

**APPLIED LEARNING IN PRACTICUM EDUCATION (591/593)  
 LEARNING AGREEMENT  
 AND  
 COMPREHENSIVE SKILLS EVALUATION**

I. IDENTIFYING INFORMATION		
<b>Student Name:</b> E-mail: Phone number:	<b>Practicum Faculty Liaison:</b> E-mail: Phone number:	
Agency Name:	<b>Practicum Instructor:</b> E-mail: Phone number:	
Agency Name: Agency Address:	<b>Preceptor:</b> E-mail: Phone number:	
	City:	
Telephone:	Fax:	Zip:
II. THE AGENCY AND THE COMMUNITY		
<b>(Agency)</b>		
A. Describe the agency's mission:		
B. Describe the organizational structure:		
C. List the services provided to community:		
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients:		

**(Community)**

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

H. Describe the community's perception of the agency:

I. List other agencies to which referrals are made:

J. Please provide your sources of information i.e. Practicum Instructor, agency website or other:

**III. GENERAL TIME MANAGEMENT**

A. List the days and hours in practicum placement:

B. List the day and time that reflective learning tools are due:

C. List the day, time, and length of individual practicum instruction:

D. List day and time of group supervision conference, if applicable:

E. List the name(s) of preceptor(s) and/or contact person in practicum instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

**IV. PRACTICUM EDUCATION ASSIGNMENTS**

Circle/check those learning activities to which the student **will be** exposed during the practicum placement period.

**A. Check all micro and mezzo practice assignments**

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention

Other (specify)

**B. Check all macro practice assignments**

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify) Resource manual	

**C. Check other learning experiences**

Seminars, In-Service Training/Conferences       Other (specify)

**V. SELF-AWARENESS ASSESSMENT**

A. In terms of "self-awareness," what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

**VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN PRACTICUM INSTRUCTION**

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your Practicum Instructor:

D. Describe your expectations of your Preceptor (if applicable):

E. Discussion on how you and your practicum instructor plan to complete the required practicum hours. Please refer to the Practicum Manual for additional information. Please consider university's and agency's holidays, clients' continuum care during the semester break and other potential schedule conflicts.

**VII. PRACTICUM INSTRUCTOR TEACHING PLAN (To be written by the Practicum Instructor)**

1. Detail your expectations of your student in supervision

2. How do you structure your weekly instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

3. Describe your plan for use of a preceptor with your student (If applicable)

a. Role of preceptor

b. Detail your plan for monitoring and evaluating this experience

## ORIENTATION CHECKLIST

### **Agency Overview**

- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

### **Agency Policies and Protocols**

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment  
(Agency HR contact for reporting: Name \_\_\_\_\_ phone # \_\_\_\_\_ email: \_\_\_\_\_ )
- Review agency policy regarding discrimination  
(Agency HR contact for reporting: Name \_\_\_\_\_ phone # \_\_\_\_\_ email: \_\_\_\_\_ )
- Review agency policy regarding antiracist practice/diversity, equity and inclusion  
(Agency point of contact: Name \_\_\_\_\_ phone # \_\_\_\_\_ email: \_\_\_\_\_ )
- Review agency policy regarding the *Americans with Disabilities Act*
- Review agency policy regarding OSHA
- Review agency policy regarding HIPPA

### **Practicum Instructor/Student Responsibilities**

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multicultural experiences
- Review plan for monitoring of student hours (by both practicum instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns and strategies to deal with them

**Integration of Practicum and Coursework**

- \_\_\_\_\_ Provide practicum Instructor with all course syllabi
- \_\_\_\_\_ Review all syllabi with Practicum Instructor

**Practicum Instructor & MSW Student:**

Please read Practicum Education Manual via this link: <https://dworakpeck.usc.edu/msw-on-campus/field-education/students-forms>

Your signature below serves as your understanding and acknowledgement that you will adhere to USC policies and expectations outlined in the Practicum Education Manual, harassment and discrimination policies.

**Learning Agreement Signatures**

Student: (*[Student Name]*): \_\_\_\_\_

Preceptor (Optional): (*[Preceptor Name]*): \_\_\_\_\_

Practicum Instructor: (*[Practicum Instructor Name]*):

\_\_\_\_\_

Practicum Faculty Liaison: (*[Practicum Faculty Liaison Name]*):

\_\_\_\_\_

(Student's signature acknowledges that the student has participated in a discussion of this learning agreement and has reviewed the learning agreement and Practicum Education Manual.)

