

# **RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM I**

This document was created from field instructor evaluations at the conclusion of Field Practicum I in Fall, 2008. Sharon Alpert, LCSW began the project by compiling a comprehensive list of all evidence to support the ratings given by field instructors. The Field Practicum Advisory Committee made decisions about the definition of competency for each competency area and what evidence belonged to which rating. Kay Schiller, LCSW and Karla Sehnert, the Field Office Graduate Student assisted with the review and final editing.

August, 2010

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Field Practicum I Evaluation Form

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**A. PROFESSIONAL IDENTITY: Demonstrate the ability to understand the role of the social worker.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Define a professional relationship and explain how it differs from other relationships.
2. Define the role of the professional social worker in relationship to other professional roles.
3. Demonstrate an awareness of the importance of boundaries and practice accordingly.
4. In supervision, identify how one's own biases and/or life experiences affect the development of professional relationships, including work with clients and colleagues; demonstrate ability to modify one's behavior accordingly.
5. Participate in discussion of supervisory feedback and incorporate results of discussion into one's practice.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Demonstrate an understanding of the value base of the profession and its ethical standards and principles.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Articulate with the field instructor agency practice as it relates to the NASW Code of Ethics and the Texas State Board of Social Work Examiners Code of Conduct.
2. Identify personal values as they reflect or conflict with the values of the profession.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. CRITICAL THINKING: Apply critical thinking skills within the context of professional social work practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify and articulate one's own belief system with regard to clients, client problems, practice skills and interventions, and social policy.
2. Demonstrate an ability to raise important questions and problems in social work and to formulate them clearly and precisely.
3. Engage field instructor in discussion when one's belief system is challenged by new circumstances or when one feels uncomfortable.

**Evidence to support rating:**

**Strategies to increase competence:**

**D. DIVERSITY: Practice without discrimination with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify special concerns related to meeting the needs of the above within the agency context.
2. Articulate and demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

**Evidence to support rating:**

**Strategies to increase competence:**

**E. HUMAN RIGHTS AND SOCIAL JUSTICE: Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Review the agency's stated mission for its influence on social, economic, and political justice.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use critical thinking to evaluate research studies applicable to practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Take initiative to locate readings or other resources to improve practice.
2. Critically analyze readings and other resources and apply one of them to practice in the agency setting.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Identify theoretical frameworks utilized in the agency setting to understand individual and organizational behavior.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Explore and list the theoretical frameworks used for practice within the agency setting.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Demonstrate an awareness of the impact of social policy on practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify a social policy that impacts agency clients.
2. Discuss the history and rationale for this policy.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Function within the structure of organizations and service delivery systems.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Describe the history of the agency, or of a specific agency unit, and how its structure has evolved over time.
2. Identify the social service delivery systems of which the agency is a part.
3. Compare the formal and informal decision-making process within the agency.
4. Communicate effectively within the agency structure.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Define the client by answering the question, "Whom do I serve within the context of the agency?".
2. Demonstrate an ability to use both micro and macro tasks on behalf of a single client system.

**Evidence to support rating:**

**Strategies to increase competence:**

**K. PROFESSIONAL BEHAVIOR: Demonstrate professional behavior in both community and agency setting.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate a willingness and an ability to listen to others.
4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution.
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Actively engage in supervision.

**Evidence to support rating:**

**Strategies to increase competence:**

## EVALUATION CATEGORIES

### **UP Unacceptable Progress**

Never demonstrates awareness, knowledge and skills as a graduate social work intern

### **IP Insufficient Progress**

Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

### **EC Emerging Competence**

Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern

### **C Competence**

Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

### **AC Advanced Competence**

Expertly demonstrates awareness, knowledge and skills as a graduate social work intern

