



## Learning Contract and Evaluation Supplement

**The Council on Social Work Education created the ten Core Competencies for all social work students in accredited programs.** As described in the 2008 Educational Policy and Accreditation Standards:

*“Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. “*

As a result of this, the KU School of Social Welfare uses these Competencies and Practice Behaviors to guide both the activities completed in practicum and to evaluate the social work student’s progress in practicum. This supplement is meant to provide you with some additional information to assist with the Learning Contract and the Evaluation.

### LEARNING CONTRACT: FOR STUDENTS

**Fall: DUE October 5, 2015**

**Spring Revision: DUE January 22, 2016**

**Welcome to Practicum!** Practicum is a time for blending classroom lecture and assignments to actual practice in the social work field. The Learning Contract is intended to be a working document that will guide your activities in practicum.

#### Guide to Completing the Learning Contract in Fall 2015:

1. During agency orientation and your first few weeks of practicum, make a list of activities that you and/or your Field Instructor have identified as potential practicum tasks.
2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.
  - a. Please see the Sample Learning Contracts for examples of activities.
3. Complete your Learning Contract.
  - a. **You do not need to document at least one activity per Practice Behavior**, but remember that your Field Instructor will have to evaluate you on each behavior based on the activities you complete.
  - b. We recommend completing the contract a week before it is due so your Field Instructor can review it.
  - c. Since your Evaluation will be completed on the same form, we recommend completing the contract electronically so your Field Instructor can add to it later.
4. Send your Learning Contract to your Field Liaison by the due date of October 5, 2015.
5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

Guide to Completing the Learning Contract Revision in Spring 2016:

1. Consulting your Mid-Year Evaluation and during supervision meetings with your Field Instructor, identify any Practice Behaviors that you need to address in order to gain competence.
2. Revise and/or identify additional activities to include for the Spring semester.
3. Send your Learning Contract Revision to your Field Liaison by the due date of January 22, 2016.
4. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

**EVALUATION: FOR FIELD INSTRUCTORS**

**DUE December 10 for Mid-year evaluation**

**DUE April 18 for Final evaluation**

1. Please use the rating scale below to evaluate the student's level of accomplishment for each Practice Behavior, considering the activities listed in the box next to the Practice Behaviors.

**5 = Consistently excels in implementing** the practice behavior

**4 = Above average performance** of the practice behavior

**3= Dependably implements** the basic elements of the practice behavior

**2 = Inconsistently performs** the basic elements of the practice behavior

**1= Fails to perform** the basic elements of the practice behavior

**N/A= No Assignment/activity** to assess practice behavior (Mid-year evaluation only)

\*\*\*Ratings of N/A at the Mid-Year Evaluation indicate a need for planned assignments to provide experience with the particular practice behavior. It is important to write a brief narrative about next steps for creating opportunities for completing assignments.

- It is expected that over the course of the academic year the student will have multiple opportunities to implement all of the practice behaviors included in this evaluation.
- When completing the Mid-Year evaluation, please remember that often students will rate relatively low in some Practice Behaviors. This is expected, as the student is still learning and should be continually improving throughout the year.
- You are welcome to consult with any Preceptor and the Field Liaison when completing the Evaluation.

2. It is important to write a brief narrative about the student's performance in each of the Competencies.

3. Ensure that the cover page is completed with the assistance of the student. The evaluation should be turned into the Field Liaison by the due date above.

## SAMPLE FALL SEMESTER LEARNING CONTRACT- BSW/MSW FOUNDATION EXAMPLE: WORKING WITH OLDER ADULTS

<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>			
<b>Mid- year evaluation (1-5)</b>	<b>Final evaluation (1-5)</b>	<b>KUSSW Foundation Level Practice Behaviors</b>	<b>Activities Related to this Competency:</b>
		Advocate for client access to the services of social work.	<ul style="list-style-type: none"> <li>• Be prepared with a list of concerns/cases to discuss in supervision meetings.</li> <li>• Dress in accordance with other social workers in the agency.</li> <li>• Phone, text, or e-mail appropriate staff and clients when I will be late or need to miss practicum.</li> <li>• Become familiar with agency and community resources related to aging and disabilities.</li> <li>• Visit at least 6 long term care agencies/communities, which are not limited to, but should include hospice, geriatric behavioral health unit, nursing facility, assisted living residence, adult day center, and HUD senior independent housing. These visits may occur in conjunction with client work.</li> <li>• Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation.</li> <li>• Attend Dementia Symposium offered jointly by the KU Alzheimer's Center and the Alzheimer's Association-Heart of America Chapter.</li> </ul>
		Practice personal reflection and self-correction to assure continual professional development.	
		Attend to professional roles & boundaries.	
		Demonstrate professional demeanor in behavior, appearance, and communication.	
		Engage in career-long learning.	
		Use supervision and consultation.	
<p><b>Mid-year comments:</b></p>    <p><b>Final comments:</b></p>			