## COMPREHENSIVE SKILLS EVALUATION GENERALIST PRACTICE

### INSTRUCTIONS

Please use the 10-point scale above to rate the skill level (and degree of consistency, as applicable) for each learning activity item. Use the anchors in the scale to guide your rating of the student's skill level for each item on a continuum from "0" (skill is not developed) to "10" (skill is mastered). Ratings on items for each semester can range from 0 to 10 depending on the student's skill level. Please use the full scale from 0 to 10, as appropriate, to rate the skill level of the student regardless of the semester. For example, a student in the first semester can be rated an "8" on any item if that skill is fully developed and consistently demonstrated in the practicum at that time. Conversely, a student in the fourth semester can be rated a "2" on any item if that skill is only beginning to develop at that time. Please note that for only the first semester (591/589a), some learning activity items can be rated an N/A; all other items require a rating from 0 to 10. All items require a rating from 0 to 10 for the second, third, and fourth semesters (593/589b and 691/693/699a/b).

#### Rating Scale:

0 = Skill is not developed

2 = Skill is beginning to develop

4 = Skill is still developing and is not consistent

6 = Skill is developed and is mostly consistent

8 = Skill is fully developed and consistent

10 = Skill is mastered; exceeds all standards

Skill is not developed (0)      ▼

Skill is mastered (10)

N/A	0	1	2	3	4	5	6	7	8	9	10
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N/A = There was no opportunity for the student to demonstrate skills in this area.



### Competency 1 – Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

**Skill is not developed (0)** -----> **Skill is mastered (10)**

0	1	2	3	4	5	6	7	8	9	10
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<b>Generalist Practice Behavior Evaluation</b>	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
<p>1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics within the profession.</p> <p>EXAMPLE: The student consults with the assigned practicum instructor when an ethical dilemma arises with a client.</p>				
<p>1b Uses self-regulation and self-management to maintain professional roles and boundaries with <i>clients</i>.</p> <p>EXAMPLE: The student is able to clearly articulate challenges with engaging a client during clinical group supervision in a professional manner.</p>				
<p>1c. Use technology ethically and appropriately to facilitate practice outcomes</p> <p>EXAMPLE: The student sends regular email reminders to their client each week in preparation for individual therapy.</p>				

1d. Use supervision and consultation to guide professional judgment and behavior EXAMPLE: The student uses supervision to critically reflect on countertransference triggers.				
1e. Demonstrates professional appearance. EXAMPLE: The student understands that the organization has a dress code and follows it accordingly.				
1f. Demonstrates professionalism in oral communication. EXAMPLE: The student avoids professional jargon when she communicates with her client.				
1g. Demonstrates professionalism in written communication/documentation. EXAMPLE: The student provides quality written notes in case records.				
1h. Demonstrates professionalism in electronic communication. EXAMPLE: The student presents himself with professional salutations and good grammar when communicating via E-mail.				
1i. Demonstrates accountability in meeting practicum placement requirements in a timely manner (i.e., attendance, paperwork, and assigned casework or projects). EXAMPLE: The student is punctual in submitting paperwork and assignments.				
1j. Apply self-care strategies to attend to personal wellness. EXAMPLE: Student develops a list of mindfulness activities to implement during internship break time.				
1k. Uses supervision/practicum instruction and/or consultation to guide professional judgment and behavior. EXAMPLE: The student takes feedback from practicum instruction and employs it in the practicum to improve communication skills.				
1l. Understands the roles of other professionals and engages in interprofessional team practice. EXAMPLE: Student intern consults and coordinates with integrated health and/or behavioral health professionals to maximize optimal treatment outcomes.				

**Competency 1: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any rating in red & blue zones):**

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## Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

**Skill is not developed (0)** -----> **Skill is mastered (10)**

0	1	2	3	4	5	6	7	8	9	10
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- 6 = Skill is developed and is mostly consistent
- 8 = Skill is fully developed and consistent
- 10 = Skill is mastered; exceeds all standards

<b>Generalist Practice Behavior Evaluation</b>	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
2a. Advocate for human rights at the individual, family, group, organizational, and community system levels.  EXAMPLE: The student advocates for their transgender client to be allowed to use the women's restroom at her school.				
2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  EXAMPLE: The student revised the agency intake form to include more inclusive ethnic and racial identity categories that more accurately reflect the community the agency serves i.e. Indigenous Descent.				

**Competency 2: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any rating in the red & blue zones):**

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### Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Skill is not developed (0) ----- Skill is mastered (10)

0	1	2	3	4	5	6	7	8	9	10
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Generalist Practice Behavior Evaluation	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
<p>3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p> <p>EXAMPLE: The student informs their agency constituents of a policy that increases their client’s ability to access quality healthcare services in a medically underserved community.</p>				
<p>3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p> <p>EXAMPLE: Despite the student's personal beliefs or biases, the student was able to provide client-centered care by helping LGBTQIA + community members access affirming resources and support.</p> <p>EXAMPLE: During the intake process, the student conducts a comprehensive evaluation that explores a family’s cultural identity, beliefs, and traditions prior to developing a treatment plan.</p>				

**Competency 3: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

Comments (required for any rating in the red and blue zones):

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**Competency 4 – Engage in Practice-informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Skill is not developed (0) -----> Skill is mastered (10)

0	1	2	3	4	5	6	7	8	9	10
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**Generalist Practice Behavior Evaluation**

	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
4a. Apply research findings to inform and improve practice, policy, and programs  EXAMPLE: Based on the evidence-based interventions, the student selected Parent Child Interaction Therapy techniques that had proven outcomes with their teen parents.				
4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.  EXAMPLE: Student interns evaluate the Promotoras program to assess the impact on sex education among Latino adolescents in the community.				

