**UWOSH MSW Program**

**Department of Social Work**

**Foundation Field Competency Rubric [DRAFT]**

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| **Competency 1: Demonstrate ethical and professional behavior**  Measurement tools: Field log assignment; Student Learning Contract; Class Discussions; Process Recordings; Case Presentations | | | |
| **Behavior Indicator** | **Competent** | **Developing competency** | **Not Competent** |
| F1.1 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.  Score:\_\_\_\_\_ | **Knowledge**: Student demonstrates knowledge of 90% or more of the standards of the NASW Code of Ethics. Student demonstrates knowledge of 90% or more of the agency practice policies and procedures.  **Skills**: Student demonstrates through work with clients the consistent application of relevant NASW ethical standards and agency policies and procedures. Agency supervisor observes behavior consistent with NASW ethical standards at least 90% of the time.  **Values**: Student demonstrates through actions and communication a commitment to the dignity and worth of all clients and colleagues, service to others, the importance of human relationships, integrity, and social justice.  **Cognitive/Affective Processes**: Student demonstrates the ability to effectively analyze and resolve ethical dilemmas encountered in the Field Agency. | **Knowledge**: Student demonstrates knowledge of 80-89% of the standards of the NASW Code of Ethics. Student demonstrates knowledge of 80-89% of the agency practice policies and procedures.  **Skills**: Student demonstrates through work with clients the intermittent application of relevant NASW ethical standards and agency policies and procedures. Student is able to apply ethical standards when prompted.  **Values**: Student demonstrates through communication a commitment to the dignity and worth of all clients and colleagues, service to others, the importance of human relationships, integrity, and social justice.  **Cognitive/Affective Processes**: Student demonstrates the ability to analyze and resolve ethical dilemmas encountered in the Field Agency at least 80% of the time. | **Knowledge**: Student demonstrates knowledge of less than 80% of the standards of the NASW Code of Ethics. Student demonstrates knowledge of less than 80% of the agency practice policies and procedures.  **Skills**: Student is not able to demonstrates through work with clients the regular application of relevant NASW ethical standards and agency policies and procedures. Student is not able to apply ethical standards when prompted.  **Values**: Student does not demonstrate a commitment to the dignity and worth of all clients and colleagues, service to others, the importance of human relationships, integrity, and social justice.  **Cognitive/Affective Processes**: Student does not demonstrate the ability to analyze and resolve ethical dilemmas encountered in the Field Agency at least 80% of the time. |
| F1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  Score:\_\_\_\_\_ | **Knowledge**: Student understands the difference between social work and personal values and is at least aware of the impact of personal values and attitudes 90% of the time.  **Skills**: Student effectively demonstrates through written and verbal communication self-reflection of values and abilities. Student identifies at least **3** areas for growth and development.  **Values**: Student articulates verbally and in writing the core values of the profession. Student is able to articulate when personal values conflict with professional values and is able to resolve the values conflict.  **Cognitive/Affective Processes**: Student demonstrates the ability to analyze the intersection of personal and professional values and articulates how the use of self impacts the relationship with clients and colleagues. | **Knowledge**: Student understands the difference between social work and personal values and is at least aware of the impact of personal values and attitudes 80-89% of the time.  **Skills**: Student demonstrates through verbal communication self-reflection of values and abilities. Student identifies at least **1** area for growth and development.  **Values**: Student articulates verbally the core values of the profession. Student understands, when prompted, when personal values conflict with professional values.  **Cognitive/Affective Processes**: Student intermittently demonstrates the ability to analyze the intersection of personal and professional values and regularly articulates how the use of self impacts the relationship with clients and colleagues. | **Knowledge**: Student does not understand the difference between social work and personal values and is rarely aware of the impact of personal values and attitudes.  **Skills**: Student does not demonstrate self-reflection of values and abilities. Student is not able to identify any areas for growth and development.  **Values**: Student does not articulate the core values of the profession. Student is not aware when personal values conflict with professional values.  **Cognitive/Affective Processes**: Student does not demonstrate the ability to analyze the intersection of personal and professional values and is not able to use the self to impact relationships with clients and colleagues. |
| F1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.  Score: \_\_\_\_\_ | **Knowledge**: Student knows what is appropriate dress, language, and behavior in the agency context. Student is knowledgeable of routine record keeping procedures. Student is knowledgeable of the agency chain of command.  **Skills**: Student demonstrates appropriate dress, language and behavior at the agency at least 90% of the time. Student abides by attendance policies and demonstrates a productive work ethic at least 90% of the time. Student is up to date and accurate in record keeping responsibilities at least 90% of the time. Students meets deadlines at least 90% of the time.  **Values**: Student understands the agency expectations and work environment culture and abides by general work expectations at least 90% of the time. Student demonstrates an active commitment to service to clients, colleagues, and the community.  **Cognitive/Affective Processes**: Student discusses the agency practice context with the supervisor and reflects on the practice context in seminar written assignments at least 90% of the time. | **Knowledge**: Student knows what is appropriate dress, language, and behavior in the agency context. Student is knowledgeable of some record keeping procedures.  **Skills**: Student demonstrates appropriate dress, language and behavior at the agency 80-89% of the time. Student abides by attendance policies and demonstrates a productive work ethic 80-89% of the time. Student is up to date and accurate in record keeping responsibilities 80-89% of the time. Students meets deadlines 80-89% of the time.  **Values**: Student understands the agency expectations and work environment culture and abides by general work expectations 80-89% of the time. Student articulates a commitment to service to clients.  **Cognitive/Affective Processes**: Student discusses the agency practice context with the supervisor and reflects on the practice context in seminar written assignments 80-89% of the time. | **Knowledge**: Student does not understand what is appropriate dress, language, and behavior in the agency context. Student is not knowledgeable of routine record keeping procedures. Student is not knowledgeable of the agency chain of command.  **Skills**: Student often does not demonstrate appropriate dress, language and behavior at the agency. Student abides by attendance policies and demonstrates a productive work ethic less than 80% of the time. Student is often not up to date and accurate in record keeping responsibilities. Students meets deadlines less than 80% of the time.  **Values**: Student does not understand the agency expectations and work environment culture. Student does not demonstrate a commitment to service to clients, colleagues, and the community.  **Cognitive/Affective Processes**: Student does not discuss the agency practice context with the supervisor and does not reflect on the practice context in seminar written assignments. |