**Competency 2: Apply social work ethical principles to guide professional practice.**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Recognize and manage personal values in a way that allows professional values to guide practice.	<ul style="list-style-type: none"> <li>• Read and routinely reference the NASW Code of Ethics and IFSW/IASW Ethics of Social Work.</li> <li>• Review in supervision ethically challenging cases I have observed or directly been involved in.</li> <li>• Utilize field supervision to discuss personal bias that arise when working with clients.</li> <li>• Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers.</li> <li>• Consult my Practice Class instructor about ethical frameworks for decision making and apply that framework to my direct practice.</li> <li>• Attend a spring workshop on ethical issues and hospice care hosted by the area Aging Professionals Networking Group.</li> </ul>
		Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASW Ethics in Social Work, Statement of Principles.	
		Tolerate ambiguity in resolving ethical conflicts.	
		Apply strategies of ethical reasoning to arrive at principled decisions.	

**Mid-year comments:**

**Final comments:**

**Competency 3: Apply critical thinking to inform and communicate professional judgments**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<ul style="list-style-type: none"> <li>• Read the agency’s Neuropsychiatric Guide for Dementia. Include suggestions from the guide in client intervention plans.</li> <li>• Work with my field supervisor to identify opportunities to apply approaches I am studying in practice class to my field work.</li> <li>• Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation.</li> <li>• Facilitate early stage dementia support groups and have my field supervisor observe and provide feedback on my facilitation skills.</li> <li>• Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting.</li> <li>• Conduct biopsychosocial assessments utilizing the agency’s strength based approach.</li> <li>• Bridge client services across agencies by clearly documenting assessments and sharing a summary with other aging professionals, such as doctors and long term care nurses.</li> </ul>
		Analyze models of assessment, prevention, intervention, and evaluation.	
		Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

**Mid-year comments:**

**Final comments:**

### Competency 4: Engage in diversity and difference in practice

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<ul style="list-style-type: none"> <li>• Work with my field supervisor and other chapter social workers to ensure that my caseload is diverse.</li> <li>• Together with the Diversity Outreach Coordinator, staff tables at two community health fairs.</li> <li>• With the Diversity Outreach Coordinator, discuss consideration for culturally sensitive practice, apply that knowledge to client work, and review the outcomes during weekly supervision.</li> <li>• Work with my field supervisor to update intake forms to be more inclusive of LGBTQ individuals and families.</li> </ul>
		Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
		Recognize and communicate their understanding of the importance of difference in shaping life experiences.	
		View themselves as learners and engage those with whom they work as informants.	

**Mid-year comments:**

### Final comments:

## Competency 5: Advocate human rights and social and economic justice

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Understand the forms and mechanisms of oppression and discrimination.	<ul style="list-style-type: none"> <li>Assist in organizing and attend February Memory Day at the Missouri State Capitol.</li> <li>Read and become familiar with the Chapter 2015/16 public policy platform.</li> <li>Send area policy makers invitations to attend the Chapter organized December Alzheimer Town Hall Meeting.</li> <li>At Memory Day and at the Town Hall Meeting, speak to at least three policy makers about issues facing my clients.</li> <li>When appropriate educate clients on policy issues impacting their care and inform them about the various ways they can take action, such as contacting a policy maker or writing a letter to the editor.</li> <li>Discuss with my field supervisor oppression or discrimination I observe impacting clients' care. Work with my supervisor to develop strategies that may reduce the impact on my clients.</li> </ul>
		Advocate for human rights and social and economic justice.	
		Engage in practices that advance social and economic justice.	

**Mid-year comments:**

**Final comments:**

## Competency 6: Engage in research-informed practice and practice-informed research

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Use practice experience to inform scientific inquiry.	<ul style="list-style-type: none"> <li>• Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations.</li> <li>• Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting.</li> <li>• Attend the Chapter's November Alzheimer's Research Forum at Johnson County Community College. When possible, apply what I learn to my client work.</li> <li>• Research wandering devices for individuals who are an elopement risk. Create a handout with wandering reduction devices and tips that can be distributed to families.</li> </ul>
		Use research evidence to inform practice.	