# Field Practicum I: Professional Identity

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>PROFESSIONAL IDENTITY:</b></p> <p>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</p> <p><b>Practice Behavior:</b> Demonstrate the ability to understand the role of the social worker.</p> <p>Demonstrate professional behavior in both community and agency setting.</p>	<ul style="list-style-type: none"> <li>Behaves inappropriately with staff and client systems; unable to separate self from others.</li> <li>Unable to distinguish between the social work role and roles of other disciplines.</li> <li>Even with supervision and feedback unable to understand the need for appropriate boundaries.</li> <li>Even with supervision and feedback, allows personal biases and opinions to affect professional practice.</li> <li>Resists supervisory feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Struggles with understanding the difference between personal relationships and professional relationships.</li> <li>Confuses the role of social worker with the roles of other disciplines.</li> <li>Struggles to understand and maintain appropriate boundaries.</li> <li>Unable to recognize personal biases.</li> <li>Inconsistently attends and/or is unprepared for supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the difference between personal and professional relationships; beginning to be able to practice accordingly.</li> <li>Continues to explore the difference between the social work role and the role of other disciplines.</li> <li>Understands the need for appropriate boundaries, but practices inconsistently.</li> <li>Demonstrates a willingness to explore personal biases that affect professional practice.</li> <li>Participates in supervisory discussions; provides regular agendas and time sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Relates appropriately and conscientiously with client systems.</li> <li>Has learned how each staff member's role and responsibility affects team performance; understands the parameters of the social work role in the team.</li> <li>Consistently demonstrates professional boundaries and insight about their importance.</li> <li>Recognizes one's own biases but is able to "prevent" their impact on practice.</li> <li>Open to supervision; responds appropriately incorporating results of supervisory feedback into practice.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out supervision to continually improve understanding of the difference between personal and professional relationships.</li> <li>Collaborates effectively with other disciplines.</li> <li>Maintains excellent boundaries, and when facing challenging situations seeks out assistance on how to respond professionally and effectively.</li> <li>Proactive in seeking out assistance when recognizing that biases might be present.</li> <li>Proactive in seeking out appropriate and timely supervisory feedback.</li> </ul>

# Field Practicum I: Ethics

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>ETHICS:</b></p> <p>2.1.2 Apply social work ethical principles to guide professional practice.</p> <p><b>Practice Behavior:</b></p> <p>Demonstrate an understanding of the value base of the profession and its ethical standards and principles.</p>	<ul style="list-style-type: none"> <li>Violates social work standards as described in the NASW Code of Ethics and the Texas State Board of Social Work Examiners Code of Conduct.</li> <li>Resistant to the discussion of values.</li> </ul>	<ul style="list-style-type: none"> <li>Has not yet read the NASW Code of Ethics or the Texas State Board of Social Work Examiners Code of Ethics.</li> <li>Has difficulty expressing the differences between personal values and the core values of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>Has read the NASW Code of Ethics and the Texas State Board of Social Work Examiners Code of Conduct.</li> <li>Expresses a beginning understanding of the relationship between personal values and the core values of the profession in supervisory sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates in supervision an understanding of how the agency's practice is or is not in alignment with the NASW Code of Ethics and the Texas State Board of Social Work Examiner's Code of Conduct.</li> <li>Comfortably discusses the similarities and differences between personal values and the core values of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback on programmatic decisions that impact the work of the agency, relating it to social work ethical guidelines.</li> <li>Seeks out supervisory assistance when faced with situations of values conflict.</li> </ul>

# Field Practicum I: Critical Thinking

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>CRITICAL THINKING:</b></p> <p>2.1.3 Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice Behavior:</i> Apply critical thinking skills within the context of professional social work practice.</p>	<ul style="list-style-type: none"> <li>Has great difficulty identifying and articulating her own belief systems in regards to her clients and their situations.</li> <li>Struggles to identify questions for learning.</li> <li>Unable to raise questions based on observations</li> </ul>	<ul style="list-style-type: none"> <li>Needs guidance applying critical thinking skills to the context of SW.</li> <li>Needs to expound on own personal beliefs and articulate possible conflicts with practice.</li> <li>Struggles to understand the relationship between personal beliefs and professional decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Has assessed and begun to identify own beliefs and how they may affect client.</li> <li>Has begun to engage in discussions when belief system is challenged.</li> <li>Student is open to ideas that are different from his/hers.</li> <li>Beginning to practice self-awareness in the professional setting.</li> <li>Demonstrated an emerging ability to raise and discuss important questions and problems.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies own belief system and how it may impact practice.</li> <li>Consistently demonstrates ability to question and communicate own belief system.</li> <li>Able to examine impact of personal experiences on helping relationships.</li> <li>Openly seeks advice and constructive criticism from the social workers when uncertain how to respond to uncomfortable situations.</li> <li>Able to challenge preconceptions.</li> <li>Developing critical thinking in reference to personal belief systems regarding interactions with client systems.</li> </ul>	<ul style="list-style-type: none"> <li>Has good insight and is able to ask relevant questions that get at different layers of problems clients are facing and different solutions to the problems.</li> <li>Raises critical questions about the agency's service delivery system and provides constructive criticism.</li> <li>Applies critical thinking skills in problem-solving in working with clients and client systems.</li> <li>Pursues answers to questions through reading and other resources.</li> </ul>