| F1.4 use technology ethically and appropriately to facilitate practice outcomes.  Score: \_\_\_\_\_ | **Knowledge**: Student is aware of the agency policies related to technology use, confidentiality, and communication with colleagues and constituents.  **Skills**: Student is compliant with agency policy relevant to technology use, confidentiality, and communication with colleagues, and constituents at least 90% of the time.  **Values**: Student demonstrates respect for the power of technology, articulates and demonstrates respect for confidentiality policies and willingly corrects behavior when errors are made.  **Cognitive/Affective Processes**: Student reflects verbally and in writing with the agency supervisor and Field instructor on the efficacy of technology use and compliance with confidentiality policies and procedures. Reflections are recorded in written Field assignments. | **Knowledge**: Student is aware of the agency policies related to technology use, confidentiality, and communication with colleagues and constituents.  **Skills**: Student is compliant with agency policy relevant to technology use, confidentiality, and communication with colleagues, and constituents 80-89% of the time.  **Values**: Student usually demonstrates respect for the power of technology, articulates and demonstrates respect for confidentiality policies and corrects behavior when errors are pointed out.  **Cognitive/Affective Processes**: Student reflects verbally with the agency supervisor and Field instructor on the efficacy of technology use and compliance with confidentiality policies and procedures. | **Knowledge**: Student is not aware of the agency policies related to technology use, confidentiality, and communication with colleagues and constituents.  **Skills**: Student is compliant with agency policy relevant to technology use, confidentiality, and communication with colleagues, and constituents less than 80% of the time.  **Values**: Student does not regularly demonstrate respect for the power of technology, or demonstrate respect for confidentiality policies.  **Cognitive/Affective Processes**: Student does not reflect with the agency supervisor and/or the Field instructor on the efficacy of technology use and compliance with confidentiality policies and procedures. Reflections are not recorded in written Field assignments. |
| F1.5 use supervision and consultation to guide professional judgment and behavior.  Score: \_\_\_\_\_ | **Knowledge**: Student understands the role of the agency supervisor and is intimately familiar with her/his student learning contract. Student knows how to access agency policies and procedures, as well as MSW Field policies and procedures.  **Skills**: Student graciously accepts corrective feedback from the agency supervisor, relevant agency colleagues, and the Field instructor at least 90% of the time. Student corrects behavior when prompted. Student meets weekly with the agency supervisor for at least 30 minutes.  **Values**: Student seeks advice from the agency supervisor and attends relevant training sessions. Student applies the NASW code of ethics relevant to supervision and feedback.  **Cognitive/Affective Processes**: Student critically reflects on feedback provided by the agency supervisor and the Field instructor in written assignments and in verbal communication at least 90% of the time. | **Knowledge**: Student understands the role of the agency supervisor and can access her/his student learning contract. Student knows how to access MSW Field policies and procedures.  **Skills**: Student listens to corrective feedback from the agency supervisor, relevant agency colleagues, and the Field instructor 80-89% of the time. Student corrects behavior when prompted. Student meets bi-weekly with the agency supervisor for at least 30 minutes.  **Values**: Student seeks advice from the agency supervisor. Student understands the NASW code of ethics relevant to supervision and feedback.  **Cognitive/Affective Processes**: Student reflects on feedback provided by the agency supervisor and the Field instructor in written assignments 80-89% of the time. | **Knowledge**: Student does not understand the role of the agency supervisor and is not familiar with her/his student learning contract. Student does not know how to access agency policies and procedures, or how to access MSW Field policies and procedures.  **Skills**: Student does not accept/hear corrective feedback from the agency supervisor, relevant agency colleagues, or the Field instructor. Student rarely corrects behavior when prompted. Student meets with the agency supervisor less than 30 minutes/month.  **Values**: Student does not seek advice from the agency supervisor. Student does not apply the NASW code of ethics relevant to supervision and feedback.  **Cognitive/Affective Processes**: Student does not reflect on feedback provided by the agency supervisor and the Field instructor in written assignments. |
| **Competency 2: Engage difference and diversity in practice**  Measurement Tools: Field Logs, Case Presentations, Process Recordings | | | |
| F2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  Score: \_\_\_\_\_ | **Knowledge:** Student demonstrates knowledge of diversity practice through verbal and written communication at least 90% of the time. Student understands and communicates the various ways that these intersections of diversity impact practice at micro, mezzo, and macro levels, and utilize at least 2 multicultural theories. Student understands how differences can shape life experiences and applies this understanding in social work practice.  **Skills:** Student demonstrates, through communication and action with clients and colleagues, ongoing understanding of cultural humility. Student implements at least 5 specific skill sets to their work with clients.  **Values:** Student demonstrates, through action and communication, a commitment to the dignity and worth of all clients and colleagues, services to others, the importance of human relationships, competence, integrity, and social justice.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on their own personal and institutional biases in relation to various intersections of diversity at least 90% of the time. Student willingly explores her/his own biases and makes consistent efforts to continue to learn about culture and diversity from multiple sources, including clients. | **Knowledge:** Student demonstrates knowledge of diversity practice through verbal communication 80- 89% of the time. Student understands and communicates the various ways that these intersections of diversity impact practice at micro, mezzo, and macro levels, and utilize at least 1 multicultural theory. Student understands how differences can shape life experiences and applies this understanding intermittently in social work practice.  **Skills:**  Student intermittently demonstrates, through communication and action with clients and colleagues, understanding of cultural humility. Student implements at least 2 specific skill sets to their work with clients.  **Values:** Student demonstrates, through communication a commitment to the dignity and worth of all clients and colleagues, services to others, the importance of human relationships, competence, integrity, and social justice.  **Cognitive/Affective Processes**: Student reflects verbally on their own personal and institutional biases in relation to various intersections of diversity 80-89% of the time. Student intermittently explores her/his own biases and makes some effort to learn about culture and diversity from multiple sources. | **Knowledge:**  Student rarely demonstrates knowledge of diversity practice. Student is not able to communicate the various ways that these intersections of diversity impact practice at micro, mezzo, and macro levels. Student is not able to identify multicultural theories. Student has limited understanding of how differences can shape life experiences.  **Skills:**  Student is not able to demonstrate understanding of cultural humility. Student is able to identify 1 or fewer specific skill sets to their work with clients.  **Values:** Student does not demonstrate a commitment to the dignity and worth of all clients and colleagues, services to others, the importance of human relationships, competence, integrity, and social justice.  **Cognitive/Affective Processes**:  Student does not reflect on their own personal and institutional biases in relation to various intersections of diversity (or does so 79% or less of the time). Student denies a need to explore her/his own biases and makes limited effort to learn about culture from multiple sources. |