**Mid-year comments:**

### Final comments:



## Competency 7: Apply knowledge of human behavior and the social environment

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<ul style="list-style-type: none"> <li>• Conduct biopsychosocial assessments utilizing the agency's strength based approach.</li> <li>• Consult my practice class instructor about ethical frameworks for decision making and apply that framework to my direct practice.</li> <li>• Include suggestions for environmental adaptations in neuropsychiatric symptom intervention plans. Review those adaption suggestions with my field supervisor.</li> <li>• Consider the implications of Empowerment Theory when organizing Memory Day. Include this analysis in an assignment for Human Behavior and Social Environment course.</li> </ul>
		Critique and apply knowledge to understand person and environment.	

**Mid-year comments:**

**Final comments:**

## Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Analyze, formulate, and advocate for policies that advance social well-being.	<ul style="list-style-type: none"> <li>• Assist in organizing and attend February Memory Day at the Missouri State Capitol.</li> <li>• Collect two letters from clients who are homebound and share them with policy makers on Memory Day.</li> <li>• Read and become familiar with the Chapter 2015/16 public policy platform.</li> <li>• Send area policy makers invitations to Chapter organized December Alzheimer Town Hall Meeting.</li> <li>• At Memory Day and at the Town Hall Meeting, speak to at least three policy makers about issues facing my clients.</li> <li>• Review the Chapter's Employee Policy Manual.</li> <li>• Once a month during supervision, discuss with my field supervisor agency level policy/procedures that seem to improve or hinder workers' ability to practice.</li> </ul>
		Collaborate with colleagues and clients for effective policy action.	

Mid-year comments:

Final comments:

## Competency 9: Respond to contexts that shape practice

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<ul style="list-style-type: none"> <li>Research wandering devices for individuals who are an elopement risk. Create a handout with wandering reduction devices and tips that can be distributed to families.</li> <li>Once a month during supervision, discuss with my field supervisor agency level policy/procedures that seem to improve or hinder workers' ability to practice.</li> <li>Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations.</li> <li>Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting.</li> <li>Attend the Chapter's November Alzheimer's Research Forum at Johnson County Community College. When possible, apply what I learn to my client work.</li> </ul>
		Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	

**Mid-year comments:**

**Final comments:**

**Competency 10a: ENGAGE****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"><li>• Develop a rapport with clients by being on time to our visits.</li><li>• Prior to client meetings, review notes related to the client's personal interests/passions/history so that we are not exclusively discussing problems/concerns.</li><li>• Become familiar with agency and community resources related to aging and disabilities.</li><li>• Work with my field supervisor to identify opportunities to apply approaches I am studying in practice class to my field work.</li><li>• Facilitate early stage dementia support groups and have my field supervisor observe and provide feedback on my facilitation skills.</li></ul>
		Use empathy and other interpersonal skills.	
		Develop a mutually agreed-on focus of work and desired outcomes.	

**Mid-year comments:****Final comments:**

**Competency 10b: ASSESS****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Collect, organize, and interpret client data.	<ul style="list-style-type: none"><li>• Conduct biopsychosocial assessments utilizing the agency's strength based approach.</li><li>• Enter client notes into agency database within 48 hours of seeing a client. Periodically have an MSW staff member review and provide feedback on my documentation.</li><li>• Read the agency's Neuropsychiatric Guide for Dementia. Include suggestions from the guide in client intervention plans.</li><li>• Review with clients the goals I document in the agency database to ensure my interpretation of client goals are consistent with client wants, desires, &amp; intentions.</li></ul>
		Assess client strengths and limitations.	
		Develop mutually agreed-upon goal & objectives.	
		Select appropriate intervention strategies.	

