Course Number: SOWK 488
Course Title: Field Placement
Credit Hours: 10
Semester: Fall, Spring, Summer

I. CSWE COMPETENCIES:

1.1. Demonstrate ethical and professional behavior
1.2. Engage diversity and difference in practice
1.3. Advance human rights and social, economic, and environmental justice
1.4. Engage in practice-informed research and research-informed practice
1.5. Engage in policy practice
1.6. Engage with individuals, families, groups, organizations, and communities
1.7. Assess individuals, families, groups, organizations, and communities
1.8. Intervene with individuals, families, groups, organizations, and communities
1.9. Evaluate practice with individuals, families, groups, organizations, and communities

II. PREREQUISITES: SOWK 300; SOWK 330; SOWK 341; SOWK 410, may be taken concurrently.

III. COURSE DESCRIPTION: Students integrate and apply social work competencies (Council on Social Work Education accreditation standards) learned across coursework through direct practice in an agency setting for field education. Students will demonstrate competency in professional knowledge, values, skills, and affective and cognitive processes for beginning social work practitioners.

IV. COURSE LEARNING CONTENT OVERVIEW AND OBJECTIVES:

Being placed in a CSU School of Social Work approved social service agency, students are provided the context to put their social work knowledge, values, methods, and skills to use in professional practice. The BSW field placement is comprised of 450 hours of supervised agency practice experience over the course of one or two semesters.

In completing this course, students will be prepared to enter the concentration year field placement to begin the advanced-generalist level of social work practice. The BSW field experience expects students to engage in agency assignments and opportunities for generalist practice across all client systems with individuals, families, groups, organizations,
and communities; to integrate the classroom learning into the field assignments; to carry out assignments that develop foundation social work skills; and to develop their practice within the context of social work foundation behaviors. Assignments, across all levels of practice, will develop foundation social work skills and will contribute to the student’s knowledge, understanding, and capacity to successfully demonstrate generalist social work behaviors.

**Course Learning Objectives:** Carrying out the Council on Social Work Education’s professional competencies for BSW practitioners, students will demonstrate their ability to:

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes;
- use supervision and consultation to guide professional judgement and behavior; and
- cope with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan.

**Competency 2:**
**Engage diversity and difference in practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age,
class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3:**
**Advance human rights and social, economic, and environmental justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Competency 4:**
**Engage in practice-informed research and research-informed practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in policy practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with individuals, families, groups, organizations, and communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7:**
**Assess individuals, families, groups, organizations, and communities**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8:**
**Intervene with individuals, families, groups, organizations, and communities**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**V. INSTRUCTIONAL METHODOLOGY:**

To gain entry into field, students must have completed all prerequisite courses. Students complete the following steps for assignment to a field placement:

1. Following instructions provided to students eligible for SOWK 488, BSW students complete a field placement application that includes a resume. The application is submitted to the Field Education Office.

2. The student schedules a pre-placement interview with the assigned Field Education Program coordinator. During this interview, the field coordinator and the student will identify potential field placement sites while considering student interests, learning goals, career goals, and setting preferences.
3. The student schedules an interview with the agency under consideration.

4. Selection of the field placement agency must be approved by the Field office prior to finalizing the placement. A signed field contract between the field agency and the student is submitted to the Field Office prior to the start of the placement.

5. During the first week of placement, students must attend a SOWK 488 Field Placement orientation. The date, time, and location of the orientation will be announced.

**Attendance and Participation:** Students are expected to fulfill the required field hours (including weekly supervision), and to complete all forms related to their placements. As part of the development of a professional social worker, students are expected to demonstrate professional behavior in their agency settings and to abide by agency policies within ethical guidelines.

**VI. MODE OF DELIVERY:**

In a supervised agency setting, students are provided with opportunities to engage in foundational generalist practice with individuals, groups, families/households, organizations, and communities. This practice is within the context of the generalist social work Core Competencies and professional behaviors. Student practice is supervised by designated staff on-site; scheduled field instruction and supervision are provided by an BSW or MSW field instructor assigned by the agency.