# Field Practicum I: Diversity

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>DIVERSITY:</b></p> <p><b>2.1.4</b> Engage diversity and difference in practice.</p> <p><b>Practice Behavior:</b> Practice without discrimination with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.</p>	<ul style="list-style-type: none"> <li>Resistant to exploring issues of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Has expressed some discomfort in working with different minority populations.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges own biases and beliefs.</li> <li>Expressed limitations in working with diverse populations but demonstrates interest in learning more about this.</li> <li>Student is building her comfort level working with diverse populations.</li> <li>Student is learning to see clients as individuals.</li> <li>Has begun to see how clients can experience discrimination sometimes as a result of the very policies created on their behalf.</li> <li>Aware and open to improving knowledge of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of cultural and linguistic competence in the field.</li> <li>Sensitive and respectful of values, beliefs and lifestyles that differ from her own.</li> <li>Demonstrates compassion and empathy in working with diverse client populations.</li> <li>Examines in supervision own stereotypes and internal discrimination and the effect it could have on client outcome.</li> <li>Able to identify the influence of culture and ethnicity in working with others.</li> <li>Able to discuss barriers and special needs of diverse populations in supervision.</li> <li>Engages in identifying needs of client population on a micro and macro level.</li> </ul>	<ul style="list-style-type: none"> <li>Adept at identifying areas of discrimination.</li> <li>Consistently communicates effectively with and feels empathy for individuals dealing with adversity.</li> <li>Consistently able to employ interventions that are culturally informed.</li> <li>Demonstrates a strong intuitive sense of clients' diversity issues and is able to employ interventions that are culturally informed.</li> <li>Uses knowledge of diverse populations to advocate for expanding and diversifying services.</li> </ul>

# Field Practicum I: Human Rights and Social Justice

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>HUMAN RIGHTS &amp; SOCIAL JUSTICE:</b></p> <p>2.1.5 Advance human rights and social and economic justice.</p> <p><i>Practice Behavior:</i> Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.</p>	<ul style="list-style-type: none"> <li>Student did not locate mission statement.</li> <li>Resistant to discussion of human rights and social justice.</li> </ul>	<ul style="list-style-type: none"> <li>Read mission statement but unable to make connection to work of agency and the client population.</li> </ul>	<ul style="list-style-type: none"> <li>Has reviewed the agency mission statement and how it related to human rights and social justice.</li> <li>Interviewed the CEO and Director about agency's vision and planned avenues for growth and development within the community.</li> <li>Learning about community population and their struggles, strengths and barriers.</li> <li>Recognizes the environmental and political impact on clients</li> <li>Shows an understanding of oppression and discrimination.</li> <li>Has shown an understanding of human rights and oppression.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed intern manual and agency website and has a solid understanding of agency mission and key issues/concerns.</li> <li>Asks questions about agency mission and discussed in supervision social justice in relation to clients.</li> <li>Can understand and relate the concepts of the agency mission statement and appropriate behavior of a social worker.</li> <li>In discussions able to identify agency mission in relation to its social and political impact.</li> <li>Discussed in supervision how mission statement influences agency policy and how it meets client needs.</li> <li>Has become aware of how some of our agency practices are in contradiction with our mission.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates an understanding of the agency mission and has effectively practiced within it.</li> <li>Consistently scrutinizes the implementation of the mission noting deficits in accomplishing this mission.</li> <li>Located and discussed mission statements for 3 agencies and their differences and similarities in terms of social, economic and political justice.</li> <li>Initiates discussion about how policies can be in direct conflict with agency beliefs.</li> <li>Has reviewed the agency's mission and has assisted the agency in implementing social, economic and political justice through advocacy efforts at the</li> </ul>

# Field Practicum I: Human Rights and Social Justice

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<ul style="list-style-type: none"> <li>Has knowledge of forms and mechanisms of oppression and how oppression affects the families we serve.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of the need for agencies to practice social justice towards its employees by providing benefits and appropriate wages.</li> </ul>	capital and local meetings.

