

FIELD EDUCATION

MSW LEARNING PLAN
Clinical Concentration Year

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Student's Name: _____

Field Agency: _____

Student's Signature: _____ Date: _____

Field Educator's Signature: _____ Date: _____

Task Supervisor's Signature: _____ Date: _____

Field Advisor's Signature: _____ Date: _____

MSW CLINICAL YEAR LEARNING PLAN

The student learning plan provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

List of Ten Core Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Incorporate diversity into practice.
5. Advocate for human rights and social justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior in the social environment.
8. Engage in policy practice to advance social and economic well-being.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

CSWE has operationalized these competencies by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field educator to negotiate the learning plan content within the first four (4) weeks of the field placement. The student is responsible for providing a copy of the learning plan to Field Education (Powers 122) by the stated deadline on the student field calendar.

This learning plan outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior should have a student task which relates directly to the behavior. A sample plan is included to assist students and field instructors in developing appropriate tasks. Please contact Field Education or your field advisor if you have additional questions.

1. COMPETENCY:	PROFESSIONALISM
CORE COMPETENCY 2.1.1:	Identify With the Social Work Profession
GOAL:	The intern identifies as a professional social worker and conducts her/himself accordingly
PRACTICE BEHAVIORS:	<ul style="list-style-type: none"> A. The intern readily identifies as a social work professional B. The intern demonstrates professional use of self with clients C. The intern understands and identifies professional strengths, limitations and challenges D. The intern develops, manages and maintains therapeutic relationships with clients within the person-in environment and strengths perspectives

<u>Tasks/Activities</u>		<u>Target Date</u>
A.	Readily identifies as a social work professional	
	1. <u>Join local NASW chapter and participate in activities.</u>	_____
	2. <u>Participate in in-service trainings/conferences/workshops to enhance learning.</u>	_____
B.	Demonstrates professional use of self with clients	
	1. <u>Keep a reflective journal</u>	_____
	2. <u>Use of process recordings in supervision</u>	_____
C.	Understands and identifies professional strengths, limitations and challenges	
	1. <u>Able to discuss strengths and challenges in practice during Supervision and during case staffing</u>	_____
	2. <u>Able to seek feedback on practice approach and demonstrates willingness to implement suggested</u>	_____
D.	Develops, manages and maintains therapeutic relationships with clients within the person-in environment and strengths perspectives	
	1. <u>Work with clients from intake through the termination phase.</u>	_____
	2. <u>Discuss in supervision a challenging case and provide possible interventions and theoretical framework to deal with the challenges.</u>	_____

2. COMPETENCY:	ETHICS
CORE COMPETENCY 2.1.2:	Apply Ethical Principles in Practice
GOAL:	The intern applies social work ethical principles to guide her/his professional practice
PRACTICE BEHAVIORS:	<p>A. The intern applies ethical decision-making skills to issues specific to clinical social work.</p> <p>B. The intern employs strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.</p> <p>C. The intern identifies and uses knowledge of relationship dynamics, including power differentials.</p> <p>D. The intern recognizes and manages personal biases as they affect the therapeutic relationship in the service of the client's well-being.</p>

Tasks/Activities

Target Date

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| <p>A. Applies ethical decision-making skills to issues specific to clinical social work.</p> <p>1. <u>Present on an ethical dilemma and suggest the ethical decision-making process to address the dilemma.</u></p> <p>2. <u>Discuss in supervision NASW Code of Ethics; and the role of the code as it relates to the agency and clients served.</u></p> <p>3. <u>Able to distinguish ethical dilemma from moral or personal dilemma</u></p> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>B. Employs strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.</p> <p>1. <u>Discuss in supervision HIPPA laws specific to the agency.</u></p> <p>2. <u>Attend in-service trainings on the agency's policy/procedures on use of technology and client</u></p> <p>3. <u>Written content reflects understanding of laws, rules that govern client information as it relates to technology information.</u></p> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>C. Identifies and uses knowledge of relationship dynamics, including power differentials.</p> <p>1. <u>Lead a discussion on how internal & external (i.e. funding sources) entities impact delivery of services.</u></p> <p>2. <u>Make a presentation at a board of directors' meeting.</u></p> | <p>_____</p> <p>_____</p> |
| <p>D. Recognizes and manages personal biases as they affect the therapeutic relationship in the service of the client's well-being.</p> <p>1. <u>Discuss in supervision a personal, ethical or value dilemma.</u></p> <p>2. <u>Maintain a log on personal thoughts, perceptions, and how these can affect work with clients.</u></p> <p>3. <u>Engage with clients that may bring about student's biases.</u></p> | <p>_____</p> <p>_____</p> <p>_____</p> |