| F2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences.  Score: \_\_\_\_\_ | **Knowledge**: Student demonstrates how to engage in lifelong learning to enhance cultural competence and diversity practices. Student demonstrates at least 90% of the time an understanding that clients are the expert in their own lives and stories. Student understands that empowerment enhances the client’s ability to be her/his own source of success.  **Skills**: Student makes regular inferences to their own learning and enhancement of cultural humility in communication and action. Student verbalizes to clients and constituencies at least 90% of the time that they are the expert in their own lives and stories. Student implements at least 3 skill sets and techniques that empowers clients.  **Values**: Student articulates a commitment to the value of lifelong learning towards cultural humility/competence. Student values and regularly discusses client and constituencies as the experts of their own lives with Agency supervisor and Field instructor.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on opportunities to continue engaging in learning cultural humility/competence. | **Knowledge**: Student intermittently demonstrates how to engage in lifelong learning to enhance cultural competence and diversity practices. Student demonstrates 80-89% of the time an understanding that clients are the expert in their own lives and stories. With prompting, the student accepts that empowerment enhances the client’s ability to be her/his own source of success.  **Skills**: Student makes intermittent inferences to their own learning and enhancement of cultural humility in communication and action. Student verbalizes to clients and constituencies 80-89% of the time that they are the expert in their own lives and stories. Student implements at least 1 skill set or technique that empowers clients.  **Values**: Student intermittently articulates a commitment to the value of lifelong learning towards cultural humility/competence. Student intermittently discusses client and constituencies as the experts of their own lives with Agency supervisor and Field instructor.  **Cognitive/Affective Processes**: Student reflects verbally on opportunities to continue engaging in learning cultural humility/competence. | **Knowledge**: Student rarely demonstrates how to engage in lifelong learning to enhance cultural competence and diversity practices. Student rarely demonstrates an understanding that clients are the expert in their own lives and stories. Student does not accept that empowerment enhances the client’s ability to be her/his own source of success.  **Skills**: Student rarely makes inferences to their own learning of cultural humility in communication and action. Student rarely verbalizes to clients and constituencies that they are the expert in their own lives and stories. Student does not implement 1 skill set or technique that empowers clients.  **Values**: Student rarely articulates a commitment to the value of lifelong learning towards cultural humility/competence. Student rarely discusses client and constituencies as the experts of their own lives with Agency supervisor and Field instructor.  **Cognitive/Affective Processes**:  Student rarely reflects on opportunities to engage in learning cultural humility/competence. |
| F2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student communicates (written and verbal) about clients and constituencies, from all intersections of diversity 90% or more of the time. Student communicates an awareness of one’s own personal bias(es) with a constructed plan to increase self-regulation to manage bias.  **Skills**: Student engages all clients and constituencies, from all intersections of diversity 90% or more of the time. When student identifies bias, student identifies at least 3 solutions and/or skill sets to work through managing the  influence of personal biases. Student practices inclusion skill-sets.  **Values**: Student demonstrates, through actions and communication, a commitment to ongoing self-awareness and self-regulation (90%+ of the time) to manage personal biases and values in working with diverse clients and constituencies.  **Cognitive/Affective Processes**: Student articulates in writing and verbally why cultural humility, awareness and reflection of personal biases and values, and the commitment to ongoing learning are essential in the SW profession. | **Knowledge**: Student makes attempts to communicate professionally and respectfully (written and/or verbal) about clients and constituencies, from various intersections of diversity 80-89% or more of the time. Student communicates an awareness of her/his own personal bias(es) but demonstrates limited awareness of how to manage it.  **Skills**: Student engages clients and constituencies, from all intersections of diversity 80-89% of the time. When student identifies bias, student identifies at least 1 solution and/or skill set to work through managing the influence of personal biases.  **Values**: Student demonstrates, through actions and/or communication, a commitment to ongoing self-awareness and self-regulation (80-89% of the time) to manage personal biases and values in working with diverse clients and constituencies.  **Cognitive/Affective Processes**: Student articulates verbally why cultural humility, awareness and reflection of personal biases and values, and the commitment to ongoing learning are essential in the SW profession. | **Knowledge**: Student is not able to demonstrate professionalism in communication about clients and constituencies. Student has limited understanding of the intersections of diversity. Student is not aware of her/his personal bias.  **Skills**: Student rarely engages clients and constituencies from intersections of diversity time. Student offers limited solutions and/or skill sets to work through managing the influence of personal biases.  **Values**: Student demonstrates limited commitment to ongoing self-awareness and self-regulation to manage personal biases.  **Cognitive/Affective Processes**: Student does not articulate why cultural humility, awareness and reflection of personal biases and values, are essential in the SW profession. |
| **Competency 3: Advance human rights and social, economic, and environmental justice**  Measurement Tools: Field logs, SLC, Policy Practice Scavenger Hunt | | | |
| F3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.  Score: \_\_\_\_\_ | **Knowledge**: Students demonstrate knowledge and understanding of the concept of social justice as it is reflected by the language in the NASW Code of Ethics. Student is familiar with the policy position statements of NASW, and the educational standards of the CSWE as they relate to advocating for social, economic, and environmental justice.  **Skills**: Student engages with clients and constituents to advocate for social, economic, and environmental justice. Agency supervisor observes behavior consistent with NASW ethical standards at least 90% of the time.  **Values**: Student demonstrates through actions and communication a commitment to advocating for social, economic, and environmental justice with the clients of the agency for which she or he is providing services.  **Cognitive/Affective processes**: Student reflects verbally and in writing the concepts of justice, advocacy, and privilege as they relate to the professional practice of social work at least 90% of the time as witnessed by their professors and field instructor. | **Knowledge**: Students demonstrate knowledge and understanding of the concept of social justice as it is reflected by the language in the NASW Code of Ethics and the CSWE educational policy standards.  **Skills**: Student engages with clients and constituents to advocate for social, economic, and environmental justice. Agency supervisor observes behavior consistent with NASW ethical standards at 80-89% of the time.  **Values**: Student demonstrates through communication a commitment to advocating for social, economic, and environmental justice with the clients of the agency for which she or he is providing services.  **Cognitive/Affective processes**: Student reflects verbally the concepts of justice, advocacy, and privilege as they relate to the professional practice of social work 80-89% of the time as witnessed by their professors and field instructor. | **Knowledge**: Students does not demonstrate knowledge and understanding of the concept of social justice reflected by the language in the NASW Code of Ethics and/or the CSWE educational policy standards.  **Skills**: Student rarely engages with clients and constituents to advocate for social, economic, and environmental justice.  **Values**: Student does not demonstrate a commitment to advocating for social, economic, and environmental justice with the clients of the agency for which she or he is providing services.  **Cognitive/Affective processes**: Student rarely reflects the concepts of justice, advocacy, and privilege as they relate to the professional practice of social work. |