The BSW/MSW field instructor will provide a teaching/learning environment that enables students to practice each of the CSWE-EPAS (2015) Competencies in order to demonstrate integration of Knowledge, Values, Skills, and Affective and Cognitive processes through observable professional behaviors.

Professional practices will be further explored through the required BSW Integrative Senior Field Seminar (SOWK 492).

**Students with Disabilities – Equal Access and Non-Discrimination**

Colorado State University is committed to the non-discrimination and equal access mandates set forth by Section 504 of the Rehabilitation Act of 1973 and by the Americans with Disabilities Act of 1990 (ADA), as amended. Unlike the Individuals with Disabilities Act (IDEA) that governs elementary and secondary education, Section 504 and the ADA do not guarantee a student will graduate. Instead, as civil rights legislation, these two mandates prohibit discrimination based on disability or handicap. Accommodations and modifications are made so that otherwise qualified students with disabilities have an equal opportunity to participate in or benefit from the programs and activities provided and sponsored by Colorado State University. For more information on the university's
commitment to non-discrimination requirements in educational programs, contact the Equal Opportunity Office, 101 Student Services, (970) 491-5836.

Accommodations Policy: Students with special needs: Please discuss with your instructor any special needs that may affect your learning or ability to complete the course assignments. Student Disability Center office for more information: 970-491-6385 or https://disabilitycenter.colostate.edu/.

VII. TEXTS AND LEARNING RESOURCES:

Required Texts & Readings
The primary resources in the BSW Foundation Field Placement are the student's placement experiences, the BSW field instructor, the faculty field liaison, and student colleagues. Faculty field liaisons maintain regular contact (one to two visits per semester, as determined by faculty field liaisons in accordance with School policy) with each student/field instructor pair and are available as needed. Students should be familiar with the content of the SOWK 488 BSW Field Education Manual.

Supplemental texts and readings may be assigned by the Field Instructor.

VIII. COURSE SCHEDULE:

Students complete 450 hours of supervised practice in a field agency setting. Full-time BSW students complete these hours in one semester; part-time on-campus BSW students may take up to two semesters to complete the course, part-time distance BSW students complete these hours in two semesters. The hours per week in the practice setting vary; a schedule is determined, specific to the placement that allows completing the requisite hours. Full-time BSW students are required to schedule one hour per week of supervision, part-time on-campus BSW students are variable depending on schedule, part-time distance BSW students one hour every other week. Faculty field liaisons maintain a minimum of two substantial contacts per semester (typically, in-person, at the agency site), and additional contact as needed.

IX. ASSIGNMENTS:

Assignments and learning experiences are developed and identified within the first three to four weeks of the field placement. The student, BSW field instructor, and on-site supervisor collaborate to identify assignments and tasks addressing each of the Core Competencies. The faculty field liaison consults on, and approves, the SOWK 488 Foundational BSW Learning Plan.

Instructions for developing a SOWK 488 Foundational BSW Learning Plan:

Utilizing the Internship Activities Tasks Competencies form, over the course of the first week or two of the placement, the student will generate a list of internship activities and
tasks that are potentially a part of the internship experience. The student, field instructor, and on-site supervisor (if there is one) may collaborate on the list. The list can be expanded during the placement. For each task or activity, identify which CSWE Core Competencies are addressed. Each activity may address multiple competencies.

Utilizing the Internship Activities-Tasks-Competencies form during the first week or two of the placement, the student will generate a list of internship activities and tasks that are potentially a part of the internship experience. The student, field instructor, and on-site supervisor (if the field instructor is not an employee on-site at the agency), may collaborate on the list. The list can be expanded during the placement. For each task or activity, identify which CSWE Core Competencies are addressed. Each activity may address multiple competencies.

Utilizing the Activities and Tasks list developed, fill in the Learning Experiences and Assignments on the Learning Plan Worksheet matching these, or components of these activities, with each of the Core Competencies and their respective professional behaviors. The learning plan should be developed in collaboration with the field instructor and may include consultation with the field liaison.