3. COMPETENCY:	CRITICAL THINKING AND JUDGMENT
CORE COMPETENCY 2.1.3:	Apply Ethical Principles in Practice
GOAL:	The intern applies critical thinking to inform and communicate professional judgments
PRACTICE BEHAVIORS:	<p>A. The intern engages in reflective practice.</p> <p>B. The intern Identifies and articulates clients' strengths and vulnerabilities</p> <p>C. The intern evaluates, selects, and implements appropriate multidimensional assessment, diagnostic, diagnostic, intervention, and practice evaluation tools.</p> <p>D. The intern evaluates the strengths and weaknesses of multiple theoretical perspectives and differentially applies them to client situations.</p> <p>E. The intern communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats..</p>

Tasks/Activities

Target Date

<p>A. Engages in reflective practice.</p> <p>1. Engage field educator in a discussion when one’s belief system is challenged by new information or practice behaviors.</p> <p>2. Read professional journal articles that relate to practice area and discuss in supervision how to integrate into work with clients.</p> <p>3. Participate in group supervision with peers to obtain their perspective on student’s practice behaviors</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>B. Identifies and articulates clients' strengths and vulnerabilities</p> <p>1. Present a case in a treatment team meeting.</p> <p>2. Complete a comprehensive bio-psychosocial assessment demonstrating sound understanding of clinical terminology and appropriate use in case presentation.</p>	<p>_____</p> <p>_____</p>
<p>C. Evaluates, selects, and implements appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.</p> <p>1. Identify at least two practice evaluation tools used in the agency.</p> <p>2. Familiarize student with evaluation instruments specific to your agency, program outcomes.</p> <p>3. Encourage student to review evaluation tools from other agencies within your agency network.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>D. Evaluates the strengths and weaknesses of multiple theoretical perspectives and differentially applies them to client situations.</p> <p>1. Present in supervision rationale for a theoretical perspective used with a client.</p> <p>2. Discuss with field educator pros and cons of use of different theoretical perspectives used in the agency.</p> <p>3. Student able to articulate differences in theoretical approaches and defend with sound reasoning use of approaches with clients.</p>	<p>_____</p> <p>_____</p> <p>_____</p>

E. Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.

1. Present as a professional with competence and professional level of engagement with colleagues _____

2. Participate in multidisciplinary treatment team meetings and able to share professional perspective. _____

3. Submit documentation that represents professional writing, clear and concise. _____

4. Demonstrate level of engagement that reflects a respect for others, and collaborative efforts in meeting client needs and program goals. _____

4. COMPETENCY:	DIVERSITY AND CULTURAL COMPETENCY
CORE COMPETENCY 2.1.4:	Incorporate Diversity into Practice
GOAL:	The intern will engage in diversity and difference in practice
PRACTICE BEHAVIORS:	<p>A. The intern researches and applies knowledge of diverse populations to enhance client well-being</p> <p>B. The intern works effectively with diverse populations.</p> <p>C. The intern Identifies and uses practitioner/client differences from a strengths perspective</p>