**Mid-year comments:****Final comments:**

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

<b>Mid-year comments:</b>	
<b>Final comments:</b>	

**Competency 10d: EVALUATE**  
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Foundation Level Practice Behaviors	Activities Related to this Competency:
		Critically analyze, monitor and evaluate interventions.	<ul style="list-style-type: none"> <li>• Develop a brief Caregiver Satisfaction Survey to collect data on agency care consultations.</li> <li>• Draft a summary of the Caregiver Satisfaction Survey results and present it to all Chapter staff at the March monthly staff meeting.</li> <li>• Review client identified goals during field supervision to ensure that they are measurable and can be effectively evaluated.</li> </ul>

**SAMPLE FALL SEMESTER LEARNING CONTRACT- MSW CLINICAL**  
**EXAMPLE: SCHOOL SOCIAL WORK**

<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>			
<b>Mid- year evaluation (1-5)</b>	<b>Final evaluation (1-5)</b>	<b>KUSSW Advanced Level Clinical Practice Behaviors</b>	<b>Activities Related to this Competency:</b>
		Maintain a social work identity within clinical settings.	<ul style="list-style-type: none"> <li>• Introduce myself to staff and clients including that I am an MSW Social Work Intern.</li> <li>• Meet with staff including teachers and administrative staff identified by my field instructor to learn about their roles.</li> <li>• Prepare for interactions with students and their families by reviewing each student’s presenting problems with appropriate staff prior to the meeting.</li> <li>• Coordinate with teachers to plan individual and group meetings with students.</li> <li>• Read the District and State policy on mandated reporting when working with children. Prior to the end of my first month, review the policy with my field instructor during supervision.</li> <li>• Note concerns, questions and feelings throughout the week to prepare for and discuss in supervision with my field instructor.</li> </ul>
		Demonstrate the ability to develop clinical relationships with clients that reflect an understanding of both self and other.	
		Demonstrate the ability to develop respectful and productive relationships with other professional staff.	
		Demonstrate the ability to function within clearly-defined professional roles and boundaries based on client needs and agency context/services.	
		Identify specific areas where continued learning and supervision are needed in order to competently practice at the MSW level.	
		Prepare for supervision with a clear agenda that identifies specific clinical questions and concerns.	
<b>Mid-year comments:</b>			
<b>Final comments:</b>			



**Competency 2: Apply social work ethical principles to guide professional practice.**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Apply ethical decision-making skills to issues specific to clinical social work settings and practice.	<ul style="list-style-type: none"> <li>Research and utilize various ethical frameworks specific to the school social work setting to assist in ethical decision making. During at least one supervision meeting, apply that framework to a specific case I am observing/working.</li> <li>Discuss with clients how specific legal obligations related to mandated reporting in the school setting and limits of confidentiality of varying forms of communication, like texting or email.</li> </ul>
		Employ strategies of ethical reasoning to address the impact of technology and other advancements in clinical practice on client rights.	
		Identify and use knowledge of relationship dynamics, including power differentials, to appropriately guide clinical interactions with clients.	<ul style="list-style-type: none"> <li>Reflect on and discuss with my field instructor any ethical issue that may arise when interacting with clients and school staff.</li> <li>Utilize active listening skills and empathy in interactions with clients understanding that client social history has profound impact on building relationships.</li> </ul>
		Recognize and manage personal biases that may affect the clinical relationship and impact clients' well-being.	<ul style="list-style-type: none"> <li>Reflect on and monitor my personal biases throughout practicum and discuss with field instructor and process in classroom reflection papers and classroom discussion.</li> </ul>
		Utilize appropriate consultation and supervision to process clinical situations involving ethical conflicts or decisions.	

**Mid-year comments:**

**Final comments:**

### Competency 3: Apply critical thinking to inform and communicate professional judgments

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Articulate professional clinical impressions which integrate research knowledge, experiential learning, and client self-report.	<ul style="list-style-type: none"> <li>• Share information in multi-disciplinary school staff meetings each week regarding work with clients that reflects the specific interventions used with each client and why they were chosen.</li> <li>• Evaluate and monitor efficacy of interventions and resources throughout the phases of the treatment plan with each student.</li> <li>• As is defined in the NASW Code of Ethics 1.02 Self-Determination, respect clients' self-determination in all interactions within the parameters of the school setting. This includes seeking their input on behavior plans and other interventions, respecting the guidelines and restrictions of the school setting.</li> </ul>
		Demonstrate the ability to evaluate clients' strengths and vulnerabilities while utilizing specific clinical practice models.	
		Critically evaluate, select, and utilize appropriate assessment, diagnostic, intervention, and practice evaluation tools.	
		Evaluate the applicability of relevant theoretical perspectives to clients' conditions.	
		Demonstrate the ability to communicate informed clinical judgments, verbally and in writing, to other professionals.	
		Safeguards clients' dignity in all communications.	