**Competency 4: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

**Core Competencies that can be N/A for the first semester:**

**4b**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any rating in the red and blue zones):**

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**Competency 5 – Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

**Skill is not developed (0) -----> Skill is mastered (10)**

0	1	2	3	4	5	6	7	8	9	10
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**Generalist Practice Behavior Evaluation**

FI/ST		FI/ST	
1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>

<p>5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p> <p>EXAMPLE: The student participates in a workgroup to identify strategies to tackle the barriers that prevent marginalized communities from accessing services.</p>				
<p>5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p> <p>EXAMPLE: Understanding the limits of the Affordable Care Act in helping their client afford costly medical procedures, the student finds community-based organizations to financially help the client in getting a life-saving procedure.</p>				

**Competency 5: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any ratings in the red and blue zones):**

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**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Skill is not developed (0) ----- Skill is mastered (10)

0	1	2	3	4	5	6	7	8	9	10
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Generalist Practice Behavior Evaluation	F1/ST		F1/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
<p>6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</p> <p>EXAMPLE: Understanding that the community’s mistrust of outsiders, the student takes time to build relationships and trust with community members.</p>				
<p>6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p> <p>EXAMPLE: The student uses feedback informed practice to gather input from their client on the therapeutic process.</p>				

**Competency 6: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any ratings in the red and blue zones):**

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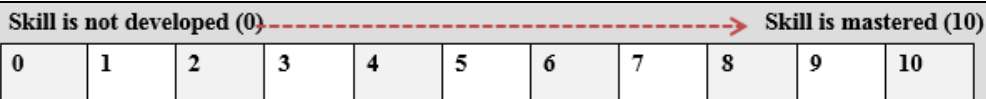


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**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**



Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.



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<b>Generalist Practice Behavior Evaluation</b>	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
<p>7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</p> <p>EXAMPLE: During a multidisciplinary team meeting, a student develops a safety plan with their client to identify a support network to help the client in times of crisis.</p>				
<p>7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p> <p>EXAMPLE: During the assessment process with a client who experienced intimate partner violence, the student remains unbiased and respects the client’s decision not to press charges against the perpetrator.</p>				

**Competency 7: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any rating in the red and blue zones):**

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**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Skill is not developed (0) -----> Skill is mastered (10)

0	1	2	3	4	5	6	7	8	9	10
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**Generalist Practice Behavior Evaluation**

FI/ST		FI/ST	
1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>

8c. Uses multidisciplinary collaboration as appropriate to achieve beneficial practice outcomes.

EXAMPLE: The student’s client has been removed from preschool due to behavioral problems. The student facilitates meetings with the client’s parents, preschool teacher, and primary care physician.

**Competency 8: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

First Semester	0	1	2	3	4	5	6	7	8	9	10
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Second Semester	0	1	2	3	4	5	6	7	8	9	10
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Comments (required for any rating in the red and blue zones of 0):

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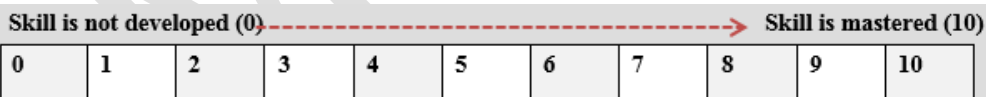


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### Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

~~Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.~~

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.



**Rating Scale:**

- 0 = Skill is not developed
- 2 = Skill is beginning to develop
- 4 = Skill is still developing and is not consistent
- 6 = Skill is developed and is mostly consistent
- 8 = Skill is fully developed and consistent
- 10 = Skill is mastered; exceeds all standards

Generalist Practice Behavior Evaluation	FI/ST		FI/ST	
	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
9a. Select and use culturally responsive methods for evaluation of outcomes. EXAMPLE: The student understands that administering a standardized instrument in English for the organization's primarily Spanish-speaking clients is not an appropriate method for evaluation.				
9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.				

EXAMPLE: The student reviews a program evaluation to assess the effectiveness of a treatment model with a certain client population.

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**Competency 9: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range**

**Core Competencies that can be N/A for the first semester:  
9a, 9b, 9c**

First Semester	0	1	2	3	4	5	6	7	8	9	10
Second Semester	0	1	2	3	4	5	6	7	8	9	10

**Comments (required for any rating in red and blue zones):**

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TEMPLE