# Field Practicum I: Research

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>RESEARCH:</p> <p>2.1.6 Engage in research-informed practice and practice-informed research.</p> <p><i>Practice Behavior:</i> Use critical thinking to evaluate research studies applicable to practice.</p>	<ul style="list-style-type: none"> <li>Student has not brought forth research for review or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions about research.</li> <li>Relies on field instructor to provide research articles.</li> <li>Did not critically analyze readings or apply research findings to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of research in practice.</li> <li>Used tools such as the Internet, library, books and resources in the agency to locate readings/resources to improve her practice.</li> <li>Took initiative to research some intervention topics specific to client population.</li> <li>Read and discussed articles related to our practice.</li> <li>In the process of conducting literature reviews for interventions relevant to placement and the unique needs of his clients.</li> <li>Initiates discussion's with field instructor about how to apply research to practice.</li> <li>Has begun to analyze previous research.</li> </ul>	<ul style="list-style-type: none"> <li>Took the initiative to read and locate information to inform and improve practice; analyzed these readings.</li> <li>Seeks out readings, research and resources and is able to critically analyze how they could apply and not apply to practice.</li> <li>Reviewed articles and provided written critiques for discussion with field instructor.</li> <li>Instrumental in analyzing the data obtained through a student satisfaction survey with recommendations for program planning.</li> <li>Participated in and analyzed several aspects of outcome measures data collection and made recommendations for applying them to practice.</li> <li>Consistently updates staff and supervisor on articles and resources to increase his knowledge for practice with clients.</li> </ul>	<ul style="list-style-type: none"> <li>Worked individually with clients, researched effective means of intervention and looked for creative ways to address identified concerns.</li> <li>Takes initiative to locate readings on client population and applies information to practice.</li> <li>Critically analyzed readings/resources and applies some of them to improve her practice.</li> </ul>

# Field Practicum I: HBSE

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>HBSE:</b></p> <p><b>2.1.7</b> Apply knowledge of human behavior and the social environment.</p> <p><b>Practice Behavior:</b> Identify theoretical frameworks utilized in the agency setting to understand individual and organizational behavior.</p>	<ul style="list-style-type: none"> <li>Student has taken no initiative to discuss theory.</li> <li>Has no understanding of the relationship of theory to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Limited discussion of theoretical application in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Student has begun to understand theory through discussion of client population served by this agency and the programs offered as well.</li> <li>Student has been introduced to policy development, conflict resolution, problem-solving and reward systems.</li> <li>Student has been able to identify the theoretical frameworks used for practice within the agency.</li> <li>Has discussed theoretical frameworks – behavioral, rational and cognitive approaches to counseling.</li> <li>Have had discussions concerning theoretical frameworks impact with at the micro, mezzo, and macro levels of our involvement with both individual and organizational behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated an understanding of various theoretical frameworks best suited for agency client population.</li> <li>Distinguishes between Systems Theory, person-in-environment and CBT approaches in agency setting. And understands SW perspective using strengths-based approach.</li> <li>Student understands Social Exchange Theory and its use within the agency to decide what programs are viable within budget and benefit the most people.</li> <li>Demonstrated competency in viewing issues through the lens of feminist theory/human rights framework.</li> <li>Student identifies that the agency uses a generalist approach and can articulate what that is.</li> <li>Student observed case management practices and found theories that “fit” (i.e. Grief process, life stages, disengagement).</li> </ul>	<ul style="list-style-type: none"> <li>Expertly demonstrates knowledge of theoretical frameworks and employs these in practice within the agency.</li> <li>Student has been using the person-in-environment approach to complete the psychosocial assessments and identify psychosocial needs of patients. She is practicing Systems Theory in a medical setting.</li> <li>Has conducted research on Family Systems approach and able to clearly define the importance of prevention through education, the psycho-educational approach utilized by the agency.</li> </ul>

