**North Carolina State University**

**Department of Social Work**

MSW **SPECIALIZED** YEAR 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 semester of field internship and review it throughout the academic year. 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 competencies.) **Evaluation.** Use this same form to add evaluation rankings and comments at the end of each semester. The Field Instructor provides rankings and suggested grade; the student adds self-evaluation comments.

***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. Numbers on the evaluation scale do not correspond directly to letter grades, although 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.* | **FALL** | **SPRING** |
| At the advanced level, social workers demonstrate their commitment to professional ethics and their competence as practitioners and also serve as professional exemplars and leaders.  Guided by professional ethics, they offer leadership in resolving value conflicts across groups with differing norms, histories, and goals.  As representatives of the profession, and of their organizations, they integrate a full range of advanced direct practice, policy, research, and evaluation competencies into change efforts dedicated to advancing human rights and social, economic, and environmental justice. Social workers: |
| 1. provide leadership in resolving value conflicts among diverse constituencies and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. apply advanced practice skills that accurately represent their organization and the profession, to implement ethically grounded change efforts with individuals, families, groups, organizations, and communities.
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| **Knowledge** | **Skills** | **Values** | **Affective Process** |

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| **COMPETENCY 1: DEMONTRATE ETHICAL AND PROFESSIONAL BEHAVIOR** |
| **Fall Evaluation Comments** | **Spring Evaluation Comments** |
| Student Self-Evaluation |  |  |
| Field Instructor Evaluation |  |  |
| **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.* | **FALL** | **SPRING** |
| At the advanced level, social workers understand the importance of engaging and managing multiple facets of diversity and difference across micro, mezzo, and macro systems.  Social workers have the knowledge, skills, and values to apply empowering and culturally appropriate change strategies to promote social justice and behavioral and social change.  Social workers also have the capacity to recognize affective content, underlying messages, and themes embedded in client and collegial presentation and behavior. Social workers: |
| 1. apply effective, empowering, and culturally appropriate strategies in everyday practice to promote social justice and behavioral and social change; and |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 2. identify affective content, underlying messages, and themes embedded in client and collegial presentation and behavior. |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE** |
| **Fall Evaluation Comments** | **Spring Evaluation 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.* | **FALL** | **SPRING** |
| At the advanced level, social workers understand power and privilege and use their personal power and networks to ethically advocate for oppressed, marginalized, and vulnerable populations.  They are able to recommend the creation of policies and programs that will provide services to address the needs of oppressed populations. Social workers are able to assess program and organizational structures and systems that may hinder socially just application of policies and interventions. Social workers: |
| 1.   use power and authority ethically to advocate for and with marginalized constituents; |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. collaborate to create new, modified, or improved services, resources, and opportunities for marginalized populations; and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 3.  design agency policies to maximize equal opportunity, access, and treatment. |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE** |
| **Fall Evaluation Comments** | **Spring Evaluation Comments**  |
| Student Self-Evaluation |  |  |
| Field Instructor Evaluation |  |  |

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| **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.* | **FALL** | **SPRING** |
| At the advanced level, social workers use their knowledge of research and research evidence to provide constituents with information relevant to social work policy, practice, and intervention. Social workers integrate research evidence with practitioner expertise and client strengths and goals, in order to guide interventions, policies, or programs. Social workers support and encourage others in the use of evidence-informed practice. Social workers: |
| 1. disseminate research findings in forms that diverse constituents can understand and use;
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. demonstrate the integration of research evidence with practitioner expertise and client strengths and goals; and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. promote use of evidence-informed practice by colleagues within practice settings.
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE** |
| **Fall Evaluation Comments** | **Spring Evaluation 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.* | **FALL** | **SPRING** |
| At the advanced level, social workers are able to use personal and professional influence and negotiation skills to challenge oppressive systems at the federal, state, and local levels.  Social workers are able to operate within micro, mezzo, and macro systems to effect policy change and protect the human rights and well-being of oppressed or vulnerable populations.  Social workers are able to engage communities and specific populations in the change process. Social workers are able to develop and initiate plans for principled advocacy rooted in, and reflective of, the *NASW Code of Ethics*. Social workers are able to provide leadership in practice and/or administrative roles including coalitions, ad hoc committees, task forces, planning meetings, boards, councils, and commissions. Social workers: |
| 1.   build coalitions and collaborative relationships that improve and enhance services; |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 2.   involve constituents in identifying the strengths and barriers inherent in community or policy change; and |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 3.   conduct asset and needs assessments designed to inform policy development and evaluation. |