The learning experiences and assignments may be copied and pasted into the SOWK 488 Learning Plan (DocuSign) form. Completed SOWK 488 Learning plans are submitted to the field liaison, via DocuSign, by the specified due date, which is about four weeks after the first day of the field placement.

The Activities-Tasks-Competencies form and the Learning Plan Worksheet are linked on the Field Toolbox page of the website under Student Resources.

The student will track their progress on learning goals and assignments throughout the SOWK 488 Field Placement. The Learning Plan may be adjusted during the course of the placement.

X. **METHOD OF EVALUATION:**

Evaluations (Progress Reports and the Final Evaluation) are based on student demonstration of the professional behaviors through the assigned activities, tasks, and learning experiences detailed on the SOWK 488 Learning Plan. The field instructor is responsible for rating the student’s demonstration of professional behaviors. The student, field instructor, and on-site supervisor (if there is one separate from the field instructor) should collaboratively assess progress and evaluation throughout the placement.

The SOWK 488 Progress Report and Final Evaluation are completed and submitted to the field liaison via DocuSign at the specified due dates at the end of each semester. For students in a two-semester field placement, the SOWK 488 Progress Report is due at the end of the first semester; and the SOWK 488 Final Evaluation is due at the end of the final
semester of the placement. For part-time students completing SOWK 488 over one semester, only the SOWK 488 Final Evaluation is completed.

**Grading Scale:** SOWK 488 Final Evaluation rubric total score average indicates Satisfactory at 3 or above. Individual competency score averages below 2.0 may indicate an Unsatisfactory grade and should be discussed with the course instructor.

**XI. COURSE POLICIES:**

**Attendance**
Students are expected to be present at their field placement during the specified hours and days. An agreed-upon schedule should be developed prior to, or at the beginning of, the field placement. Anticipated time off from the placement should be scheduled with the field instructor or supervisor at the beginning of the placement or semester, or with sufficient notice to the agency.

For multi-semester placements, students should make arrangements and gain approval for expected time off between or during the semesters (such as winter break or spring break). Procedures and communication regarding unanticipated time off (e.g., illness or emergencies) should be clarified with the field agency at the beginning of the placement.

Students are expected to attend all scheduled field instruction and/or supervision sessions. Students are expected to attend scheduled meetings with the field liaison.

While the field agency may have a formal process of recording student field hours completed, students should track their field hours throughout the course of the placement.

**Professionalism**
The School of Social Work has the following Standards/Expectations for Professional Behavior: *Appropriate attire*—dressing in casual/business attire appropriate to the agency’s protocol

1. *Attendance and punctuality*—establishing and maintaining a regular schedule; following the agency’s (not the University’s) operational schedule; maintaining a current time sheet/log of placement hours; arriving before the appointed time; being prepared to engage as a working professional; providing prompt notification of tardiness or absences
2. *Respectful demeanor and interactions*—demonstrating respect and deference to staff/clients/peers; conducting oneself in a manner consistent with the values and ethics of NASW and the profession
3. *Professional language and communications*—demonstrating professional oral and written (including electronic) communication skills; using discretion and appropriate professional language in addressing clients/staff/peers; “filtering” language to limit emotional reactivity/content; being very selective in communicating with colleagues outside of regular work hours (e.g. weekends, evenings)
4. **Appropriate effort and initiative**-- collaborating with one’s supervisor to identify and complete a weekly work plan/set of work tasks; completing higher priority tasks before secondary tasks; following through on appointed tasks and activities; spending placement hours in professionally useful activity; showing a genuine interest, initiative and engagement in the daily life of the organization; demonstrating intellectual and professional curiosity and insightfulness

5. **Accountability and integrity**-- being accountable to the agency’s practice guidelines and expectations; completing tasks and activities in a professional, high quality and timely manner; speaking and acting on behalf of the agency only as authorized by one’s role and responsibilities; maintaining professional integrity and honesty in all activities/interactions; representing accurately the placement hours worked and tasks completed

6. **Boundary maintenance and ethical practice**-- maintaining client/agency confidentiality standards, especially when using cell phones/electronic devices; upholding NASW ethical standards and seeking appropriate consultation when in doubt; maintaining strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restricting the use of electronic devices to professional purposes only while in the placement setting

