

**University of Memphis  
Division of Social Work  
School of Urban Affairs and Public Policy**

**Guide to Assist in Development of Learning Plan for Foundation Year of MSW Field Placement**

The schema offered below lists the 10 core competencies of the MSW program at the University of Memphis (with the tenth section being divided into 4 sub-sections). Each section begins with a statement of the competency itself, followed by 1-2 bulleted points that provide a framework for better understanding our conceptualization of the concept at hand, followed by a list of 1-6 practice behaviors intended to manifest that specific competency. In developing the student’s learning plan, please address each practice behavior by listing at least 2-3 activities in which the student will engage in order to develop and/or demonstrate proficiency with respect to this area of competence.

In supporting your efforts in meeting this request, we list below examples and suggestions of some possible activities / objectives you might consider in completing the learning plan for your student. Because no two agencies are exactly alike, we invite you to adapt this information as necessary to fit the specific field program at your agency. **Please note that one activity may be used to demonstrate multiple practice behaviors.** In the schema below, the far right column is used to suggest some of these possibilities. Please use these as appropriate to your agency.

**SAMPLE**

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will review agency’s Policies and Procedures Manual and, in supervisory sessions, articulate important aspects of the agency’s Policies and Procedures as applied to interactions with clients</li> </ul>	CT-F1	Ctxt-F1
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	CT-F1	Rsch-F2

**1) Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.**

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

**PC-F1** Demonstrate an ability to attend to professional roles and boundaries

**PC-F2** Exhibit professional demeanor in behavior, appearance, and communication

**PC-F3** Articulate and behave in a manner congruent with the mission, values and practice principles articulated by professional social work organizations such as the National Association of Social Workers (NASW) and the International Federation of Social Workers (IFSW)

**PC-F4** Advocate for client access to social work services

**PC-F5** Practice personal reflection, self-correction and self-monitoring in the development of social work practice behaviors

**PC-F6** Commit to continuously refine professional knowledge and skills by utilizing supervision and consultation, habitually reviewing the professional literature and increasing one’s professional knowledge base

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the values that contribute to her desire to work with at-risk adolescents</li> </ul>	PC-F1	PC-F5, Div-F1
<ul style="list-style-type: none"> <li>• By end of the first semester, student will provide supervisor with a list of personal biases that potentially impact her work with clients with HIV/AIDS</li> </ul>	PC-F1	PC-F5, Eth-F3, Div-F1

<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the ways in which her cultural background may impact her work with racial minority teens</li> </ul>	PC-F1	PC-F5, Div-F5
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence</li> </ul>	PC-F1	PC-F5, Eth-F3, Div-F5
<ul style="list-style-type: none"> <li>• Student will review and abide by agency dress code</li> </ul>	PC-F2	
<ul style="list-style-type: none"> <li>• Student will provide instructor with examples of effective written communication in regard to each of the following: individual clients, families, groups, organizations, communities, and colleagues</li> </ul>	PC-F2	CT-F5
<ul style="list-style-type: none"> <li>• In supervisory session, student will articulate sections of the Code of Ethics that apply most directly to work with this agency's client base</li> </ul>	PC-F3	Eth-F2
<ul style="list-style-type: none"> <li>• Student consistently will apply Code of Ethics in interactions with clients, colleagues, and community contacts</li> </ul>	PC-F3	Eth-F1, Eth-F2
<ul style="list-style-type: none"> <li>• Student will be assigned to work with at least three homeless clients and will assist them in their pursuit of health services and shelter</li> </ul>	PC-F4	SEJ-F2
<ul style="list-style-type: none"> <li>• Student will review departmental policies regarding services for children aging out of state custody and discuss ways these services could be improved</li> </ul>	PC-F4	Plcy-F1, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children</li> </ul>	PC-F4	Plcy-F1, SEJ-F2, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will attend interdisciplinary staff meetings and advocate for clients' needs</li> </ul>	PC-F4	Itvn-F6
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the values that contribute to her desire to work with at-risk adolescents</li> </ul>	PC-F5	PC-F1, Div-F1
<ul style="list-style-type: none"> <li>• By end of the first semester, student will provide supervisor with a list of</li> </ul>	PC-F5	PC-F1, Div-F1

personal biases that potentially impact her work with clients with HIV/AIDS		
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the ways in which her cultural background may impact her work with racial minority teens</li> </ul>	PC-F5	PC-F1, Div-F5
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence</li> </ul>	PC-F5	PC-F1, Eth-F3, Div-F5
<ul style="list-style-type: none"> <li>• Student will meet with field supervisor once-a-week for supervision</li> </ul>	PC-F6	Ctxt-F1
<ul style="list-style-type: none"> <li>• Client will shadow case managers to observe protocol and procedure for conducting intake interviews of clients.</li> </ul>	PC-F6	Ctxt-F1