| F3.2 engage in practices that advance social, economic, and environmental justice.  Score: \_\_\_\_\_ | **Knowledge**: Student understands the agency’s role in the community in advocating for social, economic, and environmental justice. Student understands how the agency’s specific services are conceptualized such that they integrate the principle of justice in practice.  **Skill**: Student applies professional social work skills that facilitate just practice with clients at least 90% of the time.  **Values**: Student articulates (verbally and in writing) a commitment social and economic justice, regardless of her/his personal values. The agency supervisor and instructor observe this value in the student’s behavior at least 90% of the time.  **Cognitive/Affective Processes**: Student analyzes verbally and in writing the intersection of personal and professional values and applies critical processes to integrate the principle of justice as reflected in the NASW Code of Ethics as it relates to social, economic, and environmental justice. | **Knowledge**: Student understands the agency’s role in the community in advocating for social, economic, and environmental justice.  **Skill**: Student applies professional social work skills that facilitate just practice with clients at 80-89% of the time.  **Values**: Student articulates verbally, a commitment social and economic justice, regardless of her/his personal values. The agency supervisor and instructor observe this value in the student’s behavior at 80-89% of the time.  **Cognitive/Affective Processes**: Student analyzes verbally, the intersection of personal and professional values related to social, economic, and environmental justice. | **Knowledge**: Student has a limited understanding of the agency’s role in the community in advocating for social, economic, and environmental justice.  **Skill**: Student rarely applies professional social work skills that facilitate just practice with clients.  **Values**: Student does not articulate a commitment social and economic justice.  **Cognitive/Affective Processes**: Student does not analyze the intersection of personal and professional values as related to social, economic, and environmental justice. |
| **Competency 4: Social workers engage in research-informed practice and practice-informed research**  Measurement Tools: Field logs, Case presentation | | | |
| F4.1 use practice experience and theory to inform scientific inquiry and research.  Score: \_\_\_\_\_ | **Knowledge:** Student demonstrates knowledge of at least 5 relevant theoretical frameworks employed in the Field practice setting.  **Skills:** Student applies concepts & constructs of the major theoretical frameworks employed at agency setting. Agency Field supervisor observes appropriate theoretical application at least 90% of the time.  **Values:** Student seeks out supervision at least weekly to discuss the application of theoretical practice frameworks in the Field practice setting.  **Cognitive/Affective Processes:** Student reflects verbally and in writing on her/his review of professional literature that informs the student’s social work practice. | **Knowledge:** Student demonstrates knowledge of at least 3 relevant theoretical frameworks employed in the Field practice setting.  **Skills:** Student applies concepts & constructs of the major theoretical frameworks employed at agency setting. Agency Field supervisor observes appropriate theoretical application at 80-89% of the time.  **Values:** Student seeks out supervision at least monthly to discuss the application of theoretical practice frameworks in the Field practice setting.  **Cognitive/Affective Processes:** Student reflects verbally on her/his review of professional literature that informs the student’s social work practice. | **Knowledge:** Student demonstrates limited knowledge of relevant theoretical frameworks employed in the Field practice setting.  **Skills:** Student does not apply concepts & constructs of the major theoretical frameworks employed at agency setting.  **Values:** Student does not seeks out supervision to discuss the application of theoretical practice frameworks in the Field practice setting.  **Cognitive/Affective Processes:** Student does not reflect on her/his review of professional literature that informs the student’s social work practice. |
| F4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  Score: \_\_\_\_\_ | **Knowledge:** Student applies critical thinking consistently to, and demonstrates a strong working knowledge of, quantitative and qualitative research methods and data analysis used in social work practice.  **Skills:** Student presents verbally and in writing skillful critical thinking relevant to critiquing professional research literature and areas for further development.  **Values:** Student regularly seeks out quantitative and qualitative research literature relevant to social work practice.  **Cognitive/Affective Processes:** Student reflects verbally and in writing on the quality and integrity of quantitative and qualitative research methods and findings. | **Knowledge:** Student intermittently applies critical thinking to the study of quantitative and qualitative research methods and data analysis used in social work practice.  **Skills:** Student presents verbally critical thinking relevant to critiquing professional research literature and areas for further development.  **Values:** Student intermittently seeks out quantitative and qualitative research literature relevant to social work practice.  **Cognitive/Affective Processes:** Student reflects verbally on the quality and integrity of quantitative and qualitative research methods and findings. | **Knowledge:** Student rarely applies critical thinking to understanding quantitative and qualitative research methods and data analysis used in social work practice.  **Skills:** Student does not critique professional research literature.  **Values:** Student rarely seeks out quantitative and qualitative research literature relevant to social work practice.  **Cognitive/Affective Processes:** Student does not reflect on the quality and integrity of quantitative and qualitative research methods and findings. |
| F4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.  Score: \_\_\_\_\_ | **Knowledge:** Student understands how to search professional literature for quality social work research, interpret that research and assess its relevance for strengthening social work practice, policy and service delivery.  **Skills:** Student routinely applies professional social work research literature to agency practice, and policy creation and analysis, in order to strengthen service delivery mechanisms.  **Values:** Student strongly and routinely advocates the incorporation of new research knowledge to inform agency practice, policy, and service delivery.  **Cognitive/Affective Processes:** Student critically assesses and discusses with the agency supervisor (at least monthly) how new social work research informs current agency practices, policies, and delivery of services. | **Knowledge:** Student understands, with prompts, how to search professional literature for quality social work research.  **Skills:** Student intermittently applies professional social work research literature to agency practice, or policy creation and analysis, in order to strengthen service delivery mechanisms.  **Values:** Student intermittently advocates the incorporation of new research knowledge to inform agency practice, policy, and service delivery.  **Cognitive/Affective Processes:** Student discusses with the agency supervisor (at least once/semester) how new social work research informs current agency practices, policies, and delivery of services. | **Knowledge:** Student does not understand how to search professional literature for quality social work research.  **Skills:** Student does not apply professional social work research literature to agency practice, and policy creation and analysis.  **Values:** Student does not advocate advocates for the incorporation of new research knowledge to inform agency practice, policy, and service delivery.  **Cognitive/Affective Processes:** Student does not discuss with the agency supervisor how new social work research informs current agency practices, policies, and delivery of services. |
| **Competency 5: Engage in policy practice**  Measurement Tools: Policy Practice Scavenger Hunt, Field Logs, Student Learning Contract | | | |