7. **Emotional self-regulation**-- attending to one’s emotional reactivity and triggers; taking responsibility for one’s feelings/behavior and avoiding blame; avoiding the expression of raw emotions; being personally and professionally centered when engaging with clients/staff; using appropriate professional language (spoken and written) to filter emotional content; demonstrating a willingness to resolve difficult relationships and modify one’s behavior accordingly; not expecting special consideration or ‘entitlement’

8. **Responsiveness to feedback**-- demonstrating non-defensive receptivity to feedback and suggestion; showing a willingness to be self-reflective and self-corrective

**Academic Integrity**

*CSU HONOR PLEDGE* - Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *Through signing your SOWK 488 Field Mid-term Progress Report and SOWK 488 Final Evaluation you are affirming that you have not given, received, or used any unauthorized assistance and that you have completed the required hours for the SOWK 488 Field Placement.*

**Evaluation Feedback**

Students and their field instructors are expected to assess progress throughout the placement and schedule a final evaluation meeting prior to submitting the SOWK 488 Final Evaluation. All student field forms will be available for viewing, approximately 24 hours after they are submitted to the Field Program Office. When logged-in to the online Field Program
Database, the completed student Field Forms can be found on student’s placement profile tab.

**Use of Technology**
All routine Field Forms are accessed on the Field Forms page of the Field Education Program section of the SSW website. Learning Plans, Progress Reports, and Final Evaluations are launched by the student and from the Field Forms page and routed for input and signatures via DocuSign. Instructions for the DocuSign process are linked on the Field Forms page.

**Participation**
Students are expected to participate in developing their Learning Plan, tracking their own progress on learning goals and cumulative hours completed at the field placement. Students have an active and engaged role in their field instruction and supervision experiences and should be prepared for scheduled sessions with their field instructor/supervisor.

Students are required to complete 450 hours in the field placement between the specified start and end dates (on the Acceptance Contract). The specific schedule for being in the placement should be worked out with the agency supervisor at the beginning of the field placement experience.

