**North Carolina State University**

**Department of Social Work**

**BSW WORK PLAN and EVALUATION FORM**

***INSTRUCTIONS FOR COMPLETION***

This Work Plan and Evaluation Form serves as the guiding document for social work students during their internships in the field. **Work Plan.** Students and Field Instructors should work together to complete the Work Plan during the first month of field internship and review it throughout the semester. Students are responsible for scheduling time for this process with their Field Instructors and for submitting the Work Plan form to their Faculty Liaison by the specified date. (See end of form for a full description of the BSW competencies.) **Evaluation.** The BSW End-of-Semester Evaluation is a separate online form. You can access the link at <https://socialwork.chass.ncsu.edu/field_education/forms/evaluations/evaluation_490.php>. However, information and comments from this Work Plan will inform the Field Instructor’s rankings on the Final Evaluation. The Field Instructor may use the comment boxes and ranking estimates on this form throughout the semester, to discuss student progress.

***DEFINITIONS***

**Competencies.** The Council on Social Work Education has developed a list of nine competencies, which describe the student learning outcomes that all students should achieve through their social work education.

**Behaviors**. Each competency is demonstrated by a number of **observable** behaviors, which are specific to the BSW and MSW levels.

**Dimensions of Learning.** Students develop **knowledge**, **values**, **skills**, and **cognitive and affective processes** (including critical thinking, reactions toemotions, and exercise of judgment) through their social work education. Throughout the curriculum, each competency is matched with one or two **Dimensions of Learning** that seem most relevant. While classes explore some of these dimensions, field explores all dimensions. Each competency must include a mix of behaviors that ensures that all the dimensions are represented.

***EVALUATION SCALE***

Students should be evaluated using the following scale:

**1** = Unsatisfactory **2** = Needs Improvement **3** = Competent **4** = Above Average **5** = Superior Competence

Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Field Instructors are also asked to recommend a grade for the student.

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| **COMPETENCY 1: DEMONTRATE ETHICAL AND PROFESSIONAL BEHAVIOR** | | | | |
| **RELATED BEHAVIORS** | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 1d. Use technology ethically and appropriately to facilitate practice outcomes. | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 1e. Use supervision and consultation to guide professional judgment and behavior | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 1f. Promote clients’ right to self-determination by assisting them in identifying and clarifying their goals | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 1: DEMONTRATE ETHICAL AND PROFESSIONAL BEHAVIOR** | | | | |
| **COMMENTS** | | | | |
| Student Self-Evaluation |  | | | |
| Field Instructor Evaluation |  | | | |

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| **COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE** | | | |
| **RELATED BEHAVIORS** | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 2c. Apply self‐awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 2d. Demonstrate competence in working with people from diverse social, economic, political, sexual, and cultural backgrounds | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |

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| **COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE** | |
| **COMMENTS** | |
| Student Self-Evaluation |  |
| Field Instructor Evaluation |  |

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| **COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE** | | | | | |
| **RELATED BEHAVIORS** | | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | | **RANKING 1-5** |
| 3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | | |  |
| 3b. Engage in practices that advance social, economic, and environmental justice | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | | |  |
| 3c. Apply the NASW Code of Ethics to analysis of public policy. | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | | |  |
| **COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE** | | | | | |
| **COMMENTS** | | | | | |
| Student Self-Evaluation |  | | | | |
| Field Instructor Evaluation |  | | | | |
| **COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE** | | | | | | |
| **RELATED BEHAVIORS** | | | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 4a. Use practice experience and theory to inform scientific inquiry and research | | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 4c. Use and translate research evidence to inform and improve practice, policy, and service delivery; and | | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 4d. Demonstrate knowledge of research methods and literature that provide a foundation for practice. | | | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE** | | | | | | |
| **COMMENTS** | | | | | | |
| Student Self-Evaluation | |  | | | | |
| Field Instructor Evaluation | |  | | | | |

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| **COMPETENCY 5: ENGAGE IN POLICY PRACTICE** | | |
| **RELATED BEHAVIORS** | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 5a. Identify the impact of local, state, and federal social policies on well-being, service delivery, and access to social services | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 5b. Assess how social welfare and economic policies shape delivery of, and access to, social services | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 5d. Assess policy decision-making at the local level for the influence of cultural structures and values that may oppose, marginalize, or alienate individuals, groups, or communities, or that create or enhance privilege and power | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |

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| **COMPETENCY 5: ENGAGE IN POLICY PRACTICE** | |
| **COMMENTS** | |
| Student Self-Evaluation |  |
| Field Instructor Evaluation |  |

