**MSW Advanced Year Examples for the SLA**

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

1. Discuss and process cases in which vicarious your personal trauma becomes present. Explore various mechanisms of support within agency during supervision.
2. Recognizes the functional and dysfunctional aspects of the agency system and help client systems navigate services effectively.
3. Demonstrates a mastery of use of self in social work practice, discuss in supervision.
4. Prepares for supervision to promote and enhance practice effectiveness.
5. Demonstrates the ability to understand and work effectively within an organizational setting and to promote change using social work values and ethical principles.
6. Demonstrate an ability to form and sustain professional relationships with clients, co-workers, staff and administrators.
7. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups though journaling, discuss in supervision.
8. Value consumers in all aspects of care by using neutral, objective and supportive language.
9. Tolerate ambiguity in resolving ethical conflicts and explore in supervision the value of ethical decision-making models.
10. Meets time, workload, and accountability expectations of the agency.
11. (Example of site specific) Meet with school psychologist and discuss similarities that exist between the two professions in working with children. Explore in supervision the ways in which school social workers and the school psychologist work together with practicum students to help them meet their goals.
12. (Example of site-specific) Reflect on dynamics between support service staff and tension among professional groups in the schools. Discuss possible reasons and potential alleviators.
13. Reflect on feelings, thoughts, and potential biases experienced when interacting with clients and target systems and discuss with field instructor during supervision.
14. Review the confidentiality policy and other relevant policy (i.e., protocol for implementing Child Abuse Reporting regulations) of the agency with the field instructor and discuss appropriate completion of Release of Information and other protocols.
15. Develop a Self-Care Plan and articulate and discuss in supervision the methods of professional self-care you are utilizing.
16. Maintain a weekly journal about ethical dilemmas experienced or observed at the field placement. Discuss with field instructor in supervision to resolve the ethical dilemma(s)
17. Discuss with field instructor the value similarities and conflicts between social workers and other professionals and/or compare the values of Social Work with values of the service delivery systems in this area of practice (i.e., criminal justice, nursing, law in health or mental health settings, i.e., business, economics, planning and political science in community settings; juvenile justice and education in child welfare settings.)
18. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
19. Practicum student will maintain weekly notes regarding ethical dilemmas, vicarious trauma and awareness of personal biases experienced or observed at the field placement and discuss them with the supervisor.
20. (Example of site specific) Practicum student will explore the use of EMDR with a staff member to better understand its relevance with clients who have experienced trauma.
21. The practicum student will complete all required agency documentation in a timely and professional manner. Field instructor to review documentation and provide feedback.
22. Develop and provide a presentation on a relevant topic to agency staff, community group or other identified audience. Field instructor will observe and provide feedback.
23. Practicum student will actively engage in supervision for a minimum of 1 hr./week with Field Instructor. The discussion will include, but not be limited to, professional boundaries, self-care, social work ethics, professional growth and self-reflection. Possible topics may also include issues of counter transference, vicarious trauma and compassion fatigue.

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

1. Intern will demonstrate at least three ways that they are aware of the client’s culture and have attempted to be competent in engaging the client.
2. Understands and adapts her/his practice to the needs of a range of populations.
3. Directly seek information from clients on their values, goals and views of successful functioning, and adapt interventions accordingly.
4. Practicum student will participate and be an active member of peer supervision sessions with social work staff and peers, with diversity and cultural competence, spirituality, sexuality, ethics, grief and trauma as the focus.
5. Identify organizational policies and dynamics that affect client service, applying information gained in Advanced Year courses. Discuss with field instructor strategies to intervene within the organization.
6. Increase cultural awareness and competence by adapting intervention strategies and identifying environmental barriers specific to your client to enhance the likelihood of positive outcomes.
7. Practicum student will try to better understand the population by shadowing preventive service workers as they complete home visits; practicum student will then discuss with workers or with field instructor specific issues or problems clients are facing and explore relevance of issues of diversity and oppression.
8. Practicum student will research the geography, diversity, politics as well as social and cultural grouping in their area, exploring the extent to which aspects of culture can oppress, alienate or create privilege and power. Additionally, practicum student will reflect on his/her own personal privilege and power in supervision.
9. Practicum student will explore and learn about their community through a social, political and economic lens in order to understand the lived experience of people that the agency seeks to help; practicum student will learn about poverty economic and community development, racial and economic inequities and social injustice related to employment and access to power.
10. Practicum student will collect, organize interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, trauma informed care and human rights.
11. Practicum student will understand the importance of differences in life experiences through working with diverse populations while keeping an open mind and explore related issues in supervision.
12. Practicum student will recognize the extent to which cultures and particular values may oppress, alienate, or create power imbalanced in society through discussions with her supervisor when these issues arise, eliminating her own personal biases and advocating for the clients’ rights within diverse populations.
13. Practicum student will research the cultural, economic, political and historical influences on the community. Discuss with field instructor how this will occur.