Tasks/Activities

Target Date

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| <p>A. Researches and applies knowledge of diverse populations to enhance client well-being</p> <p>1. <u>Read professional literature pertaining to client population being served by the agency.</u> _____</p> <p>2. Student may review research articles in social work journals (Social Work Education, Education in Social Work, Multi-Cultural Social Work, Social Work and Christianity, Social Work with Groups, Social Work Research, Journal of Ethnic and Cultural Diversity in Social Work, Journal of Multicultural Counseling and Development). _____</p> <p>3. <u>Interview agency personnel from a different ethnic/cultural background and gain their perspective/insight on the diverse populations they serve or have served at the agency.</u> _____</p> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>B. Works effectively with diverse populations.</p> <p>1. <u>Work with task supervisor of differing ethnicity/gender; explore diverse experiences.</u> _____</p> <p>2. <u>Work with a client of a different ethnic/cultural background from intake through termination.</u> _____</p> <p>3. <u>Participate in cultural events, presentations, lectures that address the need/ perspectives of various populations</u> _____</p> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>C. Identifies and uses practitioner/client differences from a strengths perspective</p> <p>1. <u>Work with clients from diverse backgrounds</u> _____</p> <p>2. <u>Able to discuss in supervision/process recordings obstacles and opportunities presented from working with diverse clientele.</u> _____</p> <p>3. <u>Able to demonstrate a strength perspectives in students approach to practice not after the fact.</u> _____</p> | <p>_____</p> <p>_____</p> <p>_____</p> |

5. COMPETENCY:	ADVOCACY AND SOCIAL JUSTICE
CORE COMPETENCY 2.1.5:	Advocate for Human Rights and Social Justice
GOAL:	The intern will advance human rights and social and economic justice
PRACTICE BEHAVIORS:	<p>A. The intern will use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention</p> <p>B. The intern will advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations</p>

Tasks/Activities

Target Date

A. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention

1. Discuss in supervision a current event and its impact on a specific vulnerable population.
2. Meet with CEO to discuss the agency's mission and how it influences social, political and economic justice.
3. Give an assignment to research a particular population and have student incorporate historical experience in the United States to assist student in assessing clients from a broader perspective than from a pathological one.

B. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.

1. Participate in LEAD Day activities.
2. Write a letter to legislative representatives advocating on behalf of the agency's clients
3. Attend workshops/trainings/lectures that discuss mental health parity and reduction of health disparities for diverse populations.
4. Review articles on issues of health parity and health disparities for diverse populations.

6. COMPETENCY:	INFORMED RESEARCH AND EVIDENCE BASED PRACTICE
CORE COMPETENCY 2.1.6:	Engage in Informed Research
GOAL:	The intern engages in research-informed practice and practice-informed research
PRACTICE BEHAVIORS:	<p>A. The intern uses evidence-based practice in clinical assessment and intervention with clients.</p> <p>B. The intern participates in the generation of new clinical knowledge, through research and practice.</p> <p>C. The intern uses research methodology to evaluate clinical practice effectiveness and/or outcomes.</p>

Tasks/Activities

Target Date

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| <p>A. Uses the evidence-based practice in clinical assessment and intervention with clients.</p> <p>1. <u>Discuss in supervision evidence based models used in working with clients.</u></p> <p>2. <u>Review current professional literature about the agency’s clients and discuss how to integrate evidence –based practice in current work with clients.</u></p> <p>3. <u>Provide on-going review of clinical assessment and interventions used with clients.</u></p> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>B. Participates in the generation of new clinical knowledge, through research and practice.</p> <p>1. <u>Demonstrate a current perspective on clinical knowledge</u></p> <p>2. <u>Student demonstrates current clinical knowledge in discussing client cases and presenting perspective in practice.</u></p> | <p>_____</p> <p>_____</p> |
| <p>c. Uses research methodology to evaluate clinical practice effectiveness and/or outcomes.</p> <p>1. <u>Conduct client satisfaction surveys to assess effectiveness of services.</u></p> <p>2. <u>Engage in a single subject research design; review research articles in social work research journals on methodology, evaluation of clinical practice effectiveness/ outcomes</u></p> | <p>_____</p> <p>_____</p> |