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| **COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **RELATED BEHAVIORS** | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 6a. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 6c. Demonstrate respect and cultural humility when working with clients | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **COMMENTS** | | | |
| Student Self-Evaluation |  | | |
| Field Instructor Evaluation |  | | |
| **COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **RELATED BEHAVIORS** | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 7e. Demonstrate the ability to develop achievable plans, with measurable objectives, in partnership with clients | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **COMMENTS** | | | |
| Student Self-Evaluation |  | | |
| Field Instructor Evaluation |  | | |

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| **COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **RELATED BEHAVIORS** | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKING 1-5** |
| 8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 8e. Facilitate effective transitions and endings that advance mutually agreed-upon goals | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 8f. Apply practice models that serve the needs of people marginalized by their ethnicity, race, gender, sexual orientation, class, age, or ability | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | | |
| **COMMENTS** | | | |
| Student Self-Evaluation |  | | |
| Field Instructor Evaluation |  | | |

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| **COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS,**  **ORGANIZATIONS, AND COMMUNITIES** | | | |
| **RELATED BEHAVIORS** | | **RELEVANT LEARNING ACTIVITIES, TASK, OR PROJECTS**  *Each dimension must be addressed by at least one of the behaviors that make up the competency. Please check the boxes for any dimension(s) that apply to each stated behavior.* | **RANKINGS 1-5** |
| 9a. Select and use appropriate methods for evaluation of outcomes | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| 9e. Describe interventions and program outcomes in quantitatively and qualitatively measurable terms | | |  |  |  |  | | --- | --- | --- | --- | | **Knowledge** | **Skills** | **Values** | **Affective Process** | |  |
| **COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS,**  **ORGANIZATIONS, AND COMMUNITIES** | | | |
| **COMMENTS** | | | |
| Student Self-Evaluation |  | | |
| Field Instructor Evaluation |  | | |

**SIGNATURES FOR INITIAL WORK PLAN**

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Student Date Field Instructor Date Faculty Liaison Date

**SIGNATURES FOR FINAL EVALUATION**

Student Date Field Instructor Date Faculty Liaison Date

**FINAL EVALUATION COMMENTS**

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| **Student Comments** | **Field Instructor Comments** |

**RECOMMENDED GRADE \_\_\_\_\_\_\_\_\_**

***Note:***Please use + and – to increase the accuracy of your recommended grade. The student’s final grade will be given by the Faculty Liaison based on written evaluations, discussions with the student and Field Instructor, and other assignments as required. In the case of MSW students, grades of A, B, or C would constitute a Satisfactory (S), while grades of D or F would be an Unsatisfactory (U).

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| A | Superior Competence | The intern has excelled in this area, as demonstrated by behavior. |
| B | Above Average | The intern is functioning above expectations in this area, as demonstrated by behaviors. |
| C | Competent | The intern has met the expectations for in this area, as demonstrated by behaviors. |
| D | Needs Improvement | The intern has not yet met the expectations in this area through demonstration of behaviors, but gives indication they can do so in the near future. |
| F | Unsatisfactory | The intern has not met the expectations in this area through demonstration of behaviors, and does not give indications they can do so in the near future. |

**BSW Core Competencies for NC State Department of Social Work**

*Note: Yellow highlighted competencies are unique to the NC State Department of Social Work curriculum*

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes;
5. use supervision and consultation to guide professional judgment and behavior; and
6. promote clients’ right to self-determination by assisting them in identifying and clarifying their goals.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies; and
4. demonstrate competence in working with people from diverse social, economic, political, sexual, and cultural backgrounds.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
2. engage in practices that advance social, economic, and environmental justice; and
3. apply the NASW Code of Ethics to analysis of public policy.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
3. use and translate research evidence to inform and improve practice, policy, and service delivery; and
4. demonstrate knowledge of research methods and literature that provide a foundation for practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

1. identify the impact of local, state, and federal social policies on well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies shape delivery of, and access to, social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; and
4. assess policy decision-making at the local level for the influence of cultural structures and values that may oppose, marginalize, or alienate individuals, groups, or communities, or that create or enhance privilege and power.

**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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies; and
3. demonstrate respect and cultural humility when working with clients.

**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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies; and
5. demonstrate the ability to develop achievable plans, with measureable objectives, in partnership with clients.

**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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. facilitate effective transitions and endings that advance mutually agreed-on goals; and
6. apply practice models that serve the needs of people marginalized by their ethnicity, race, gender, sexual orientation, class, age, or ability.

**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:

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels; and
5. describe interventions and program outcomes in quantitatively and qualitatively measurable terms.