**XII. APPENDIX – SOWK 488 BSW Field Placement Evaluation Scoring Rubric**
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<thead>
<tr>
<th>Competencies</th>
<th>Behaviors</th>
<th>Competency Assessment Ratings</th>
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<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td><strong>1-Inadequate No Competence No Evidence</strong>&lt;br&gt;No evidence of knowledge of the Code of Ethics, relevant laws and regulations, does not identify ethical dilemmas and does not apply an ethical decision-making framework to practice</td>
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<td><strong>2-Novice Emerging Competence</strong>&lt;br&gt;Has basic knowledge about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas</td>
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<td><strong>3-Basic Moderate Competence</strong>&lt;br&gt;Demonstrates a working knowledge of the NASW Code of Ethics, relevant laws and regulations and has, on several occasions, applied them in formulating a plan for working with client and client systems</td>
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<td><strong>4-Proficient Strong Competence</strong>&lt;br&gt;Consistently applies the Code of Ethics, relevant laws and regulations, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions</td>
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<td><strong>5-Highly Proficient Exceptional Competence</strong>&lt;br&gt;Consistently applies the Code of Ethics, relevant laws and regulations, demonstrates an advanced ability in identifying ethical dilemmas, and demonstrates leadership in bringing social work ethical principles to all areas of practice</td>
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<td>b. Use reflection/self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>1-Inadequate No Evidence</td>
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<td>Unable to recognize personal values and impact on practice, and/or allows personal values to interfere with practice</td>
<td>Appears to have limited knowledge of personal values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values</td>
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<td>c. Demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication</td>
<td>Does not maintain a professional demeanor; poor time management and communication interfere with the work and/or violates agency</td>
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<td>d. Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>Does not use technology ethically and appropriately; limited ability to utilize technology in practice</td>
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<td>e. Use supervision and consultation to guide professional judgment and behavior</td>
<td>1-Inadequate No Competence No Evidence</td>
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<td>Does not prepare for or utilize supervision</td>
<td>Inconsistently prepares (e.g. no agenda, prior self-reflection, etc.); has trouble accepting constructive input and/or does not follow through on supervisory input</td>
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<td>Consistently prepares for and utilizes supervision and sometimes evidences follow through on feedback</td>
<td>Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback</td>
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<td>Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback</td>
<td>Consistently prepares for supervision, bringing difficult/new material, and attends to the supervisory relationship as well as the information on client systems; consistently follows through on feedback</td>
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<td>f. Cope with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan</td>
<td>Unaware of the impact of stress, conflict, and vicarious trauma on self and practice; frequently overwhelmed in a manner that impacts performance</td>
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<td>Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan; occasionally overwhelmed in a manner that impacts performance</td>
<td>Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though inconsistent implementation of the plan and/or times of being overwhelmed</td>
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<td>Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan</td>
<td>Advanced awareness of the impact of stress, conflict, and vicarious trauma on self, colleagues, and practice; brings observations to supervision, consistently implements a self-care plan, and engages others in dialogue about these issues</td>
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<td><strong>Competency 2: Engage Diversity and Difference in Practice</strong></td>
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<td>a. Apply and communicate their understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, macro levels</td>
<td>1-Inadequate No Evidence</td>
<td>2-Novice Emerging Competence</td>
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<tr>
<td>Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals)</td>
<td>Little or no ability to understand the impact of social, cultural, and/or spiritual identities and practices on power and privilege</td>
<td>Able to identify oppressed, marginalized and alienated groups with limited recognition of the impact of social, cultural, and/or spiritual identities and practices on power and privilege</td>
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<td>b. Present self as a learner and engage clients and constituencies as experts of their own experiences</td>
<td>Expresses openness to learning from others, but seldom seeks feedback from others</td>
<td>Beginning to seek information and feedback from others to enhance practice</td>
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<tr>
<td>Competencies</td>
<td>Behaviors</td>
<td>1-Inadequate No Competence No Evidence</td>
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<td>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse population</td>
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<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>a. Apply their understanding to social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact systems</td>
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<tr>
<td>Competencies</td>
<td>Behaviors</td>
<td>1-Inadequate No Competence No Evidence</td>
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<tr>
<td>b. Engage in practices that advance social,</td>
<td>Does not engage in advocacy for social, economic, or environmental justice</td>
<td>Demonstrates an interest in advocating for and with client/client systems</td>
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<tr>
<td>economic, and environmental justice</td>
<td>at any client system level</td>
<td>but has not taken action</td>
</tr>
<tr>
<td>b. Engage in practices that advance social,</td>
<td>Participated in an action advocating for justice and human rights</td>
<td>Participates regularly in collaborative actions to advocate for justice and</td>
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<tr>
<td>economic, and environmental justice</td>
<td>with minimal collaboration</td>
<td>human rights; engages others to participate, and/or provides leadership in</td>
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<tr>
<td>economic, and environmental justice</td>
<td></td>
<td>planning action</td>
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<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-Informed Practice</td>
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<tr>
<td>a. Use practice experience and theory to inform scientific inquiry and research</td>
<td>Unable to demonstrate how practice experience and theory have informed their scientific inquiry and research</td>
<td>Able to discuss how practice experience and theory inform scientific inquiry, but unable to apply to research</td>
</tr>
<tr>
<td>a. Use practice experience and theory to inform scientific inquiry and research</td>
<td>Able to identify how practice experience and theory shapes scientific inquiry and research</td>
<td>Consistently identifies how practice experience and theory shapes scientific inquiry and plans to carry out research</td>
</tr>
<tr>
<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users</td>
<td>Demonstrates analysis of quantitative and qualitative research in supervision</td>
</tr>
<tr>
<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Able to discuss the potential value of qualitative and quantitative research in supervision</td>
<td>Consistently demonstrates analysis of quantitative and qualitative research in supervision</td>
</tr>
<tr>
<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
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<td>Demonstrates analysis of quantitative and qualitative research in supervision and begins to apply to practice</td>
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<td>Competencies</td>
<td>Behaviors</td>
<td>Competency Assessment Ratings</td>
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<td>1-Inadequate No Evidence</td>
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<tr>
<td>c. Use and translate research evidence to inform and improve practice policy and service delivery</td>
<td>Unable to demonstrate how evidence gleaned from research could be useful in shaping practice</td>
<td>Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating into practice</td>
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</table>