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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 5: ENGAGE IN POLICY PRACTICE** |
| **Fall Evaluation Comments** | **Spring Evaluation 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.* | **FALL** | **SPRING** |
| Advanced social workers practice with complex client systems, using culturally appropriate language and strategies to build purposeful relationships and partnerships. Advanced social workers analyze, synthesize, and evaluate theories of human behavior and the social environment, and think critically to apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. At the advanced level, social workers evaluate the impact of their personal experiences and affective reactions on their ability to effectively engage with diverse clients and other professionals. Social workers:  |
| 1. apply theories to initiate, engage, and take action with complex client systems; and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. use clear and understandable language to communicate with individuals, families, social groups, organizations, and communities throughout all phases of social work intervention.
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |
| **Fall Evaluation Comments** | **Spring Evaluation Comments** |
| Student Self-Evaluation |  |  |
| Field Instructor Evaluation |  |  |

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| **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.* | **FALL** | **SPRING** |
| At the advanced level, social workers have the knowledge and skills to use multidisciplinary, multidimensional assessment methods to intervene with complex client systems, and they understand the strengths and limitations of extant assessment methods. Social workers select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression). Advanced 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: |
| 1. conduct comprehensive assessment of client systems with complex needs; and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. administer and interpret assessment and diagnostic tools that are appropriate for use with diverse client systems with complex needs.
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |
| **Fall Evaluation Comments** | **Spring Evaluation 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.* | **FALL** | **SPRING** |
| At the advanced level, social workers in all practice settings recognize the importance of selecting and applying appropriate theoretical frameworks and/or models to guide interventions with individuals, families, groups, organizations, and communities. Social workers utilize theoretical frameworks and models when designing interventions related to loss, change, and transition across the lifespan. Social workers work collaboratively with client systems to develop clear, timely, and appropriate goals and objectives when planning interventions and programs. Social workers use ongoing feedback to respond sensitively to changing situations and complex needs and apply appropriate financial, organizational, and administrative processes to service delivery. Social workers: |
| * 1. maintain a person-in-environment perspective while using appropriately selected theories and/or models to design and guide programs and/or interventions with complex systems and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| * 1. monitor and evaluate the impact of interventions and adjust interventions as needed to support client systems in their change processes.
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |
| **Fall Evaluation Comments** | **Spring Evaluation 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.* | **FALL** | **SPRING** |
| At the advanced level, social workers not only recognize the importance of evaluating processes and outcomes, but also are able to apply this knowledge when an organization’s policies and practices do not align well with the needs of its target population. Social workers are able to assess such situations and their impact on complex client systems, and can develop and implement evaluation plans with the goal of adjusting organizational objectives and improving client outcomes. Social workers: |
| 1. articulate any misalignment between the organization's structure/policy and clients’ needs, resources, and preferences; and
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| 1. re-evaluate and adjust goals and objectives with complex client systems.
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| **Knowledge** | **Skills** | **Values** | **Cognitive and Affective Process** |

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| **COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS,** **ORGANIZATIONS, AND COMMUNITIES** |
| **Fall Evaluation Comments** | **Spring Evaluation 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 FALL EVALUATION**

Student Date Field Instructor Date Faculty Liaison Date

**FINAL EVALUATION COMMENTS (Comments or explanations for recommended grades can be added here.)**

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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).

**A** = Student has done a superior job at all levels of internship.

**B=** Student has done a good job at internship overall.

**C=** Student has done an acceptable job overall and needs improvement and/or shows inconsistencies.

**D=** Student has done a minimally acceptable job overall, poor in some areas.

**F=** Student has not been able to perform acceptable levels throughout internship.

**SIGNTURES FOR FINAL EVALUATION**



Student Date Field Instructor Date Faculty Liaison Date

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

**MSW Specialized Year**

**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.

**Advanced Level**

At the advanced level, social workers demonstrate their commitment to professional ethics and their competence as practitioners and also serve as professional exemplars and leaders.  Guided by professional ethics, they offer leadership in resolving value conflicts across groups with differing norms, histories, and goals.  As representatives of the profession, and of their organizations, they integrate a full range of advanced direct practice, policy, research, and evaluation competencies into change efforts dedicated to advancing human rights and social, economic, and environmental justice. Social workers:

1. provide leadership in resolving value conflicts among diverse constituencies and
2. apply advanced practice skills that accurately represent their organization and the profession, to implement ethically grounded change efforts with individuals, families, groups, organizations, and communities.