**Mid-year comments:**

### Final comments:

## Competency 4: Engage in diversity and difference in practice

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Demonstrate the ability to analyze oppression within systems of service delivery and its impact on client well-being.	<ul style="list-style-type: none"> <li>• Discuss with field instructor how school systems impact social workers' ability to provide intervention to students and their families.</li> <li>• As outlined by the Shulman Skills I studied in practice class, foster authentic dialogue with students and families that provide a safe space to discuss impact of discrimination and oppression.</li> <li>• Seek research on students who are Spanish-speaking immigrants and students with special needs to inform appropriate interventions.</li> <li>• Assist students in organizing the monthly LGBTQ club meeting.</li> <li>• Attend two (one in the fall and one in spring) District hosted community meetings on reducing the achievement gap.</li> </ul>
		Demonstrates the ability to identify the intersection between one's own privilege and power and the client's culture and background within the context of the clinical relationship.	
		Identify and use practitioner/client differences to enhance the clinical relationship and work toward achieving client goals.	
		Demonstrate the ability to modify best-practice approaches in order to enhance cultural competence.	

**Mid-year comments:**

### Final comments:

Competency 5: Advocate human rights and social and economic justice	
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Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Integrate knowledge of the experience and effects of oppression, marginalization, discrimination, or historical trauma in treatment planning and interventions.	<ul style="list-style-type: none"> <li>Develop an understanding of agency services and programs currently utilized by students and their families by contacting at least 10 agencies identified with my field instructor.</li> <li>Identify disparities between the available resources and our students' current needs, and attempt to seek out additional resources.</li> </ul>
		Demonstrate an understanding of the depth and breadth of social and economic injustice, and integrate into treatment plans advocacy efforts aimed at eliminating mental health, health, or income disparities.	<ul style="list-style-type: none"> <li>Attend two (one in the fall and one in spring) District hosted community meetings on reducing the achievement gap.</li> <li>Participate in the implementation activities of an anti-school violence program, including researching other programs and defining a school social workers role in that program.</li> <li>During staffing meetings, communicate to school staff the barriers to academic success that include impact of oppression and discrimination.</li> </ul>

**Mid-year comments:**

**Final comments:**

## Competency 6: Engage in research-informed practice and practice-informed research

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Demonstrate the ability to apply the evidence-based practice process in clinical assessment and intervention with clients.	<ul style="list-style-type: none"> <li>Utilize on-going classroom discussions, research assignments, past work experience, and field instructor input to present client with possible best practice interventions.</li> <li>Work with my field instructor on a project to identify model programs that reduce school violence. Present findings to the school administrative staff in November.</li> <li>Collaborate with student/client on assessing efficacy and impact of treatment plan toward reaching their self-identified goals. When appropriate, work with the student/client to identify steps that may aid in their achieving goals.</li> <li>Enhance my knowledge of Solution Focused Therapy, by reading at least three research articles about its use with school-aged children.</li> </ul>
		Actively seek opportunities to generate new clinical knowledge through the evaluation of practice.	

**Mid-year comments:**

**Final comments:**

## Competency 7: Apply knowledge of human behavior and the social environment

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.	<ul style="list-style-type: none"> <li>Observe my field instructor completing at least five social histories of students and discuss her theoretical approach to selecting interventions.</li> <li>Complete social histories of students to guide selection of relevant and appropriate clinical interventions.</li> <li>Attend and contribute suggestions to at least three 504 planning meetings.</li> <li>Collaborate with the Community Mental Health Center's WRAP workers to develop appropriate IEP supported measures for students with mental health concerns/diagnosis.</li> <li>Consult with all relevant systems that impact students including family members, school staff, outside mental health staff, medical staff and family service workers to complete a comprehensive assessment of client need.</li> <li>Reference the DSM V to understand diagnostic impressions that will inform assessment and interventions.</li> </ul>
		Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments.	
		Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.	

**Mid-year comments:**

**Final comments:**

## Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Understand the impact of policies on clinical service delivery and the lives of clients and communicate this knowledge to relevant stakeholders.	<ul style="list-style-type: none"> <li>• Seek knowledge and understanding of federal, state and local legislation that hinders or enhances service delivery.</li> <li>• Attend at least one school board meeting on the boundary changes that will impact the students I serve.</li> <li>• Identify specific legislation that hinders or enhances service delivery, and present information at a staff meeting in January 2016.</li> <li>• Collaborate with field instructor and clients to initiate project that identifies gaps in agency resources and services.</li> <li>• Write a letter to a federal, state and local legislator on legislation that impacts social service delivery.</li> </ul>
		Demonstrate the ability to assemble appropriate evidence in advocating for policies that improve clinical services and advance client well- being.	
		Engage in efforts to influence policies to promote improved clinical services and enhanced client well-being.	
		Able to assess the effectiveness of advocacy efforts.	