**Competency 5: Engage in Policy Practice**

<p>| a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | Unable to identify policies that impact services users, service providers and the community | Identifies policies relevant to service population with limited skill in articulating how they impact service delivery | Identify policies relevant to service population and how they impact service delivery | Identifies and articulates policies that impact the service users and providers | Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community |
| b. Assess how social welfare and economic policies impact the delivery of and access to social services | Does not assess the impact of policies on service delivery and access | Assesses policies relevant to service population with limited skill in articulating how they impact service delivery | Assesses policies relevant to service population and how they impact service delivery | Assesses and articulates policies that impact the service users and providers | Assesses and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community |</p>
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<th>Competencies</th>
<th>Behaviors</th>
<th>Competency Assessment Ratings</th>
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<td>1-Inadequate No Evidence</td>
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<td>Demonstrates little interest or ability to analyze and promote policy that advance human rights and justice</td>
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<tr>
<td>c. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice</td>
<td>Beginning to apply knowledge of human behavior and the social environment to practice</td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Apply knowledge of HBSE, PIE and other multidisciplinary theoretical frameworks to engage clients and constituencies</td>
<td>Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice</td>
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<td>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td><strong>1-Inadequate No Evidence</strong>&lt;br&gt;Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (i.e., may mistake sympathy for empathy); uncomfortable or avoidant of conflict and strong emotions</td>
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<td></td>
<td><strong>2-Novice Emerging Competence</strong>&lt;br&gt;Able to engage and attend to some service users and/or colleagues with empathy and unconditional positive regard, but has difficulty in some areas or with specific populations; some discomfort with conflict or strong emotions but attempts to respond</td>
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<td><strong>3-Basic Moderate Competence</strong>&lt;br&gt;Generally, engages well and attends to service users and colleagues with empathy and unconditional positive regard, but still has difficulty in some areas and/or with specific populations; able to respond effectively to conflict or strong emotions</td>
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<td><strong>4-Proficient Strong Competence</strong>&lt;br&gt;Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard; comfortable with conflict and strong emotions</td>
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<td><strong>5-Highly Proficient Exceptional Competence</strong>&lt;br&gt;Exceptional skill in engaging and attending to a wide range of service users and colleagues, utilizing a wide range of skills that are tailored to the situation and the relationship; invites necessary conflict and/or strong emotions when appropriate</td>
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<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies</td>
<td><strong>Unable to collect, organize, analyze and interpret assessment information from strengths-based, culturally informed perspective</strong></td>
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<td><strong>Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives</strong></td>
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<td><strong>Able to conduct assessments from a strengths-based, culturally informed perspective; assessments lack organization</strong></td>
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<td><strong>Able to conduct assessments from a strengths-based, culturally informed perspective; presents Comprehensive, relevant interpretation of information</strong></td>
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<td><strong>Conducts assessments from a strengths-based, culturally informed perspective; integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice</strong></td>
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<td>b. Apply HBSE, PIE, other interdisciplinary theory for analysis of assessment data of clients and constituencies</td>
<td><strong>Does not apply interdisciplinary theoretical frameworks to assessment of clients, client systems, and constituencies</strong></td>
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<td><strong>Beginning to apply interdisciplinary theoretical frameworks to assessment of clients, client systems, and constituencies</strong></td>
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<td><strong>Applies interdisciplinary theoretical frameworks to assessment of clients, client systems, and constituencies</strong></td>
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<td><strong>Applies interdisciplinary theoretical frameworks to assessment of clients, client systems, and constituencies; assesses with a culturally responsive lens</strong></td>
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<td>1-Inadequate No Evidence No Evidence</td>
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<td>2-Novice Emerging Competence</td>
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<td>3-Basic Moderate Competence</td>
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<td></td>
<td></td>
<td>4-Proficient Strong Competence</td>
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<td>5-Highly Proficient Exceptional Competence</td>