7. COMPETENCY:	PERSON IN ENVIRONMENT
CORE COMPETENCY 2.1.7:	Apply knowledge of human behavior in the social environment
GOAL:	The intern applies knowledge of human behavior in the social environment
PRACTICE BEHAVIORS:	<p>A. The intern synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice</p> <p>B. The intern uses bio-psycho-social spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments.</p> <p>C. Consults with medical professionals, as needed, to confirm diagnosis and/or to monitor in the treatment process.</p>

Tasks/Activities

Target Date

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| <p>A. Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice</p> <ol style="list-style-type: none"> 1. <u>Identify different theoretical frameworks and their relevance to various diagnoses</u> 2. <u>Able to demonstrate effective understanding of human behavior, life cycles in guiding clinical perspective and assessment.</u> | <p>_____</p> <p>_____</p> |
| <p>B. Uses bio-psycho-social spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments.</p> <ol style="list-style-type: none"> 1. <u>Student able to incorporate various methods of assessment that reflect cultural sensitivity to various client cultures.</u> 2. <u>Complete genograms, eco-maps, and cultural-grams with clients and discuss in supervision implications for practice.</u> 3. <u>Discuss or consider various forms of assessments that take into consideration the cultural diversities of client population.</u> | <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>C. Consults with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.</p> <ol style="list-style-type: none"> 1. <u>Consider a multidisciplinary approach in all aspects of client treatment and progress</u> 2. <u>Participate in multidisciplinary meetings and present diagnostic impressions, provisional diagnosis.</u> 3. <u>Reviews DSM-V independently to gain familiarity with diagnosis and clinical terminology.</u> 4. <u>Able to facilitate treatment team meetings as a competent member of a clinical team.</u> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

8.	COMPETENCY:	POLICY
	CORE COMPETENCY 2.1.8:	Engage in Policy Practice to Advance Social and Economic Well-being
	GOAL:	The intern will engage in policy practice to advance social and economic well-being and deliver effective social services
	PRACTICE BEHAVIORS:	<p>A. The intern communicates to stake-holders the implications of policies and policy change in the lives of clients.</p> <p>B. The intern uses evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.</p> <p>C. The intern advocates with and informs administrators and legislators to influence policies that affect</p>

Tasks/Activities

Target Date

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| A. | Communicates to stake-holders the implications of policies and policy change in the lives of clients. | |
| | 1. <u>Recognize importance and impact of policy on various individuals, families, and communities.</u> | _____ |
| | 2. <u>Attend Lead Day and meet with legislators regarding policy issues and report back to agency personnel on findings.</u> | _____ |
| | 3. <u>Participate in policy forums and/or community association meetings.</u> | _____ |
| | 4. <u>Able to discuss current policies, (ex: social welfare, immigration, immigrant) that impact the agency's clients and services being provided by the agency.</u> | _____ |
| B. | Uses evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being | |
| | 1. <u>Able to recognize the importance of evidence –based practice and practice based evidence at a macro level.</u> | _____ |
| | 2. <u>Participate in inter-agency meetings outside of the agency.</u> | _____ |
| | 3. <u>Able to discuss implications with other practitioners and approach their own practice from an evidence-based perspective.</u> | _____ |
| | 4. <u>Review journal articles on evidence based practice in social work and other relevant journals.</u> | _____ |
| C. | Advocates with and inform administrators and legislators to influence policies that affect clients and service. | |
| | 1. <u>Able to remain informed with agency, state and national policies that effect various client populations.</u> | _____ |
| | 2. <u>Able to demonstrate awareness of current policies and their implications on various client populations</u> | _____ |
| | 3. <u>Keeps abreast of information via news media, state legislative agenda and or journal articles (social work journals, the economy)</u> | _____ |