**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.

**Advanced Level**

At the advanced level, social workers understand the importance of engaging and managing multiple facets of diversity and difference across micro, mezzo, and macro systems.  Social workers have the knowledge, skills, and values to apply empowering and culturally appropriate change strategies to promote social justice and behavioral and social change.  Social workers also have the capacity to recognize affective content, underlying messages, and themes embedded in client and collegial presentation and behavior. Social workers:

1. apply effective, empowering, and culturally appropriate strategies in everyday practice to promote social justice and behavioral and social change; and

2. identify affective content, underlying messages, and themes embedded in client and collegial presentation and behavior.

**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.

**Advanced Level**

At the advanced level, social workers understand power and privilege and use their personal power and networks to ethically advocate for oppressed, marginalized, and vulnerable populations.  They are able to recommend the creation of policies and programs that will provide services to address the needs of oppressed populations. Social workers are able to assess program and organizational structures and systems that may hinder socially just application of policies and interventions. Social workers:

1.   use power and authority ethically to advocate for and with marginalized constituents;

2.   collaborate to create new, modified, or improved services, resources, and opportunities for marginalized populations; and

3.  design agency policies to maximize equal opportunity, access, and treatment.

**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.

**Advanced Level**

At the advanced level, social workers use their knowledge of research and research evidence to provide constituents with information relevant to social work policy, practice, and intervention. Social workers integrate research evidence with practitioner expertise and client strengths and goals, in order to guide interventions, policies, or programs. Social workers support and encourage others in the use of evidence-informed practice. Social workers:

1. disseminate research findings in forms that diverse constituents can understand and use;
2. demonstrate the integration of research evidence with practitioner expertise and client strengths and goals; and
3. promote use of evidence-informed practice by colleagues within practice settings.

**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.

**Advanced Level**

At the advanced level, social workers are able to use personal and professional influence and negotiation skills to challenge oppressive systems at the federal, state, and local levels.  Social workers are able to operate within micro, mezzo, and macro systems to effect policy change and protect the human rights and well-being of oppressed or vulnerable populations.  Social workers are able to engage communities and specific populations in the change process. Social workers are able to develop and initiate plans for principled advocacy rooted in, and reflective of, the *NASW Code of Ethics*. Social workers are able to provide leadership in practice and/or administrative roles including coalitions, ad hoc committees, task forces, planning meetings, boards, councils, and commissions. Social workers:

1.   build coalitions and collaborative relationships that improve and enhance services;

2.   involve constituents in identifying the strengths and barriers inherent in community or policy change; and

3.   conduct asset and needs assessments designed to inform policy development and evaluation.

**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.

**Advanced Level**

Advanced social workers practice with complex client systems, using culturally appropriate language and strategies to build purposeful relationships and partnerships. Advanced social workers analyze, synthesize, and evaluate theories of human behavior and the social environment, and think critically to apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. At the advanced level, social workers evaluate the impact of their personal experiences and affective reactions on their ability to effectively engage with diverse clients and other professionals. Social workers:

1. apply theories to initiate, engage, and take action with complex client systems; and
2. use clear and understandable language to communicate with individuals, families, social groups, organizations, and communities throughout all phases of social work intervention.

**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.

**Advanced Level**

At the advanced level, social workers have the knowledge and skills to use multidisciplinary, multidimensional assessment methods to intervene with complex client systems, and they understand the strengths and limitations of extant assessment methods. Social workers select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression). Advanced 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:

1. conduct comprehensive assessment of client systems with complex needs; and
2. administer and interpret assessment and diagnostic tools that are appropriate for use with diverse client systems with complex needs.

**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.

**Advanced Level**

At the advanced level, social workers in all practice settings recognize the importance of selecting and applying appropriate theoretical frameworks and/or models to guide interventions with individuals, families, groups, organizations, and communities. Social workers utilize theoretical frameworks and models when designing interventions related to loss, change, and transition across the lifespan. Social workers work collaboratively with client systems to develop clear, timely, and appropriate goals and objectives when planning interventions and programs. Social workers use ongoing feedback to respond sensitively to changing situations and complex needs and apply appropriate financial, organizational, and administrative processes to service delivery. Social workers:

1. maintain a person-in-environment perspective while using appropriately selected theories and/or models to design and guide programs and/or interventions with complex systems and

2. monitor and evaluate the impact of interventions and adjust interventions as needed to support client systems in their change processes.

**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.

**Advanced Level**

At the advanced level, social workers not only recognize the importance of evaluating processes and outcomes, but also are able to apply this knowledge when an organization’s policies and practices do not align well with the needs of its target population. Social workers are able to assess such situations and their impact on complex client systems, and can develop and implement evaluation plans with the goal of adjusting organizational objectives and improving client outcomes. Social workers:

1. articulate any misalignment between the organization's structure/policy and clients’ needs, resources, and preferences; and
2. re-evaluate and adjust goals and objectives with complex client systems.