| F5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  Score: \_\_\_\_\_ | **Knowledge**: Student demonstrates knowledge of agency, local, state, federal and international policy relevant to the practice context. Student knows how to access relevant policy information. Student completes the Policy Practice Scavenger Hunt according to specified due dates.  **Skills**: Student abides by agency policy at least 90% of the time and is able to explain agency policies to clients. Student corrects policy errors with supervisory prompts. Student identifies gaps/challenges in relevant social service policies and suggests improvements.  **Values**: Student articulates the value/importance of effective policy practice in the practice context.  **Cognitive/Affective Processes**: Student reflects verbally and in writing the impact of policy practice on clients, agency services and community well-being. Student shares reflection with agency supervisor and Field instructor through consultation and assignment completion. | **Knowledge**: Student demonstrates knowledge of agency, local, and state policy relevant to the practice context. Student knows how to access relevant policy information at least 80% of the time. Student completes at least 80% of the Policy Practice Scavenger Hunt according to specified due dates.  **Skills**: Student abides by agency policy 80-89% of the time and is usually able to explain agency policies to clients. Student corrects policy errors with supervisory prompts.  **Values**: Student articulates the value/importance of effective policy practice in the practice context.  **Cognitive/Affective Processes**: Student reflects verbally the impact of policy practice on clients, agency services and community well-being. Student shares reflection with agency supervisor and Field instructor through consultation. | **Knowledge**: Student demonstrates limited knowledge of agency, local, state, federal and international policy relevant to the practice context. Student is unaware of how to access relevant policy information. Student does not complete the Policy Practice Scavenger Hunt.  **Skills**: Student abides by agency policy less than 80% of the time and/or is not able to explain agency policies to clients. Student does not correct policy errors with supervisory prompts.  **Values**: Student does not articulate the value of effective policy practice in the practice context.  **Cognitive/Affective Processes**: Student does not reflect on the impact of policy practice on clients, agency services and community well-being. |
| F5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.  Score: \_\_\_\_\_ | **Knowledge**: Student is knowledgeable of 3 or more policy analysis frameworks.  **Skills**: Student demonstrates the ability to effectively analyze of at least one agency, one local and one state social service policy relevant to the practice context. Student effectively articulates policy analysis in writing. Student presents policy analysis report to a group of Field agency employees.  **Values**: Student consistently articulates the value/importance of effective policy analysis in the practice context.  **Cognitive/Affective Processes**: Student reflects verbally and in writing the impact of policy analysis on clients, agency services and community well-being. Student shares reflection with agency supervisor and Field instructor through consultation and assignment completion. | **Knowledge**: Student is knowledgeable of 1 or 2 policy analysis frameworks.  **Skills**: Student demonstrates the ability to effectively analyze of at least one social service policy relevant to the practice context. Student articulates policy analysis in writing. Student presents policy analysis report to the agency field supervisor.  **Values**: Student often articulates the value/importance of effective policy analysis in the practice context.  **Cognitive/Affective Processes**: Student reflects verbally the impact of policy analysis on clients, agency services and community well-being. Student shares reflection with agency supervisor and Field instructor. | **Knowledge**: Student is not knowledgeable policy analysis frameworks.  **Skills**: Student does not demonstrate the ability to effectively analyze social service policy relevant to the practice context. Student does not present policy analysis report to Field agency employees.  **Values**: Student does not articulate the value/importance of effective policy analysis in the practice context.  **Cognitive/Affective Processes**: Student does not reflect on the impact of policy analysis on clients, agency services and community well-being. |
| F5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  Score: \_\_\_\_\_ | **Knowledge**: Student demonstrates knowledge of policy analysis, formulation, and advocacy strategies. Student applied critical thinking strategies to understand social service policy and its impact on clients.  **Skills**: Student drafts a policy improvement relevant to the practice context and shares this with the agency supervisor and Field instructor. Student demonstrates advocacy efforts on behalf of a client, the agency, or the community in pursuit of human rights and social justice.  **Values**: Student articulates verbally and in writing support for human rights and social, economic and environmental justice.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on opportunities to improve social service policies in the practice context in pursuit of human rights and social, economic and environmental justice. Student shares reflection with agency supervisor and Field instructor through consultation and assignment completion. | **Knowledge**: Student demonstrates knowledge of policy analysis, formulation, and advocacy strategies.  **Skills**: Student demonstrates advocacy efforts on behalf of a client in pursuit of human rights and social justice.  **Values**: Student articulates verbally support for human rights and social, economic and environmental justice.  **Cognitive/Affective Processes**: Student reflects verbally on opportunities to improve social service policies in the practice context in pursuit of human rights and social, economic and environmental justice. Student shares reflection with agency supervisor and Field instructor. | **Knowledge**: Student does not demonstrate knowledge of policy analysis, formulation, and advocacy strategies.  **Skills**: Student does not share a policy improvement relevant to the practice context with the agency supervisor and/or Field instructor. Student does not demonstrate advocacy efforts on behalf of a client, the agency, or the community.  **Values**: Student does not articulate verbally or in writing support for human rights and social, economic and environmental justice.  **Cognitive/Affective Processes**: Student does not reflect on opportunities to improve social service policies in the practice context. |
| **Competency 6: Engage with individuals, groups, families, organizations, and communities**  Measurement Tools: Process Recordings; Field Logs; video recording | | | |
| F6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student will articulate at least 90% understanding of the application of PIE, Ecological Systems theory, and at least 3 other relevant theoretical frameworks applicable to the Field agency setting.  **Skills**: Student demonstrates through work with clients the consistent application and evaluation of PIE and at least 3 other relevant theoretical frameworks.  **Values**: Student consistently demonstrates through interactions with clients and colleagues, and written and oral communication, the importance of relationships, in promoting human and community well-being.  **Cognitive/Affective Processes**: Student routinely reflects in writing and verbally the on relevant theoretical concepts and frameworks at the Field Agency. | **Knowledge**: Student will articulate at 80-89% understanding of the application of PIE, Ecological Systems theory, and at least 1 other relevant theoretical framework applicable to the Field agency setting.  **Skills**: Student demonstrates through work with clients the intermittent application and evaluation of PIE and at least 1 other relevant theoretical framework.  **Values**: Student intermittently demonstrates through interactions with clients and colleagues, and communication, the importance of relationships in promoting human and community well-being.  **Cognitive/Affective Processes**: Student intermittently reflects verbally on relevant theoretical concepts and frameworks at the Field Agency. | **Knowledge**: Student is not able to articulate an understanding of the application of PIE, Ecological Systems theory, or other relevant theoretical frameworks applicable to the Field agency setting.  **Skills**: Student does not demonstrate through work with clients the application of PIE or other relevant theoretical frameworks.  **Values**: Student does not demonstrate through interactions with clients and colleagues, the importance of relationships in promoting human and community well-being.  **Cognitive/Affective Processes**: Student does not reflect on relevant theoretical concepts and frameworks at the Field Agency. |