# Field Practicum I: HBSE

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<ul style="list-style-type: none"> <li>• Has articulated applicable theories during supervision and asks for clarification from supervisor.</li> <li>• Completed reading several journal articles on the trans-theoretical model stages of change.</li> <li>• Student has completed readings and participated in discussions regarding the theoretical frameworks used for practice within the agency as well as the overarching theory guiding the agency practice.</li> <li>• Student is currently researching RET.</li> <li>• Need to explore and work on this more, student understands the basics.</li> </ul>		

# Field Practicum I: Policy

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>POLICY:</b></p> <p><b>2.1.8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p><b>Practice Behavior:</b> Demonstrate an awareness of the impact of social policy on practice.</p>	<ul style="list-style-type: none"> <li>Student is not open to discussion of social policy issues.</li> <li>Student does not see a relationship between policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>Student is aware of social policies and the policies of the agency on a limited basis.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates emerging competency in social policy through work with agency clients.</li> <li>Student demonstrates initiative in wanting to learn how policy impacts practice.</li> <li>Student was introduced to how social policy is conceived and implemented.</li> <li>Has been exposed to several agency programs that affect social policy and the history of the program.</li> <li>Completed instruction with FI around social policy and its effect on direct service.</li> <li>Student has beginning awareness of social policy and the needs of the client population served by the agency.</li> <li>Student beginning to recognize the connection between social policies and the lack of services to assist families.</li> <li>Has begun to research</li> </ul>	<ul style="list-style-type: none"> <li>Able to articulate and ask questions about the local policies and how it differs from the state, federal policies.</li> <li>Has been able to identify how the Texas Family Code governs the standard of a Child Advocacy Center.</li> <li>Identified Medicare and Medicaid policies that impact the agency and patients.</li> <li>Identified social policy that impacts agency clients including controversy concerning sex education in schools and the implementation of pregnancy prevention and parenting program.</li> <li>Has been able to analyze a recent Supreme Court ruling that overturned the decision for CPS to remove children based on risk alone and was able to identify how that affects many children in CPS care.</li> <li>Comprehends state education laws and the need for external</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates an awareness of the impact of social policies on practice, raises critical questions for discussions.</li> <li>Has consistently demonstrated awareness of the impact of social policy on practice through research, policy analysis and writing policy briefs/summaries in addition to meetings with public officials and community organizations.</li> <li>Has written web content with "take action" sections that highlight ways people can influence government and policy.</li> <li>Provided appropriate research to Manger of Policy/Advocacy</li> </ul>

# Field Practicum I: Policy

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<p>social policy at the national level that impacts our work at this agency.</p> <ul style="list-style-type: none"> <li>Has been exposed to insurance regulations and limitations and how it impacts social policy in a hospital setting.</li> <li>Is gaining an understanding of how such things as Medicare and Medicaid legislation affect the services to the socio-economically diverse population of our patients.</li> </ul>	<p>funding to make program work.</p> <ul style="list-style-type: none"> <li>Student has participated in discussions regarding the Medicare recovery program and how it may impact the hospital and the clients. Student has been able to observe how the type of insurance or lack of insurance affects a patient's discharge plan.</li> <li>Student has an understanding of how the Texas legislature affects Medicare and Medicaid and programs that serve underprivileged.</li> <li>Student discussed and understands financial limitation of federal and state funds for seniors.</li> <li>Understands that current immigration policies are separating families, and is involved in securing resources for clients with immigration issues.</li> <li>Researched and has been able to observe the impact that the harsh immigration policies</li> </ul>	<p>for strategizing on how to advise UN in political negotiations with Burma</p> <p>Demonstrated value for administrative work in preparing for strategy meetings.</p>

## Field Practicum I: Policy

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>have had on children born in the USA to undocumented families.</p> <ul style="list-style-type: none"> <li>• Researching and reviewing social policy, legislation and regulatory standards and engages in discussions with staff to have an understanding of the baseline agency and program operations.</li> <li>• The student has researched and understands TANF policies and how these policies impact clients.</li> </ul>	