SAMPLE

**2) Ethics:** Apply social work ethical principles to guide professional practice.

- Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.
- Social workers conduct themselves ethically and engage in ethical decision-making.
- Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

**Eth-F1** Articulate ethical principles and standards consistent with the social work profession (e.g. NASW Code of Ethics, IFSW National Codes of Ethics) and consistent with current state and federal laws

**Eth-F2** Articulate and demonstrate a process of ethical decision-making

**Eth-F3** Demonstrate an understanding of the difference between personal and professional values

**Eth-F4** Demonstrate the ability to engage in ethical professional practice with a diverse range of clients (e.g. different cultures, ethnicities, races, classes, religions, ages, genders, sexual orientations, disabilities, and lifestyles)

**Eth-F5** Explain the role of ethical values and principles in practice with individuals, families, groups, organizations, and communities

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will read and familiarize herself with NASW Code of Ethics</li> </ul>	Eth-F1	PC-F3, Ctxt-F1
<ul style="list-style-type: none"> <li>• Student consistently will apply Code of Ethics in interactions with clients, colleagues, and community contacts</li> </ul>	Eth-F1	PC-F3, Eth-F2

<ul style="list-style-type: none"> <li>• In supervisory session, student will articulate sections of the Code of Ethics that apply most directly to work with Agency's client base</li> </ul>	Eth-F2	PC-F3
<ul style="list-style-type: none"> <li>• Student consistently will apply Code of Ethics in interactions with clients, colleagues, and community contacts</li> </ul>	Eth-F2	PC-F3, Eth-F1
<ul style="list-style-type: none"> <li>• By end of the first semester, student will provide supervisor with a list of personal biases that potentially impact her work with clients with HIV/AIDS</li> </ul>	Eth-F3	PC-F1, PC-F5, Div-F5
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence</li> </ul>	Eth-F3	PC-F1, PC-F5, Div-F5
<ul style="list-style-type: none"> <li>• Student will attend on site agency staff training on cultural diversity</li> </ul>	Eth-F4	Div-F1
<ul style="list-style-type: none"> <li>• In supervision, student will discuss application of cultural sensitivity as applied to three client populations that comprise the Agency's client base (e.g. women, Latinos, elderly)</li> </ul>	Eth-F4	Div-F4
<ul style="list-style-type: none"> <li>• Student will complete agency webinar training on confidentiality and ethics competency</li> </ul>	Eth-F5	
<ul style="list-style-type: none"> <li>• In supervision, student will discuss HIPAA considerations as applied to possible child abuse cases seen in emergency room setting</li> </ul>	Eth-F5	

**3) Critical Thinking:** Apply critical thinking to inform and communicate professional judgments.

- Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.
- Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

**CT-F1** Demonstrate the ability to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

**CT-F4** Use creativity to analyze, synthesize, and communicate information

**CT-F5** Demonstrate effective oral and written communication in work with individuals, families, groups, organizations, communities, and colleagues

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will review agency’s Policies and Procedures Manual and, in supervisory sessions, articulate important aspects of the agency’s Policies and Procedures as applied to interactions with clients</li> </ul>	CT-F1	Ctxt-F1
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	CT-F1	Rsch-F2, Asss-F4, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will articulate examples of when s/he has demonstrated ability to gather and analyze complex facts/interactions in client sessions</li> </ul>	CT-F4	
<ul style="list-style-type: none"> <li>• Student will demonstrate creativity in regard to communication of complex facts/interactions in supervisory sessions and in seminar journal</li> </ul>	CT-F4	
<ul style="list-style-type: none"> <li>• As part of agency’s lunchtime learning symposia, student will provide training for agency staff concerning a topic of her/his choice</li> </ul>	CT-F5	

- Student will provide instructor with examples of effective written communication in regard to each of the following: individual clients, families, groups, organizations, communities, and colleagues

CT-F5

PC-F2

SAMPLE



**4) Diversity:** Engage diversity and difference in practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.
- Social workers appreciate 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.