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<td>c. Develop mutually agreed-on intervention goals and objectives based on assessment of strengths, needs, challenges of clients and constituencies</td>
<td>Does not identify client centered goals and objectives; appears unclear about how to collaboratively develop either with the client/client system</td>
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<td>Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system</td>
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<td>Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system</td>
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<td>Routinely demonstrates the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and Comprehensive</td>
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<td>Works effectively with multiple client systems to mutually develop goals and objective that are strengths based and culturally informed</td>
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<td>d. Select appropriate intervention strategies based on assessment, research, values and preference of client and constituencies</td>
<td>Does not work collaboratively with clients/client systems to select interventions</td>
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<td>Understands importance of collaborative work and discusses in supervision; not yet engaging clients/client systems in selecting interventions</td>
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<td>Works collaboratively with client/client systems; beginning to select interventions based on assessment, research, and client preferences</td>
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<td>Works collaboratively with client/client systems; invites feedback to select interventions based on assessment, research, and client preferences</td>
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<td>Consistently collaborates with client/client systems to select interventions based on assessment, research, and client preferences</td>
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<tr>
<td><strong>Competency 8: Intervene with Individuals, Families Groups, Organizations, and Communities</strong></td>
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<tr>
<td>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Unable to apply assessment data to inform intervention appropriate to the client/client system</td>
<td>Able to discuss in supervision how assessment data can inform the intervention; difficulty making the connection between client/client system needs in own practice</td>
</tr>
<tr>
<td>b. Apply HBSE, PIE, other multidisciplinary theory for analysis in interventions with clients and constituencies</td>
<td>Does not apply multidisciplinary theoretical frameworks in interventions with clients, client systems, and constituencies</td>
<td>Beginning to apply multidisciplinary theoretical frameworks in interventions with clients, client systems, and constituencies</td>
</tr>
<tr>
<td>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>Unable to collaborate inter-professionally</td>
<td>Discusses the importance of inter-professional collaboration in supervision; not yet applying to practice</td>
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<td>d.</td>
<td>1-Inadequate No Evidence</td>
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<td>2-Novice Emerging Competence</td>
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<td>3-Basic Moderate Competence</td>
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<td>4-Proficient Strong Competence</td>
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<td>5-Highly Proficient Exceptional Competence</td>
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<tr>
<td>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Does not demonstrate ability to negotiate, mediate, and advocate on behalf of and with clients, client systems, and constituencies</td>
<td>Discusses need for collaborative intervention in supervision but has taken no action or is reluctant to negotiate, mediate, or advocate on behalf of and with clients, client systems, and constituencies</td>
</tr>
<tr>
<td>e. FACILITATE effective transitions and endings that advance mutually agreed-on goals</td>
<td>Does not facilitate effective processes for transitions and endings</td>
<td>Aware of the importance of processes for transitions and endings, but has not implemented that knowledge into practice</td>
</tr>
<tr>
<td>Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Select and use appropriate methods for evaluation of outcomes with clients and constituencies</td>
<td>Does not select or use appropriate methods for evaluation</td>
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<td>Competencies</td>
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<td><strong>b.</strong> Apply HBSE, PIE, other multidisciplinary theory for analysis in evaluation of outcomes with clients and constituencies</td>
<td>1-Inadequate No Evidence</td>
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<td>Does not apply multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Beginning to apply multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
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<td><strong>c.</strong> Critically analyze, monitor, and evaluate interventions and program processes and outcomes diverse clients and constituencies</td>
<td>Does not analyze, monitor, or evaluate processes and outcomes</td>
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<td>Consistently analyzes, monitors, and evaluates interventions and processes and outcomes related to agency based work</td>
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<td><strong>d.</strong> Apply evaluation findings to improve practice effectiveness at micro, mezzo, macro levels</td>
<td>Unable to demonstrate how evaluation findings can be useful in shaping work with clients, client systems, and constituencies</td>
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</tbody>
</table>