| F6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge:** Student demonstrates understanding of the concepts of empathy, reflection, and self-awareness. Student understands how these concepts influence engagement with client systems and constituencies.  **Skills**: Student demonstrates empathy, reflection and self-awareness, in interactions with clients and colleagues at least 90% of the time. Student discusses personal insight with agency supervisor and field instructor.  **Values**: Student articulates in written and verbal communication the importance of empathy and self- reflection in effective social work practice.  **Cognitive/Affective Processes**: Student routinely reflects on their effective use of empathy, reflection, self-awareness, and other interpersonal skills when engaging clients and colleagues through interactions in the Field Agency. | **Knowledge:** Student demonstrates some understanding, with prompts, of the concepts of empathy, reflection, and self-awareness.  **Skills**: Student intermittently demonstrates empathy, reflection and self-awareness, in interactions with clients and colleagues. Student discusses personal insight with agency supervisor and field instructor.  **Values**: Student articulates in written and verbal communication the importance of empathy and self- reflection in effective social work practice.  **Cognitive/Affective Processes**: Student routinely reflects on their effective use of empathy, reflection, self-awareness, and other interpersonal skills when engaging clients and colleagues through interactions in the Field Agency. | **Knowledge:** Student demonstrates understanding of the concepts of empathy, reflection, and self-awareness. Student understands how these concepts influence engagement with client systems and constituencies.  **Skills**: Student demonstrates empathy, reflection and self-awareness, in interactions with clients and colleagues at least 90% of the time. Student discusses personal insight with agency supervisor and field instructor.  **Values**: Student articulates in written and verbal communication the importance of empathy and self- reflection in effective social work practice.  **Cognitive/Affective Processes**: Student rarely reflects on their effective use of empathy, reflection, self-awareness, and other interpersonal skills when engaging clients and colleagues. |
| **Competency 7: Assess individuals, groups, families, organizations, and communities**  Measurement Tools: Field Log, Process Recording, Case presentation | | | |
| F7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  Score: \_\_\_\_\_\_ | **Knowledge**: Student knows at least 90% of the relevant data sources at the Field agency and has at least 90% proficiency is using these sources to inform practice.  **Skills**: Student collects, applies and interprets relevant client and constituent data in order to meet client goals. Student accurately documents service delivery and client outcomes at least 90% of the time.  **Values**: Student respects and honors privacy, confidentiality and accuracy of client data.  **Cognitive/Affective Processes**: Student reflects on client outcomes and articulates data interpretation verbally and in writing with Agency supervisor at least monthly. | **Knowledge**: Student knows at 80-89% of the relevant data sources at the Field agency and has 80-89% proficiency is using these sources to inform practice.  **Skills**: Student collects, applies and interprets relevant client and constituent data with prompts. Student accurately documents service delivery and client outcomes 80-90% of the time.  **Values**: Student understands privacy, confidentiality and the importance of accurate client data.  **Cognitive/Affective Processes**: Student reflects on client outcomes and articulates data interpretation verbally with Agency supervisor at least once/semester. | **Knowledge**: Student knows less than 80% of the relevant data sources at the Field agency and has less than 80% proficiency is using these sources to inform practice.  **Skills**: Student does not collect, apply or interpret client and constituent data. Student accurately documents service delivery and client outcomes less than 80% of the time.  **Values**: Student has limited understanding of privacy and confidentiality.  **Cognitive/Affective Processes**: Student does not reflect on client outcomes with Agency supervisor. |
| F7.2 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.  Score: \_\_\_\_\_ | **Knowledge**:Student demonstrates knowledge of PIE, Strengths perspective, and at least 3 other theoretical frameworks for client assessment.  **Skills**: Student applies PIE, the Strengths Perspective and least 3 other assessment frameworks with clients at the Field agency.  **Values**: Student values multiple systematic assessment strategies and applies these in work with clients. Student applies unbiased and nondiscriminatory analysis of client assessment at least 90% of the time.  **Cognitive/Affective Processes**: Student regularly reflects verbally and in writing on the results of client assessment. Students shares these reflections with agency supervisor at least weekly. | **Knowledge**:Student demonstrates knowledge of PIE, Strengths perspective, and at least 1 other theoretical framework for client assessment.  **Skills**: Student applies PIE, the Strengths Perspective and least 1 other assessment framework with clients at the Field agency.  **Values**: Student articulates a value for multiple systematic assessment strategies. Student applies unbiased and nondiscriminatory analysis of client assessment 80-89% of the time.  **Cognitive/Affective Processes**: Student intermittently reflects verbally on the results of client assessment. Students shares these reflections with agency supervisor at least monthly. | **Knowledge**:Student does not demonstrate knowledge of PIE, Strengths perspective, or at least 1 other theoretical framework for client assessment.  **Skills**: Student does not apply PIE, the Strengths Perspective or least 1 other assessment framework with clients at the Field agency.  **Values**: Student does not articulate value for multiple systematic assessment strategies. Student applies unbiased and nondiscriminatory analysis of client assessment less than 80% of the time.  **Cognitive/Affective Processes**: Student rarely reflects on the results of client assessment. Students shares these reflections with agency supervisor infrequently. |
| F7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student can identify at least 5 relevant evidence-based intervention models for the practice context, and understands these with at least 90% proficiency.  **Skills**: Student interacts with clients to develop mutually agreed on intervention goals and objectives at least 90% of the time.  **Values**: Student demonstrates the value of client self-determination and supports the client’s capacity and opportunity to change and address their own needs at least 90% of the time.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on their interaction with the client and the fit of evidence-based practice in the practice context. Student shares reflections with agency supervisor at least weekly. | **Knowledge**: Student can identify at least 3 relevant evidence-based intervention models for the practice context, and understands these with 80-89% proficiency.  **Skills**: Student interacts with clients to develop mutually agreed on intervention goals and objectives 80-89% of the time.  **Values**: Student understands the value of client self-determination and supports the client’s capacity and opportunity to change and address their own needs at 80-89% of the time.  **Cognitive/Affective Processes**: Student reflects verbally on their interaction with the client and the fit of evidence-based practice in the practice context. Student shares reflections with agency supervisor at least monthly. | **Knowledge**: Student can identify fewer than 3 relevant evidence-based intervention models for the practice context.  **Skills**: Student interacts with clients to develop mutually agreed on intervention goals and objectives less than 80% of the time.  **Values**: Student does not understand client self-determination.  **Cognitive/Affective Processes**: Student rarely reflects on their interaction with the client and the fit of evidence-based practice in the practice context. Student does not share reflections with agency supervisor. |
| F7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student describes appropriate strategies based on the assessment, research knowledge and values and preferences of clients and constituencies at least 90% of the time.  **Skills**: Student implements appropriate intervention strategies with the client at least 90% of the time.  **Values**: Student respects the EBP process and includes the client in the selection of appropriate intervention strategies at least 90% of the time.  **Cognitive/Affective** **Processes**: Student reflects verbally and in writing on the implementation of the EBP process and shares reflections with the agency supervisor at least weekly. | **Knowledge**: Student describes appropriate strategies based on the assessment, research knowledge and values and preferences of clients and constituencies 80-90% of the time.  **Skills**: Student implements appropriate intervention strategies with the client 80-89% of the time.  **Values**: Student respects the EBP process and includes the client in the selection of appropriate intervention strategies 80-89% of the time.  **Cognitive/Affective** **Processes**: Student reflects verbally on the implementation of the EBP process and shares reflections with the agency supervisor at least monthly. | **Knowledge**: Student has limited understanding of the EBP process.  **Skills**: Student implements appropriate intervention strategies with the client less than 80% of the time.  **Values**: Student includes the client in the selection of appropriate intervention strategies less than 80% of the time.  **Cognitive/Affective** **Processes**: Student does not reflect on the implementation of the EBP process. |