**Div-F1** Gain sufficient self-awareness to minimize the influence of personal biases and values when working with diverse groups

**Div-F4** Understand and utilize models of intervention that include viewing oneself as a learner and the client as informant

**Div-F5** Recognize and articulate one’s own experience with oppression, marginalization, alienation, power, and privilege to minimize the influence of personal bias on one’s practice

**Div-F6** Understand how oppression, poverty, marginalization, alienation, privilege, power, and acclaim operate at individual, family, organizational, communal, cultural, and policy levels

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will attend on site agency staff training on cultural diversity</li> </ul>	Div-F1	Eth-F4
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the values that contribute to her desire to work with at-risk adolescents</li> </ul>	Div-F1	PC-F1, PC-F5
<ul style="list-style-type: none"> <li>• By end of the first semester, student will provide supervisor with a list of personal biases that potentially impact her work with clients with HIV/AIDS</li> </ul>	Div-F1	PC-F1. PC-F5
<ul style="list-style-type: none"> <li>• Student will provide evidence of her ability to develop a treatment plan consistent with client’s objectives for treatment</li> </ul>	Div-F4	Engg-F3, Asss-F3

<ul style="list-style-type: none"> <li>• Student will apply motivational interviewing techniques in work with clients</li> </ul>	Div-F4	
<ul style="list-style-type: none"> <li>• In supervision, student will discuss application of cultural sensitivity as applied to three client populations she has served (e.g. women, Latinos, elderly)</li> </ul>	Div-F4	Eth-F4
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor the ways in which her cultural background may impact her work with racial minority teens</li> </ul>	Div-F5	PC-F1, PC-F5
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor concerns relative to her personal history that may affect her ability to work with perpetrators of domestic violence</li> </ul>	Div-F5	PC-F1, PC-F5, Eth-F3
<ul style="list-style-type: none"> <li>• Student will attend drug court and, in supervision, will discuss perceptions regarding oppression and marginalization relative to the handling of the cases she observes</li> </ul>	Div-F6	SEJ-F1
<ul style="list-style-type: none"> <li>• Student will accompany at least three clients applying for disability to the Social Security office, assist them with their applications, and discuss the dynamics of privilege and power relative to that process</li> </ul>	Div-F6	
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor federal and state policy issues that contribute to poverty and low educational levels among agency clientele</li> </ul>	Div-F6	SEJ-F1
<ul style="list-style-type: none"> <li>• Student will share with supervisor what she learns in reading three qualitative studies regarding how immigrant populations interact with social service network</li> </ul>	Div-F6	SEJ-F1, Rsch-F3

**5) Social & Economic Justice:** Advance human rights and social and economic justice.

- Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**SEJ-F1** Articulate the forms and mechanisms of oppression and discrimination, including global interconnections of oppression

**SEJ-F2** Recognize that each person has basic human rights and advocate for those rights

**SEJ-F3** Engage in practices that advance social and economic justice

**SEJ-F4** Assess organizational policies and practices which promote human rights and social justice

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will discuss with supervisor federal and state policy issues that contribute to poverty and low educational levels among agency clientele</li> </ul>	SEJ-F1	Div-F6
<ul style="list-style-type: none"> <li>• Student will share with supervisor what she learns in reading three qualitative studies regarding how immigrant populations interact with social service network</li> </ul>	SEJ-F1	Rsch-F3, Div-F6
<ul style="list-style-type: none"> <li>• Student will attend drug court and, in supervision, will discuss perceptions regarding oppression and marginalization relative to the handling of the cases she observes</li> </ul>	SEJ-F1	Div-F6
<ul style="list-style-type: none"> <li>• Student will be assigned to work with at least three homeless clients and will assist them in their pursuit of health services and shelter</li> </ul>	SEJ-F2	PC-F4

