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| Second Year MSW Student Name: | Second Year MSW Student UCCS ID: |
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| Field Placement Site: | Field Instructor Name: |
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| 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. Recognize trauma reflective ways to improve ethical decision making. |  |  |  | | |
| 1. Combine the use of self-reflection, professional supervision, and self-care practice to prevent secondary trauma and improve service delivery. |  |  |  | | |
| 1. Show professional demeanor when outcomes of trauma and violence are exhibited by individuals, families, groups, organizations, and communities. |  |  |  | | |
| 1. Select current evidence-informed approaches and technologies when working with individuals, families, organizations, and communities who experienced violence, victimization, systemic oppression, abuse, and other personal and collective traumatic experiences. |  |  | | |  |
| 1. Demonstrate the ability to use supervision and consultation to guide professional judgment and improve care to clients and client systems impacted by trauma. |  |  | |  | |
| Competency 2 – Engage Diversity and Difference in Practice. | | | | | |
| 1. Apply and communicate the importance of diversity and difference in shaping trauma experiences, help-seeking behaviors, and responses to trauma at the micro, mezzo, and macro levels. |  |  | |  | |
| 1. Choose to engage in the ongoing process of developing cultural competence in a way that views clients and constituencies as experts of their own experiences. |  |  | |  | |
| 1. Develop cognitive self-awareness about the impact of trauma and personal bias in one’s own life to improve affective self-regulation and the ability to work inclusively with clients and constituencies. |  |  | |  | |
| Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice. | | | | | |
| 1. Identify and work to remedy human rights, social, economic, and environmental injustices that result from or perpetuate trauma. |  |  | |  | |
| 1. Select practices that advance social, economic, and environmental justice for individuals, families, groups, organizations, and communities impacted by trauma and violence. |  |  | |  | |
| Competency 4 – Engage in Practice-informed Research and Research-informed Practice. | | | | | |
| 1. Choose trauma-relevant practice, theory, and research methods when conducting evaluative research. |  |  | |  | |
| 1. Combine critical thinking and analysis of evaluative research findings to improve services to clients and client systems impacted by trauma. |  |  | |  | |
| 1. Use research and evaluation to adopt, modify, and translate practices and policies that are appropriate to trauma-focused interventions with diverse populations. |  |  | |  | |
| Competency 5 – Engage in Policy Practice. | | | | | |
| 1. Recognize ways social policy at the local, state, and federal level could retraumatize, victimize, or oppress clients and client systems impacted by trauma. |  |  | |  | |
| 1. Examine organizational dynamics and policy considerations that may contribute to traumatic stress as they related to diversity and difference. |  |  | |  | |
| 1. Apply critical thinking to analyze, formulate, and advocate for trauma-informed policies that increase access, enhance service delivery, and advance human rights and social, economic, and environmental justice. |  |  | |  | |
| Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Employ trauma-informed engagement strategies at the individual, family, group, organizational, and community levels. |  |  | |  | |
| 1. Demonstrate an ability to use a trauma-informed lens to effectively engage diverse clients and constituencies. |  |  | |  | |
| Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Apply critical thinking and trauma-informed strategies to collect, organize, and interpret information from clients and client systems. |  |  | |  | |
| 1. Select empirically sound assessment techniques that integrate the client’s trauma assessment and accurately reflects an unbiased understanding of current functioning and patterns of behaviors. |  |  | |  | |
| 1. Develop mutually agreed upon trauma-informed goals and objectives for clients. |  |  | |  | |
| 1. Use assessment information, research knowledge, and client preference to select appropriate trauma informed intervention strategies. |  |  | |  | |
| Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Apply empirical and theoretical knowledge about trauma to choose and implement interventions with clients and client systems. |  |  | |  | |
| 1. Select developmentally and culturally appropriate trauma-informed evidence-based interventions to address the adverse consequences of trauma. |  |  | |  | |
| 1. Use inter-professional collaboration to address clients and client systems challenges using a trauma-informed lens. |  |  | |  | |
| 1. Demonstrate an ability to negotiate, mediate, and advocate for the advancement of trauma-informed systems of care for marginalized and oppressed people who are most at risk for trauma experiences. |  |  | |  | |
| 1. Recognize ways to facilitate effective transitions and endings to trauma-informed care when mutually agreed-on goals have been achieved. |  |  | |  | |
| Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. | | | | | |
| 1. Employ appropriate trauma-informed methods to evaluate intervention processes and outcomes. |  |  | |  | |
| 1. Apply knowledge about the etiology, impact, and outcomes of trauma in the evaluation of intervention processes and outcomes. |  |  | |  | |
| 1. Use evaluation findings to improve trauma-informed 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 | |
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**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.