| **Competency 8: Intervene with individuals, families, groups, organizations, and communities**  Measurement Tools: Field Logs, Case Presentation, Process Observation | | | |
| F8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student has knowledge of at least 5 evidenced-based practice intervention strategies relevant to the Field practice context. Student demonstrates at least 90% proficiency with these intervention strategies.  **Skills**: Student implements appropriate EBP intervention strategies with their clients/constituents 90%+ of the time. Student is able to adjust and/or change intervention strategies to meet client needs. Student effectively documents client progress toward goals.  **Values**: Student routinely articulates the value and importance of the evidenced-based intervention process.  **Cognitive/Affective Processes**: Student reflects in writing and verbally on the impact of chosen intervention strategies. | **Knowledge**: Student has knowledge of at least 3 evidenced-based practice intervention strategies relevant to the Field practice context. Student demonstrates 80-89% proficiency with these intervention strategies.  **Skills**: Student implements appropriate EBP intervention strategies with their clients/constituents 80-89% of the time. Student adjusts and/or change intervention strategies to meet client needs with prompting. Student effectively documents client progress toward goals 80-89% of the time.  **Values**: Student intermittently articulates the value and importance of the evidenced-based intervention process.  **Cognitive/Affective Processes**: Student reflects in verbally on the impact of chosen intervention strategies. | **Knowledge**: Student has limited knowledge of evidenced-based practice intervention strategies relevant to the Field practice context. Student demonstrates less than 80% proficiency with intervention strategies.  **Skills**: Student does not implement appropriate EBP intervention strategies. Student is not able to adjust intervention strategies to meet client needs. Student effectively documents client progress toward goals less than 80% of the time.  **Values**: Student rarely articulates the value and importance of the evidenced-based intervention process.  **Cognitive/Affective Processes**: Student does not reflect on the impact of applied intervention strategies. |
| F8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student demonstrates understanding of at least 5 multidisciplinary, theoretical intervention frameworks relevant to the practice context.  **Skills**: Student applies PIE, and at least 5 other theoretical intervention frameworks in their work with client/constituencies’ 90%+ of the time.  **Values**: Student routinely articulates the value of applying theoretical practice frameworks when intervening with clients/constituencies.  **Cognitive/Affective Processes**: Student reflects in writing and verbally on their ability to consistently and effectively apply theoretical practice frameworks. | **Knowledge**: Student demonstrates understanding of at least 3 multidisciplinary, theoretical intervention frameworks relevant to the practice context.  **Skills**: Student applies PIE, and at least 3 other theoretical intervention frameworks in their work with client/constituencies’ 80-89% of the time.  **Values**: Student intermittently articulates the value of applying theoretical practice frameworks when intervening with clients/constituencies.  **Cognitive/Affective Processes**: Student reflects verbally on their ability to consistently and effectively apply theoretical practice frameworks. | **Knowledge**: Student does not demonstrate understanding of multidisciplinary, theoretical intervention frameworks relevant to the practice context.  **Skills**: Student does not apply PIE, or other theoretical intervention frameworks in their work with client/constituencies’ at least 80% of the time.  **Values**: Student rarely articulates the value of applying theoretical practice frameworks when intervening with clients/constituencies.  **Cognitive/Affective Processes**: Student does not reflect on their ability to consistently and effectively apply theoretical practice frameworks. |
| F8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.  Score: \_\_\_\_\_ | **Knowledge**: Student clearly understands inter-professional collaboration and how this approach benefits practice outcomes for clients/constituents.  **Skills**: Student regularly engages, without prompting, with other relevant professionals in order to deliver beneficial services to clients/constituencies. Student accurately documents consultation and collaboration at least 90% of the time.  **Values**: Student regularly articulates and responds with action to honor the value of supervision, consultation, and collaboration to deliver beneficial services to clients/constituencies.  **Cognitive/Affective Processes**: Student regularly reflects in writing and verbally on the results of inter-professional collaboration. | **Knowledge**: Student somewhat understands inter-professional collaboration and how this approach benefits practice outcomes for clients/constituents.  **Skills**: Student intermittently engages with other relevant professionals in order to deliver beneficial services to clients/constituencies. Student accurately documents consultation and collaboration 80-89% of the time.  **Values**: Student intermittently demonstrates value for supervision, consultation, and collaboration to deliver beneficial services to clients/constituencies.  **Cognitive/Affective Processes**: Student reflects in verbally on the results of inter-professional collaboration. | **Knowledge**: Student does not understand inter-professional collaboration.  **Skills**: Student rarely engages with other relevant professionals in order to deliver services to clients/constituencies. Student accurately documents consultation and collaboration less than 80% of the time.  **Values**: Student rarely demonstrates value for supervision, consultation, and collaboration to deliver beneficial services to clients/constituencies.  **Cognitive/Affective Processes**: Student does not reflect on the results of inter-professional collaboration. |
| F8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.  Score: \_\_\_\_\_ | **Knowledge**: Student independently identifies and understands processes for negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies 90%+ of the time.  **Skills**: Student actively and independently (without prompting) applies skill sets for negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies at least 90% of the time.  **Values**: Student regularly demonstrates value for cultural humility and diversity. Students regularly demonstrates advocacy with/for clients and/or constituencies.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on the impact of negotiation, mediation, and advocating for diverse clients and/or constituencies. | **Knowledge**: Student identifies processes for negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies 80-89% of the time.  **Skills**: Student intermittently, with prompting, applies skill sets for negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.  **Values**: Student intermittently demonstrates value for cultural humility and diversity. Students intermittently demonstrates advocacy with/for clients and/or constituencies.  **Cognitive/Affective Processes**: Student reflects verbally on the impact of negotiation, mediation, and advocating for diverse clients and/or constituencies. | **Knowledge**: Student does not understand processes for negotiating, mediating, and advocating with and on behalf of diverse clients.  **Skills**: Student rarely applies skill sets for negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.  **Values**: Student rarely demonstrates value for cultural humility and diversity. Students does not advocate with/for clients and/or constituencies.  **Cognitive/Affective Processes**: Student does not reflect on the impact of negotiation, mediation, and advocating for diverse clients and/or constituencies. |