<ul style="list-style-type: none"> <li>• Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent</li> </ul>	SEJ-F2	SEJ-F4, Itvn-F1, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will accompany at least five clients to court and help them secure Orders of Protection</li> </ul>	SEJ-F3	PC-F4, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children</li> </ul>	SEJ-F3	PC-F4, Plcy-F1, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will conduct a 6-week training module on economic literacy for residents of agency's temporary housing</li> </ul>	SEJ-F3	
<ul style="list-style-type: none"> <li>• Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent</li> </ul>	SEJ-F4	SEJ-F2, Itvn-F1, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will help organize agency's participation in World AIDS Day</li> </ul>	SEJ-F4	

**6) Research:** Engage in research-informed practice and practice-informed research

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

**Rsch-F1** Learn and utilize practice and policy models that are supported by research evidence

**Rsch-F2** Learn and apply the steps of the evidence-based practice process to social work problems

**Rsch-F3** Understand qualitative and quantitative research methods and apply these methods to reading and interpreting evaluations of assessment tools and intervention techniques

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will demonstrate understanding of principles of cognitive-behavioral therapy and, in supervision, will provide examples of how she has been able to incorporate these principles into work with clients</li> </ul>	Rsch-F1	
<ul style="list-style-type: none"> <li>• Student will provide supervisor with a review of literature relative to viability of 12-step programs as compared to other recovery programs</li> </ul>	Rsch-F1	
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	Rsch-F2	CT-F1, Asss-F4, Evlt-F1
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of group processes in bereavement group</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs in ER setting</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2

<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess four families and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these families</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2
<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess members of CA group and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these members</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs</li> </ul>	Rsch-F2	HBSE-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen</li> </ul>	Rsch-F2	HBSE-F2, Itvn-F4
<ul style="list-style-type: none"> <li>• Student will review recent literature in regard to improving the agency's ability to provide effective case management services</li> </ul>	Rsch-F3	SEJ-F1
<ul style="list-style-type: none"> <li>• Student will share with supervisor what she learns in reading three qualitative studies regarding how immigrant populations interact with social service network</li> </ul>	Rsch-F3	

**7) HBSE:** Apply knowledge of human behavior in the social environment

- Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**HBSE-F1** Apply evidence-based theories of human development including psychological, social, emotional, physical, neural, and spiritual development to assess whether clients are meeting developmental milestones

**HBSE-F2** Critique and apply knowledge to understand the person and environment using the bio-psycho-social-spiritual and ecological perspectives

**HBSE-F3** Apply theories and conceptual frameworks of human behavior to assessment, intervention, and evaluation of individuals and families

**HBSE-F4** Apply theories and conceptual frameworks of social systems to assessment, intervention, and evaluation of groups, organizations, communities, and policies

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will demonstrate knowledge of psychosocial developmental stages and understanding of impact of these stages on client situations</li> </ul>	HBSE-F1	
<ul style="list-style-type: none"> <li>• Student will utilize psychosocial developmental charts to assess possible progression, regression or failure to thrive in toddlers and pre-school age children</li> </ul>	HBSE-F1	
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of group processes in bereavement group</li> </ul>	HBSE-F2	Rsch-F2, Asss-F2

<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs in ER setting</li> </ul>	HBSE-F2	Rsch-F2, Asss-F2
<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess four families and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these families</li> </ul>	HBSE-F2	Rsch-F2, Asss-F2
<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess members of CA group and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these members</li> </ul>	HBSE-F2	Rsch-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs</li> </ul>	HBSE-F2	Rsch-F2, Asss-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen to address client needs</li> </ul>	HBSE-F2	Rsch-F2, Itvn-F4
<ul style="list-style-type: none"> <li>• Student will demonstrate comprehension of trauma-related effects in regard to relapse patterns in client population</li> </ul>	HBSE-F3	
<ul style="list-style-type: none"> <li>• Student will attend three open AA meetings and demonstrate understanding of the 12-step process of recovery</li> </ul>	HBSE-F3	
<ul style="list-style-type: none"> <li>• Student will attend interdisciplinary staff meetings and advocate for clients' needs</li> </ul>	HBSE-F3	PC-F4, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will review departmental policies regarding services for children aging out of state custody and discuss ways these services could be improved</li> </ul>	HBSE-F3	PC-F4, Plcy-F1, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children</li> </ul>	HBSE-F3	PC-F4, SEJ-F2, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will review cases with supervisor on weekly basis and exhibit ability to evaluate interventions chosen to address client needs</li> </ul>	HBSE-F3	Itvn-F1, Evlt-F1



