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| Student Name | Student UCCS ID |
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| Field Placement Site | Field Instructor Name |
|  |  |
| Semester/Year | Field Liaison/Director |
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| **Practice Behavior** | **Associated Task/Activity** | **Timeline** | **Progress Towards Competency** | | |
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| **Competency 1 – Demonstrate Ethical and Professional Behavior.** | | | | | |
| 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. |  |  |  | | |
| 1. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |  |  | | |
| 1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |  |  | | |
| 1. Use technology ethically and appropriately to facilitate practice outcomes. |  |  | | |  |
| 1. Use supervision and consultation to guide professional judgment and behavior. |  |  | |  | |
| Competency 2 – Engage Diversity and Difference in Practice. | | | | | |
| 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. |  |  | |  | |
| 1. Present self as a learner and engage clients and constituencies as experts of their own experiences. |  |  | |  | |
| 1. 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. | | | | | |
| 1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |  | |  | |
| 1. Engage in practices that advance social, economic, and environmental justice. |  |  | |  | |
| Competency 4 – Engage in Practice-informed Research and Research-informed Practice. | | | | | |
| 1. Use practice experience and theory to inform scientific inquiry and research. |  |  | |  | |
| 1. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |  | |  | |
| 1. Use and translate research evidence to inform and improve practice, policy, and service delivery. |  |  | |  | |
| Competency 5 – Engage in Policy Practice. | | | | | |
| 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  |  | |  | |
| 1. Assess how social welfare and economic policies impact the delivery of and access to social services. |  |  | |  | |
| 1. 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. | | | | | |
| 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents. |  |  | |  | |
| 1. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  | |  | |
| Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies. |  |  | |  | |
| 1. 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. |  |  | |  | |
| 1. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |  | |  | |
| 1. 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. | | | | | |
| 1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |  | |  | |
| 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |  | |  | |
| 1. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  |  | |  | |
| 1. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |  | |  | |
| 1. Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |  | |  | |
| Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Select and use appropriate methods for evaluation of outcomes. |  |  | |  | |
| 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  |  | |  | |
| 1. Critically analyze, monitor and evaluate intervention and program processes and outcomes. |  |  | |  | |
| 1. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  | |  | |
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| Student Signature | | | | Date | |
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| Field Instructor Signature | | | | Date | |
|  | | | |  | |
| Field Liaison/Director Signature | | | | Date | |
|  | | | |  | |

**Student Learning Plan/Field Evaluation Assessment Scale**

Please note that there will be an informal mid-year evaluation and a formal end-of-the-year evaluation. Although the mid-year evaluation does not need to be returned to the Field Liaison, this is an important assessment period for which students can mark their progress and field instructors can help guide students in celebrating strengths and creating plans for growth areas. Students are evaluated on a scale of 1-5 based on the learning experiences with which they are engaged, as indicated in the learning plan. The following scale will be used to evaluate the student’s performance in each practice behavior within the nine areas of social work competency identified by the Council on Social Work Education:

* **(5) - Outstanding Competency:**  Performance is consistently above expectations for students at this level.  Student demonstrates the ability to thoughtfully apply skills in complex situations, demonstrates skills of self-reflection leading to consistent growth and change, demonstrates the ability to consistently complete assigned tasks and activities with practice excellence, takes full responsibility for learning and demonstrates initiative in creating opportunities for growth.
* **(4) – Above Average Competency**:  Performance is often above expectations for students at this level.  Student demonstrates the ability to apply skills in a variety of situations, demonstrates consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
* **(3) - Satisfactory Competency**:  Performance meets expectations for students at this level.  Student demonstrates the ability to independently apply skills in less complex situations, demonstrates moderate growth and change, demonstrates ongoing progress, adequate performance on tasks and behaviors (but needs more practice), often takes initiative for learning.
* **(2) - Below Average Competency**:  Performance shows signs of competency, however, the student does not consistently meet expectations for students at this level.  Student demonstrates beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
* **(1) – Unsatisfactory/Does Not Meet Competency:**  Performance is not meeting expectations for students at this level.  Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
* **(N/A) - Not Yet Assessed**:  Student has not yet had the opportunity to demonstrate this behavior.  This will only be an option during the mid-year evaluation. If this option is selected, the student and field instructor should create a plan to ensure that the student is given an opportunity to meet this competency in the second half of the year.