| F8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.  Score: \_\_\_\_\_ | **Knowledge**: Student has a proficient (90% or better) understanding of effective (advance mutually agreed-on goals/objectives) transitions and endings with clients/constituencies.  **Skills**: Student effectively facilitate client/constituencies goal transitions, changes, and endings 90%+ of the time.  **Values**: Student regularly articulates the value and importance of client/constituencies self-determination and empowerment through supporting transitions and endings.  **Cognitive/Affective Processes**: Student reflects verbally and in writing on the impact of endings and transitions with client/constituencies. | **Knowledge**: Student has an adequate (80-89%) understanding of effective (advance mutually agreed-on goals/objectives) transitions and endings with clients/constituencies.  **Skills**: Student effectively facilitate client/constituencies goal transitions, changes, and endings 80-89% of the time.  **Values**: Student intermittently articulates the value and importance of client/constituencies self-determination and empowerment through supporting transitions and endings.  **Cognitive/Affective Processes**: Student reflects verbally on the impact of endings and transitions with client/constituencies. | **Knowledge**: Student does not have an adequate (80% or better) understanding of effective (advance mutually agreed-on goals/objectives) transitions and endings with clients/constituencies.  **Skills**: Student does not effectively facilitate client/constituencies goal transitions, changes, and endings 80% of the time.  **Values**: Student rarely articulates the value and importance of client/constituencies self-determination and empowerment through supporting transitions and endings.  **Cognitive/Affective Processes**: Student does not reflect on the impact of endings and transitions with client/constituencies. |
| **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities**  Measurement Tools: Program Evaluation Project, Field logs, Process Recordings, Case Presentation | | | |
| F9.1 select and use appropriate methods for evaluation of outcomes.  Score: \_\_\_\_\_ | **Knowledge**: Student articulates understanding of both quantitative and qualitative methods of client evaluation.  **Skills**: Student documents specific evaluation processes for at least 90% of clients. Student has identified expected outcomes for at least 90% of clients.  **Values**: Student articulates the importance of client and program evaluation and states a commitment to evaluation of practice methods and client outcomes.  **Cognitive/Affective Processes**: Student reflects in writing and verbally on the strengths and challenges of evaluation methods employed with clients and programs. | **Knowledge**: Student articulates understanding of quantitative or qualitative methods of client evaluation.  **Skills**: Student documents specific evaluation processes for 80-89% of clients. Student has identified expected outcomes for 80-89% of clients.  **Values**: Student articulates the importance of client or program evaluation.  **Cognitive/Affective Processes**: Student reflects verbally on the strengths and challenges of evaluation methods employed with clients and programs. | **Knowledge**: Student does not articulate understanding of quantitative or qualitative methods of client evaluation.  **Skills**: Student does not document specific evaluation processes for at least 80% of clients. Student has not identified expected outcomes for at least 80% of clients.  **Values**: Student does not articulate the importance of client or program evaluation.  **Cognitive/Affective Processes**: Student does not reflect in writing or verbally on the strengths and challenges of evaluation methods employed with clients and programs. |
| F9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.  Score: \_\_\_\_\_ | **Knowledge**: Student articulates understanding of PIE and at least 3 other frameworks for evaluating client outcomes.  **Skills**: Student applies and documents a PIE approach to client evaluation. Student applies and documents at 3 additional client evaluation frameworks.  **Values**: Student articulates a commitment to application of PIE approaches to client evaluation as well as a commitment to application of theory-based outcome evaluation.  **Cognitive/Affective Processes**: Student reflects on PIE approaches to client outcomes in writing as well as verbally. Student reflects in writing and verbally the strengths and challenges of other theoretical approaches to measuring client outcomes. | **Knowledge**: Student articulates understanding of PIE for evaluating client outcomes.  **Skills**: Student applies and documents a PIE approach to client evaluation.  **Values**: Student articulates a commitment to application of PIE approaches to client evaluation.  **Cognitive/Affective Processes**: Student reflects verbally on PIE approaches to client outcomes. | **Knowledge**: Student does not articulate understanding of PIE or other frameworks for evaluating client outcomes.  **Skills**: Student does not apply or document a PIE approach to client evaluation. Student does not apply or documents other client evaluation framework.  **Values**: Student does not articulate a commitment to application of PIE approaches to client evaluation or a commitment to application of theory-based outcome evaluation.  **Cognitive/Affective Processes**: Student does not reflect on PIE approaches to client outcomes in writing or verbally. |
| F9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes.  Score: \_\_\_\_\_ | **Knowledge**: Student demonstrates proficient (90%) knowledge of data collection strategies and methods for tracking and charting program processes and outcomes.  **Skills**: Student regularly collects program evaluation data and clearly reports results verbally, as well as in writing to at least 5 agency employees.  **Values**: Student regularly articulates a commitment to program evaluation and to applying evidence-based intervention in practice.  **Cognitive/Affective Processes**: Student reflects in writing and verbally the strengths and challenges associated with program process and outcome evaluation. | **Knowledge**: Student demonstrates adequate (80-89%) knowledge of data collection strategies.  **Skills**: Student collects program evaluation data and reports results verbally to Field supervisor.  **Values**: Student intermittently applies evidence-based intervention in practice.  **Cognitive/Affective Processes**: Student reflects verbally the strengths and challenges associated with program process and outcome evaluation. | **Knowledge**: Student does not demonstrate knowledge of data collection strategies or methods for tracking and charting program processes and outcomes.  **Skills**: Student does not collect program evaluation data and/or report results to constituents.  **Values**: Student does not articulate a commitment to program evaluation and to applying evidence-based intervention in practice.  **Cognitive/Affective Processes**: Student does not reflect on the strengths and challenges associated with program process and outcome evaluation. |
| F9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.  Score: \_\_\_\_\_ | **Knowledge**: Student has a proficient (90%) understanding of how client/program outcome results are used to inform service delivery, intervention protocols and policy change.  **Skills**: Student effectively presents client/program results to administrators and policy makers in order to improve services and access to services.  **Values**: Student articulates a commitment to use client/program outcome results to improve services and access to services.  **Cognitive/Affective Processes**: Student reflects in writing and verbally the strengths and challenges of using client/program results to influence service delivery and access to services. | **Knowledge**: Student has an adequate (80%) understanding of how client/program outcome results are used to inform service delivery.  **Skills**: Student presents client/program results to supervisor.  **Values**: Student articulates a commitment to use EBP to improve services.  **Cognitive/Affective Processes**: Student reflects verbally the strengths and challenges of using client/program results to influence service delivery. | **Knowledge**: Student does not understand how client/program outcome results are used to inform service delivery, intervention protocols or policy change.  **Skills**: Student does not present client/program results.  **Values**: Student does not articulate a commitment to use client/program outcome results to improve services and access to services.  **Cognitive/Affective Processes**: Student does not reflect on the strengths and challenges of using client/program results to influence service delivery and access to services. |

**Scoring**: Total possible score is 93, benchmark score is 81. Overall benchmark: 87% of students will score 81 or better on the rubric.

Students are rated in each behavior indicator on a score of 0-3 in 0.5 increments. **Competent** scores range from 2.5-3, **Developing Competency** scores range from 1.5-2, and **Not Competent** scores range from 0-1.

Scores are summed to determine competency rating.

Total Score: \_\_\_\_\_\_\_\_\_\_

[ ] Competent (81-93)

[ ] Developing Competency (46-80)

[ ] Not Competent (45 and below)