<ul style="list-style-type: none"> <li>• Student will prepare process recordings and evaluate her responses in regard to choices made in intervening with at least three families</li> </ul>	HBSE-F3	Itvn-F1, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will attend 10 meetings of group for domestic violence victims and will exhibit ability to incorporate systems framework in assessing client situations</li> </ul>	HBSE-F4	Asss-F1
<ul style="list-style-type: none"> <li>• Student will convey her understanding of how recent changes in the school system will impact the broader community</li> </ul>	HBSE-F4	

SAMPLE

**8) Policy:** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice

- Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

**Plcy-F1** Analyze, formulate, and advocate for policies that advance the social well-being of individuals, families, groups, organizations, and communities

**Plcy-F2** Collaborate with colleagues and clients for effective policy action to promote the well-being of individuals, families, groups, organizations, and communities

**Plcy-F3** Assess the potential benefits and unintended consequences of policy proposals

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will review departmental policies regarding services for children aging out of state custody and discuss ways these services could be improved</li> </ul>	Plcy-F1	PC-F4, Itvn-F6
<ul style="list-style-type: none"> <li>• Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children</li> </ul>	Plcy-F1	PC-F4, SEJ-F2, Itvn-F6
<ul style="list-style-type: none"> <li>• In collaboration with interested colleagues, student will staff an informational booth at senior fairs to promote immunizations and wellness principles</li> </ul>	Plcy-F2	Itvn-F2
<ul style="list-style-type: none"> <li>• Prior to attending the annual legislative Social Work Day on the Hill, student will organize interested colleagues in preparation for speaking with local legislators about the impact of recent changes in TennCare</li> </ul>	Plcy-F2	Itvn-F6
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate the potential benefits and unintended consequences of planned cuts in the agency’s social work department</li> </ul>	Plcy-F3	
<ul style="list-style-type: none"> <li>• Student will evaluate the potential benefits and unintended consequences she observes in work with clients affected by the TennCare CHOICES program</li> </ul>	Plcy-F3	

**9) Context:** Respond to the contexts that shape practice

- Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

**Ctxt-F1** Understand federal, state, local, and agency policies, procedures, organizational structures, and channels of communication; and engage individual, family, group, organization, and community systems in identifying issues of concern

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will attend agency orientation training.</li> </ul>	Ctxt-F1	
<ul style="list-style-type: none"> <li>• Student will review agency’s Policies and Procedures Manual and, in supervisory sessions, articulate important aspects of the agency’s Policies and Procedures as applied to interactions with clients</li> </ul>	Ctxt-F1	
<ul style="list-style-type: none"> <li>• Student will read and abide by the NASW Code of Ethics</li> </ul>	Ctxt-F1 Ctxt-F1	Eth-F1
<ul style="list-style-type: none"> <li>• Student will read and abide by HIPAA policies</li> </ul>		
<ul style="list-style-type: none"> <li>• Student will read and familiarize self with organizational structure of the agency</li> </ul>	Ctxt-F1	
<ul style="list-style-type: none"> <li>• Student will interview CEO, Comptroller, and Volunteer Coordinator to better understand the agency’s structure and mission</li> </ul>	Ctxt-F1	
<ul style="list-style-type: none"> <li>• Student will meet with field supervisor once-a-week for supervision</li> </ul>	Ctxt-F1	PC-F6
<ul style="list-style-type: none"> <li>• Client will shadow case managers to observe protocol and procedure for conducting intake interviews of clients.</li> </ul>	Ctxt-F1	PC-F6
<ul style="list-style-type: none"> <li>• Student will familiarize self with Social Security Disability forms and apply this knowledge in service to agency’s clients</li> </ul>	Ctxt-F1	

**10a) Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

**Engg-F1** Exhibit the ability to substantively and effectively promote well-being in social work practice with individuals, families, groups, organizations, and communities

**Engg-F2** Demonstrate empathy and other interpersonal skills when engaging with individuals, families, groups, organizations, and communities