9. COMPETENCY:	CURRENT TRENDS
CORE COMPETENCY 2.1.9:	Respond to Contexts That Shape Practice
GOAL:	The intern will respond to the contexts that shape practice
PRACTICE BEHAVIORS:	<p>A. The intern assesses the quality of clients' interactions within their social contexts.</p> <p>B. The intern develops intervention plans to accomplish systemic change.</p> <p>C. The intern works collaboratively with others to effect systemic change that is sustainable.</p> <p>D. The intern develops a culturally responsive therapeutic relationship.</p> <p>E. The interns attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the</p>

Tasks/Activities

Target Date

<p>A. Assesses the quality of clients' interactions within their social contexts.</p> <p>1. Student completes various assessment tools (i.e. eco-maps, ecograms, genograms)to assess the strength of clients support systems.</p> <hr/> <p>2. Research communities, gain understanding of demographics and shifts in demographics, economic and social condition, and resources.</p> <hr/>	<hr/> <hr/>
<p>B. Develops intervention plans to accomplish systemic change.</p> <p>1. Able to recognize issues or challenges that require a broader perspective in making fundamental changes.</p> <hr/> <p>2. Submit a proposal for change in agency's service delivery.</p> <hr/> <p>3. Develop an inclusive approach to endemic issues, able to engage others in developing an intervention for effective change.</p> <hr/>	<hr/> <hr/> <hr/>
<p>C. Works collaboratively with others to effect systemic change that is sustainable.</p> <p>1. Able to demonstrate insight into broader systemic issues, policies, practices that impact clients</p> <hr/> <p>2. Able to work collaboratively with various professional perspectives in seeking attainable and sustainable resolutions</p> <hr/>	<hr/> <hr/>
<p>D. Develops a culturally responsive therapeutic relationship.</p> <p>1. Demonstrates awareness of cultural impact on client interactions and services.</p> <hr/> <p>2. Able to demonstrate cultural sensitivity when discussing therapeutic approach to clients.</p> <hr/>	<hr/> <hr/>
<p>E. Attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</p> <p>1. Ability to recognize own perspective, cultural lens and intent in therapeutic interaction</p> <hr/> <p>2. Present a case in a clinical team meeting that speaks to this awareness and able to accept constructive feedback</p> <hr/>	<hr/> <hr/>

10.	COMPETENCY:	PRACTICE SKILLS
	CORE COMPETENCY 2.1.10:	Assess, intervenes, and evaluates with individual, families, groups, organizations and communities.
	GOAL:	The intern will respond to the contexts that shape practice
	PRACTICE BEHAVIORS:	<ul style="list-style-type: none"> A. The intern establishes a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes B. The intern uses multidimensional bio-psycho-social-spiritual assessment tools mutually agreed-on intervention goals and objectives (b: Assessment). C. The intern assesses clients' readiness for change D. The intern assesses client's coping strategies to reinforce and improve adaption to life's situations, circumstances, and events E. The interns selects and modify appropriate intervention strategies based on continuous clinical assessment. F. Uses differential and multi-axial diagnoses. G. Critically evaluates, selects, and applies best practices and evidence-based interventions H. Demonstrates the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. I. Collaborates with other professionals to coordinate treatment interventions. J. Contributes to the theoretical knowledge base of the social work profession through practice-based research. K. Uses clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of the social work profession through practice-based research. bio-psycho-social /spiritual conditions.

Tasks/Activities

Target Date

- A. Establishes a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
- B.
 - 1. Demonstrates practice behaviors that empower the client, incorporates a strength based approach in all client interactions _____
 - 2. Use of empowerment approach and strength based perspective evident in treatment plans/goals _____