Mid-year comments:

Final comments:

## Competency 9: Respond to contexts that shape practice

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Consider changing social conditions and emerging trends to keep clinical services relevant to the experiences and evolving social contexts of client populations.	<ul style="list-style-type: none"> <li>• Discuss with students/clients how social media impacts negatively and/or positively school success and personal relationships.</li> <li>• Attend community meeting schedule for October 8<sup>th</sup> at the Community Center, focused on reducing youth violence in the neighborhood.</li> </ul>
		Identify the social, cultural, political, economic, technological, environmental, and/or legal factors underpinning client problems.	
		Engage in collaborative practice with other social workers, service consumers, and community leaders to address problematic conditions.	

**Mid-year comments:**

**Final comments:**



**Competency 10a: ENGAGE****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Build professional clinical relationships with clients that establish clear boundaries and expectations.	<ul style="list-style-type: none"><li>• Observe Patty Smith, social worker at ABC School, working with students and families who are Spanish-speaking immigrants, to develop an understanding of how she engages and assesses this population of clients.</li><li>• Identify minimally two activities, things, or people that the student states positively impacts her/him prior to the end of our first or second meeting.</li><li>• Attend the District's February professional development on engaging and assessing student needs following a school crisis.</li></ul>
		Develop clinical relationships that are culturally appropriate and recognize interpersonal and contextual factors that affect the therapeutic relationship.	
		Establish a collaborative process with clients around treatment goals and therapeutic modalities which incorporates clients' preferences.	

**Mid-year comments:****Final comments:**

**Competency 10b: ASSESS****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Synthesize client data from a variety of sources utilizing bio-psycho-social-spiritual assessment in order to form diagnostic impressions.	<ul style="list-style-type: none"><li>• Observe my field instructor and Patty Smith, social worker at ABC school, during meetings with at least ten students, and discuss the use of the strengths perspective in their assessment process.</li><li>• Attend the District's February professional development on engaging and assessing student needs following a school crisis.</li><li>• Utilize strengths perspective in conversation with clients to understand how they have addressed challenges in the past.</li><li>• Consult DSM V in conjunction with other assessment tools to collaborate with client on appropriate interventions.</li><li>• Review historical school records, discuss with school staff and field instructor, and seek relevant historical records from outside agencies for at least five students to develop an accurate assessment and diagnosis.</li></ul>
		Elucidate clients' presenting problems and assess their readiness for change.	
		Assess strengths and resources that are available to help address clients' problems or circumstances.	
		Use clinical assessments or multi-axial diagnoses to help develop appropriate intervention strategies within the context of the agency's services.	

**Mid-year comments:****Final comments:**

**Competency 10c: INTERVENTION****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Select and implement clinical treatment plans and evidence-based strategies based on client preferences as well as appropriate theory and research.	<ul style="list-style-type: none"><li>• <b>Communicate to each client my role as a student intern and parameters of time we will be working together.</b></li><li>• <b>Review with clients successes and challenges of interventions used in the treatment plan at scheduled intervals as treatment plan progresses.</b></li><li>• <b>Attend and when appropriate contribute suggestions to at least three 504 planning meetings.</b></li></ul>
		Utilize clinical frameworks and treatment protocols indicated by assessment findings.	
		Collaborate with other professionals to coordinate additional treatment services.	
		Facilitate termination of clinical relationships with attention to clients' emotional well-being.	
		Facilitate termination of clinical relationships by assisting clients to develop plans to maintain goal achievements.	

**Mid-year comments:****Final comments:**

**Competency 10d: EVALUATE****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Mid- year evaluation (1-5)	Final evaluation (1-5)	KUSSW Advanced Level Clinical Practice Behaviors	Activities Related to this Competency:
		Critically analyze, monitor and evaluate interventions.	<ul style="list-style-type: none"><li>• During supervision with my field instructor each week, discuss and evaluate the interventions, successes, and challenges used with at least one student.</li><li>• Document student/client progress in the database as required by policy.</li></ul>
		Document clients' progress in agency records as required.	
		Use established research methods to evaluate clinical and practice effectiveness and/or outcomes.	

**Mid-year comments:****Final comments:**