**Engg-F3** Show the ability to develop a mutually agreed-on focus of work and desired outcomes in working with individuals, families, groups, organizations, and communities

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>In collaboration with interested colleagues, student will staff an informational booth at senior fair to promote immunizations and wellness principles</li> </ul>	Engg-F1	Plcy-F1
<ul style="list-style-type: none"> <li>Student will assist supervisor in developing and implementing the agency’s employee health fair</li> </ul>	Engg-F1	
<ul style="list-style-type: none"> <li>In supervision, student will present case studies in regard to three families with whom the student has been significantly engaged as case manager</li> </ul>	Engg-F1	
<ul style="list-style-type: none"> <li>In supervision, student will identify theories used in successful intervention regarding three distinct problem areas in client service</li> </ul>	Engg-F1	
<ul style="list-style-type: none"> <li>Student will craft 2 process recordings that documents her abilities to employ empathy and other interpersonal skills in connecting with clients</li> </ul>	Engg-F2	Asss-F3
<ul style="list-style-type: none"> <li>Student will identify the interpersonal skills she used in leading the initial session of the domestic violence group</li> </ul>	Engg-F2	Asss-F3

<ul style="list-style-type: none"> <li>• In meeting with supervisor, student will demonstrate how empathy and other clinical skills contributed to her ability to move from assessment of client needs to development and implementation of treatment plan</li> </ul>	Engg-F2	
<ul style="list-style-type: none"> <li>• Student will relate the role that empathy played in helping to establish a working relationship with 2 individuals and one family unit</li> </ul>	Engg-F2	
<ul style="list-style-type: none"> <li>• Student will be assigned five individual cases and demonstrate ways in which she was able to combine the client's assessment of need with her own assessment in crafting a plan of action</li> </ul>	Engg-F3	Asss-F4, Itvn-F3
<ul style="list-style-type: none"> <li>• Student will attend survivors' group and demonstrate ways in which she was able to combine the group members' assessment of need with her own assessment in leading the group session</li> </ul>	Engg-F3	
<ul style="list-style-type: none"> <li>• Student will demonstrate her ability to establish a treatment plan that incorporates the client's purpose(s) in seeking treatment</li> </ul>	Engg-F3	
<ul style="list-style-type: none"> <li>• Student will share with supervisor the process of negotiation she employed in establishing a treatment agreement with 2 families with whom she is working</li> </ul>	Engg-F3	

**10b) Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

**Asss-F1** Collect, organize, and interpret client data in regard to work with individuals, families, groups, organizations, and communities

**Asss-F2** Assess client strengths and limitations using multi-dimensional bio-psycho-social-spiritual assessment tools in regard to work with individuals, families, groups, organizations, and communities

**Asss-F3** Develop mutually agreed-on intervention goals and objectives in regard to work with individuals, families, groups, organizations, and communities

**Asss-F4** Select appropriate intervention strategies in regard to work with individuals, families, groups, organizations, and communities

**Asss-F5** Use differential and multi-axial diagnoses in regard to work with diverse individuals and families

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will attend 10 meetings of group for domestic violence victims and exhibit ability to incorporate systems framework in assessing client situations</li> </ul>	Asss-F1	HBSE-F4
<ul style="list-style-type: none"> <li>• Student will learn procedures for, and demonstrate competence in, conducting classroom observation of student behaviors</li> </ul>	Asss-F1	
<ul style="list-style-type: none"> <li>• Student will do five intake screenings and develop treatment plans associated with those assessments</li> </ul>	Asss-F1	