- B. Uses multidimensional bio-psycho-social-spiritual assessment tools mutually agreed-on intervention goals and objectives (**b: Assessment**).
1. Able to complete a client assessment utilizing various forms of bio-psycho –social –spiritual assessment tools _____
 2. Demonstrates an awareness of the importance of the various components of the assessment tool _____
- C. Assesses clients' readiness for change
1. Demonstrates insight on client's readiness for change based on a level engagement with client and client's identified progress towards stated goals _____
- D. Assesses client's coping strategies to reinforce and improve adaption to life's situations, circumstances, and events.
1. Able to identify client's various coping strategies recognizing client's strengths _____
 2. Able to assist client in linking coping strategies to client's goals _____
- E. Selects and modify appropriate intervention strategies based on continuous clinical assessment.
1. Works with assigned clients, monitors progress and it is processed in Supervision _____
 2. Discusses choice of intervention with Field Educator and anticipated client outcomes _____
- F. Uses differential and multi-axial diagnoses.
1. Gains familiarity with differential and multi-axial diagnoses via trainings, DSM review _____
 2. Able to link psychopathology to discussions on client diagnoses and general clinical discussions or questions _____
- G. Critically evaluates, selects, and applies best practices and evidence-based interventions.
1. Able to discuss best practices in context of services provided and impact on client outcomes _____
 2. Able to enhance understanding of best practices and evidence-based interventions by assessing practice skills, reading clinical articles, attending practice seminars, and engaging in clinical discussions with Field Educator and agency clinical personnel _____
- H. Demonstrates the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
1. Able to demonstrate practice techniques grounded in sound clinical judgment and knowledge _____
 2. Reviews, discusses and demonstrates knowledge of crisis intervention techniques/ strategies _____
- I. Collaborates with other professionals to coordinate treatment interventions.
1. Actively participates in clinical case staffings, inter-disciplinary meetings, or inter-agency meetings _____
 2. Staffs a case, open to clinical feed-back, able to provide an explanation for clinical decision _____

- J. Contributes to the theoretical knowledge base of the social work profession through practice-based research.
1. Able to present a practice experience and review/discuss research in area of practice _____
 2. Able to link applied theoretical approach to identified presenting clinical problems _____
- K. Uses clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of the social work profession through practice-based research. bio-psycho-social /spiritual conditions.
1. Able to discuss approaches to practice as an evolving process that informs future practice interventions _____
 2. Able to refer to research articles, outcomes to inform evolving best practice approaches/interventions _____

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK SPECIFIC ADVANCED PRACTICE BEHAVIORS

PRACTICE BEHAVIORS:

- A. Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation.
- B. Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
- C. Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity.
- D. Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.
- E. Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice.

Tasks/Activities

Target Date

<p>A. Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation.</p> <ul style="list-style-type: none"> 1. <u>Able to demonstrate an awareness and consider effects of trauma in the treatment process</u> _____ 2. <u>Review current literature on the effects of trauma on client population served by the agency,</u> _____ 3. <u>Utilize research and seek feedback from field educator on application of knowledge gained.</u> _____ 4. <u>Identify and participate in a workshop, training which focuses on trauma.</u> _____ 	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>B. Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.</p> <ul style="list-style-type: none"> 1. <u>Considered a competent practitioner, able to make decisions that reflect competent and ethical practice</u> _____ 2. <u>Demonstrates a clear integration of NASW Code of Ethics in their professional interactions with clients and colleagues</u> _____ 	<p>_____</p> <p>_____</p>
<p>C. Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity.</p> <ul style="list-style-type: none"> 1. <u>Demonstrates a conceptual understanding of interventions and how to implement them with diverse client populations.</u> _____ 2. <u>Able to complete assessments that consider the diversity of client populations and the most appropriate methods of intervention</u> _____ 	<p>_____</p> <p>_____</p>

- D. Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors.
1. Demonstrates awareness of the many factors that strengthen or diminish human transactions utilizing various methods of assessing risk and protective factors. _____
 2. Able to provide a perspective of human transactions that recognize the many risk and protective factors that guide decisions and perspectives _____
- E. Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice.
1. Demonstrates a conceptual understanding of the political, economic and environmental factors that affect clinical social work practice. _____
 2. Practice is guided by an understanding of political, economic and environmental impact on various client populations. _____
 3. Student is able to link these various factors to client behaviors in the context of decision making, economic strength, political power, and susceptibility to health and mental health issues. _____