# Field Practicum I: Professional Contexts

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<b>PROFESSIONAL CONTEXTS:</b> 2.1.9 Respond to contexts that shape practice.	<ul style="list-style-type: none"> <li>Student has difficulty communicating effectively within agency structure and protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Student has limited understanding of agency structure and how it effects practice.</li> <li>Student interviewed FI on the agency history.</li> <li>Student can describe portions of the history of the agency and the program.</li> <li>The student has a comprehensive understanding of the systems in which this agency works. But lacks ability to question the decision making process.</li> </ul>	<ul style="list-style-type: none"> <li>Student is learning about agency functioning and layers of service delivery.</li> <li>Continues to ask questions and integrate knowledge gained into conceptual understanding of this practice.</li> <li>Student has made an effort to obtain information on the agency's history and evolution. Is aware of the mission statement. Is building awareness of the formal and informal decision making process.</li> <li>Is able to relate in a basic way the history of the agency and has observed much informal communication</li> </ul>	<ul style="list-style-type: none"> <li>Familiar with history of the agency and social service delivery systems.</li> <li>Communicates very effectively within agency structure.</li> <li>Very conscientious in regards to understanding agency structure and communicates effectively within it.</li> <li>Understands the agency's structure, service delivery system, decision-making process and communication process; able to communicate within the agency structure.</li> <li>Understands the difference between the formal and informal decision making process and how to maneuver effectively within the organization.</li> <li>The student has described the history of the program and how its structure has evolved over time. The student can describe the service delivery system, has been able to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated knowledge of agency protocols and how the flow chart of staff and their responsibilities with the agency promote effective implementation of programming.</li> <li>Has identified the need for more consistent communication between the administration and staff members within the agency.</li> <li>Student has demonstrated strong understanding of the agency structure, service delivery systems, decision making process and communication process by performing effectively.</li> </ul>
<b>Practice Behavior:</b> Function within the structure of organizations and service delivery systems.					

# Field Practicum I: Professional Contexts

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<p>among staff members.</p> <ul style="list-style-type: none"> <li>Has attended agency orientation, participated in various case staffing as well as shift change, observed the referral process and made referrals to other programs.</li> <li>Has researched history of the agency and articulated results. Indicates understanding of services the agency provides.</li> <li>Student functions appropriately by learning policies and procedures within the agency.</li> </ul>	<p>knowledge of the formal and informal decision making processes, and communicates consistently within the agency structure.</p>	

# Field Practicum I: Practice

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>PRACTICE:</b></p> <p><b>2.1.10</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p><b>Practice Behavior:</b> Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes.</p>	<ul style="list-style-type: none"> <li>Has difficulty applying a social work perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Has shown limited progress on integrating knowledge and skill in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Student has gained an understanding of the relationship of the agency to the client and the community.</li> <li>Has an understanding of who clients are and how this impacts the work of the agency.</li> <li>Student showed an understanding of whom the agency serves and what the client's needs are.</li> <li>Student recognizes the multifaceted client system served.</li> <li>Student is becoming more aware of the various system roles and entities and how they are affecting clients.</li> <li>Student demonstrated beginning professional skills in her micro tasks (casework with client and support groups) and in limited work on a macro level (participant-observer in coalition meeting).</li> <li>Is learning to define a client and participate in</li> </ul>	<ul style="list-style-type: none"> <li>Student has been able to analyze each situation and frame discussion around the client's particular circumstances and the setting they are in. Has been able to view the various interventions through the agency model.</li> <li>Has a keen understanding of her clients in the context of the agency and also in the macro context of society.</li> <li>Student is very aware of who the client is within the system. Has demonstrated the ability to use both micro and macro tasks on behalf of clients.</li> <li>Student uses both micro and macro tasks by applying knowledge and skills with different systems.</li> <li>Is able to use both micro and macro tasks on behalf of a single client. Has a clear understanding of who the agency serves.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates professional skills in micro tasks (work with individual clients and families and support groups) and in program development tasks (macro).</li> <li>Consistently demonstrates skills on macro level with interagency and advocacy work.</li> <li>Student acts and thinks as an advocate for patients, has researched resources and has noted "holes" in patients ability to access them.</li> </ul>

# Field Practicum I: Practice

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<p>micro and macro tasks for families.</p>	<ul style="list-style-type: none"> <li>• Student worked with clients individually in a micro setting as well as utilize community resources at the macro level to advocate for quality services for the clients and families.</li> <li>• Student is able to consistently verbalize how the macro interventions will assist in micro level sessions.</li> <li>• Student has advocated at the micro level for the needs of a specific child and at the macro level, advocating for all children at the legislative level.</li> </ul>	