<ul style="list-style-type: none"> <li>• Student will do phone interviews with key informants at provider agencies and develop report summarizing their responses for executive team</li> </ul>	Asss-F1	
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of group processes in bereavement group</li> </ul>	Asss-F2	Rsch-F2, HBSE-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs in ER setting</li> </ul>	Asss-F2	Rsch-F2, HBSE-F2
<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess four families and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these families</li> </ul>	Asss-F2	Rsch-F2, HBSE-F2
<ul style="list-style-type: none"> <li>• Student will use multi-dimensional bio-psycho-social-spiritual tools to assess members of CA group and, in supervision, will demonstrate ability to identify both strengths and limitations of each of these members</li> </ul>	Asss-F2	Rsch-F2, HBSE-F2
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to assessment of client needs</li> </ul>	Asss-F2	Rsch-F2, HBSE-F2
<ul style="list-style-type: none"> <li>• In meeting with supervisor, student will demonstrate how empathy and other clinical skills contributed to her ability to move from assessment of client needs to development and implementation of treatment plan</li> </ul>	Asss-F3	Engg-F2
<ul style="list-style-type: none"> <li>• Student will be assigned five individual cases and demonstrate ways in which she was able to combine the client's assessment of need with her own assessment in crafting a plan of action</li> </ul>	Asss-F3	Engg-F3
<ul style="list-style-type: none"> <li>• Student will compile notes from recent neighborhood meetings and develop list of mutually agreed-on intervention goals and objectives</li> </ul>	Asss-F3	
<ul style="list-style-type: none"> <li>• Student will attend survivors' group and demonstrate ways in which she was able to combine the group members' assessment of need with her own assessment in leading the group session</li> </ul>	Asss-F4	Evlt-F1

<ul style="list-style-type: none"> <li>• Student will intervene in family systems in addressing adolescent client's behavioral issues</li> </ul>	Asss-F4	Itvn-F3
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	Asss-F4	Itvn-F3, Evlt-F1
<ul style="list-style-type: none"> <li>• Following weekly survivors' meeting, student will debrief with supervisor and provide rationale for the interventions she chose to use in leadership of the group</li> </ul>	Asss-F4	CT-F1, Evlt-F1
<ul style="list-style-type: none"> <li>• In submitting case notes to supervisor, student consistently will include multi-axial diagnoses based on DSM-IV TR for each client</li> </ul>	Asss-F5	
<ul style="list-style-type: none"> <li>• In supervision, student will exhibit ability to apply multi-axial diagnostic codes as appropriate to capture client data</li> </ul>	Asss-F5	
<ul style="list-style-type: none"> <li>• Student consistently will demonstrate ability to explain her reasoning in relationship to her development of all five axes of multi-axial diagnosis</li> </ul>	Asss-F5	



**10c) Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

**Itvn-F1** Initiate actions to achieve organizational goals in regard to work with individuals, families, groups, organizations, and communities

**Itvn-F2** Implement prevention interventions that enhance client capacities in regard to work with individuals, families, and groups, organizations, and communities

**Itvn-F3** Help clients resolve problems in regard to work with individuals, families, groups, organizations, and communities

**Itvn-F4** Negotiate, mediate, and advocate for clients in regard to work with individuals, families, groups, organizations, and communities

**Itvn-F5** Facilitate transitions and endings in regard to work with individuals, families, groups, organizations, and communities

**Itvn-F6** Advocate for implementation of policies and services that serve the well-being of individuals, families, groups, organizations, and communities

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will review cases with supervisor on weekly basis and exhibit ability to evaluate interventions chosen to address client needs</li> </ul>	Itvn-F1	HBSE-F3, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will prepare process recordings and evaluate her responses in regard to choices made in intervening with at least three families</li> </ul>	Itvn-F1	HBSE-F3, Evlt-F1

<ul style="list-style-type: none"> <li>• Student will learn how to develop and implement Behavioral Intervention Plan</li> </ul>	Itvn-F1	Plcy-F2
<ul style="list-style-type: none"> <li>• Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent</li> </ul>	Itvn-F1	SEJ-F2, SEJ-F4, Evlt-F1
<ul style="list-style-type: none"> <li>• Student will help coordinate and implement agency's participation in annual senior fair</li> </ul>	Itvn-F1	
<ul style="list-style-type: none"> <li>• Student will participate in weekly interdisciplinary staff meetings and present client data for clients with whom she is working</li> </ul>	Itvn-F1	
<ul style="list-style-type: none"> <li>• In collaboration with interested colleagues, student will staff an informational booth at senior fairs to promote immunizations and wellness principles</li> </ul>	Itvn-F2	
<ul style="list-style-type: none"> <li>• Student will coordinate recruitment campaign for wellness program</li> </ul>	Itvn-F2	
<ul style="list-style-type: none"> <li>• Student will co-lead series of relapse prevention meetings</li> </ul>	Itvn-F2	Asss-F4
<ul style="list-style-type: none"> <li>• Student will attend survivors' group and demonstrate ways in which she was able to combine the group members' assessment of need with her own assessment in leading the group session</li> </ul>	Itvn-F3	
<ul style="list-style-type: none"> <li>• Student will intervene in family systems in addressing adolescent client's behavioral issues</li> </ul>	Itvn-F3	HBSE-F2
<ul style="list-style-type: none"> <li>• Student will articulate steps taken in building clients' problem-solving abilities</li> </ul>	Itvn-F3	
<ul style="list-style-type: none"> <li>• Student will accompany supervisor in attending monthly administrative meetings and volunteer ideas in regard to furthering the agency's mission</li> </ul>	Itvn-F3	
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	Itvn-F3	Asss-F4, Evlt-F1
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen to address client needs</li> </ul>	Itvn-F4	
<ul style="list-style-type: none"> <li>• Student will make appropriate referrals of clients based on agency's multi-dimensional assessment process</li> </ul>	Itvn-F4	

