improvement practices or plans and discuss pros and cons with supervisor and document in record of supervision by June 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<p>Apply evaluation findings to improve effectiveness of clinical practice.</p> <p><b>A. Individuals</b></p>	<p>Based on review of agency outcomes and quality improvement plans, student will identify one strategy that may improve practice at the individual client, agency, and community/state levels and review proposals with supervisor by July 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p> <p>Student completes and reviews with supervisor assignment from <b>SWK 668 7.2</b> Student discusses</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes and improve practice, policy, programs, and service delivery for <b>individuals, families and groups</b>. This assignment focuses on organizations.</p>		
<b>B. Families</b>	<p>Based on review of agency outcomes and quality improvement plans, student will identify one strategy that may improve practice at the individual client, agency, and community/state levels and review proposals with supervisor by July 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p> <p>Student completes and reviews with supervisor assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes and improve practice, policy, programs, and service delivery for <b>individuals, families and groups</b>. This assignment focuses on organizations.</p>	n/a 1 2 3 4	n/a 1 2 3 4
<b>C. Groups</b>	<p>Based on review of agency outcomes and quality improvement plans, student will identify one strategy that may improve practice at the individual client, agency, and community/state levels and review proposals with supervisor by July 1<sup>st</sup>.</p> <p>Student completes and reviews assignment from <b>SWK 668 7.5</b> Student discusses how individual clinical social workers or other providers at their placement agency evaluate services</p>	n/a 1 2 3 4	n/a 1 2 3 4

	<p>with <b>individuals, families and groups</b> of diverse clients. Student reflects on ways that, with the support and collaboration of their field supervisor, they could increase opportunities to evaluate their effectiveness of practice and service delivery at their field placement agency. By July 1<sup>st</sup>.</p> <p>Student completes and reviews with supervisor assignment from <b>SWK 668 7.2</b> Student discusses whether a single-system design is being used or could be used at their field placement agency to evaluate clinical outcomes and improve practice, policy, programs, and service delivery for <b>individuals, families and groups</b>. This assignment focuses on organizations.</p>		
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Explanation for rating 2 or below and recommendations for improvement: [Click here to enter text.](#)

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**Overall Evaluation at MIDTERM:**

Please check one of the following at the **midterm evaluation**. At the final evaluation, do **NOT** complete this section.

- This student is excelling in field placement by performing above expectations for students in the advanced year.
- This student is meeting the expectations of a field placement student for the advanced year.

- This student is functioning somewhat below the expectations of a field placement student in the advanced year. There is a question whether this student will be ready for beginning-level social work practice by the end of placement.
- This student is functioning below the expectations of a field placement student at the advanced year. There is considerable concern that this student will not be ready for masters-level social work practice by the end of placement.

**Comments/elaboration:** [Click here to enter text.](#)

\_\_\_\_\_  
**Field Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student signature**

\_\_\_\_\_  
**Date**

***The following section should be completed by the student:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation.
- I do not agree with evaluation.\*

***\*If the student disagrees with the evaluation, s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor then should be held to discuss the disagreement.***

<b>FINAL OVERALL EVALUATION:</b>
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Please check one of the following at the final evaluation. ***At the midterm evaluation, do NOT complete this section.***

- This student has excelled in field placement by performing above expectations for students for the advanced year. If an appropriate position were open at this agency, for a beginning-level social worker, this student would be considered among the top

candidates for this position.

- This student has met the expectations of the field placement for the advanced year. This student is ready for beginning-level social work practice.
- This student is not yet ready for beginning-level social work practice but with more practice experience is likely to continue to develop needed skills.
- This student is not yet ready for masters-level social work practice and has demonstrated serious problems in performance that impact his/her ability to begin social work practice.

**Comments/elaboration:** Click here to enter text.

\_\_\_\_\_  
**Field Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student signature**

\_\_\_\_\_  
**Date**

***The following section should be completed by the student:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation.
- I do not agree with evaluation.\*

***\*If the student disagrees with the evaluation, s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor then should be held to discuss the disagreement.***