<ul style="list-style-type: none"> <li>• Student will conduct at least three family sessions at which she will demonstrate ability to mediate regarding client’s return to family system</li> </ul>	Itvn-F4	PC-F4
<ul style="list-style-type: none"> <li>• In meetings with supervisor, student will articulate application of bio-psycho-social-spiritual and ecological perspectives with respect to interventions chosen</li> </ul>	Itvn-F4	HBSE-F2, Rsch-F2
<ul style="list-style-type: none"> <li>• Student will demonstrate ability to facilitate meaningful termination process with clients at close of DV group</li> </ul>	Itvn-F5	Plcy-F2
<ul style="list-style-type: none"> <li>• Prior to departure from agency, student will provide supervisor with a written report documenting disposition (termination or transition) of entire caseload</li> </ul>	Itvn-F5	
<ul style="list-style-type: none"> <li>• Student will attend interdisciplinary staff meetings and advocate for clients’ needs</li> </ul>	Itvn-F6	PC-F4, HBSE-F3,
<ul style="list-style-type: none"> <li>• Prior to attending the annual legislative Social Work Day on the Hill, student will organize interested colleagues in preparation for speaking with local legislators about the impact of recent changes in TennCare</li> </ul>	Itvn-F6	
<ul style="list-style-type: none"> <li>• Student will review departmental policies regarding services for children aging out of state custody and discuss ways these services could be improved</li> </ul>	Itvn-F6	PC-F4, HBSE-F3, Plcy-F1
<ul style="list-style-type: none"> <li>• Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children</li> </ul>	Itvn-F6	PC-F4, SEJ-F2, HBSE-F3

**10d) Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

**Evlt-F1** Critically analyze, monitor, and evaluate interventions in regard to work with individuals, families, groups, organizations, and communities

List Activities / Objectives of the student	List the competency being addressed	Other competencies that may be met by the same activity
<ul style="list-style-type: none"> <li>• Student will review cases with supervisor on weekly basis and exhibit ability to evaluate interventions chosen to address client needs</li> </ul>	Evlt-F1	HBSE-F3, Itvn-F1
<ul style="list-style-type: none"> <li>• Student will prepare process recordings and evaluate her responses in regard to choices made in intervening with at least three families</li> </ul>	Evlt-F1	HBSE-F3, Itvn-F1
<ul style="list-style-type: none"> <li>• Student will develop training course for agency case managers to help them better understand procedures relative to honoring clients' right to informed consent</li> </ul>	Evlt-F1	SEJ-F2, SEJ-F4, Itvn-F1
<ul style="list-style-type: none"> <li>• In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature</li> </ul>	Evlt-F1	Asss-F4, Itvn-F3
<ul style="list-style-type: none"> <li>• Following weekly survivors' meeting, student will debrief with supervisor and provide rationale for the interventions she chose to use in leadership of the group</li> </ul>	Evlt-F1	CT-F1, Asss-F4
<ul style="list-style-type: none"> <li>• Student will attend survivors' group and demonstrate ways in which she was able to combine the group members' assessment of need with her own assessment in leading the group session</li> </ul>	Evlt-F1	Asss-F4

**Attestation:**

By typing my name below, I attest that I have developed and/or reviewed the content of the document above:

**Student's name:**

**Date:**

**Instructor's Name:**

**Date:**

SAMPLE