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

1. Identify examples of social/economic injustice, in the field and ways they are addressed within the system/organization.
2. Advocate for client access to the services of social work**.**
3. Student will attend trauma task force meetings to better understand current policy and theory in practice and how it affects clients.
4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Discuss in supervision.
5. Communicate the importance of the impact of trauma as fundamental to health and mental health. Discuss examples that relate to work with service population.
6. Raise awareness of trauma and its impact on health, mental health and social well-being by, for example, disseminating educational materials and appropriate resources, presenting information at an agency in-service, etc.
7. Student will demonstrate the ability to use policy, research, theory and practice to redress social injustice and human rights violations, i.e., through journaling exercise, in supervision, etc.
8. Student will help raise awareness of trauma and its impact on health, mental health and social well by identifying and disseminating relevant materials and resources.
9. Student will identify and refer clients to resources that work to ameliorate and alleviate oppressive circumstances of individuals.
10. Student will conduct a literature review of trauma-informed community level care and then use this literature as a base to understand client issues. Student will work with the local (group) population to develop and implement a capacity building plan in order to assist them with organizing, uniting and building the strengths of their community.
11. Student will research how aging in place is conducive to the protection of individual human rights and be able to clearly articulate the ways in which placement in a nursing facility or indeed any forced move may be traumatic as well as an encroachment.
12. Student will identify and convey an understanding of community factors that promote racism, sexism, ageism and homophobia, particularly where these concern consumers of field placement agency.
13. Student will research topics of oppression, human rights and social justice and present in individual and/or group supervision on the relevance of these for social work practice on micro (self-awareness and client interaction) mezzo and macro levels.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

1. Demonstrates ability to develop and test hypotheses regarding service delivery variables.
2. Become skilled in using computer-based assessment tools during interview process
3. Apply information gained in psychopathology course to differently assess consumers with mental health problems.
4. Use practice experience to inform scientific inquiry
5. Use research evidence to inform practice.
6. Demonstrates ability to identify and apply outcome indicators which can reliably measure the effects of service delivery variables on desired outcomes.
7. Share research-based assessment tools gathered from coursework and discuss with field instructor how these are similar to, or different from, current assessment tools used at the agency.
8. Demonstrates the ability to use empirically based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness.
9. Student will engage in action research to gather data, working with (agency) constituents to gather their stories.
10. Identify potential evidence-based practices to utilize with the target population and discuss with field instructor.
11. Research evaluation tools that could be used with the target population and discuss with field instructor.
12. (Example of site specific) Student will assist in development of a trauma component to the anger management program, exploring available empirically supported treatment components.
13. Student will research the impact of trauma and apply knowledge to the development of a trauma informed care model for intervention.
14. Student will participate in agency-sponsored evidence-based Trauma Focused CBT training and discuss in supervision.
15. Student will discuss with field instructor information on trauma-informed intervention strategies and explore in supervision their application to case load.
16. Identify research articles related to advanced practice and utilize practice informed methodologies in assigned cases or projects.

### ****COMPETENCY 5:****ENGAGE IN POLICY PRACTICE

1. Participate on organizational committee charged with policy setting; review by-laws of organization; and assist in development of strategic plan.
2. Collaborate with colleagues and clients for effective policy action.
3. Analyze, formulate and advocate for policies that advance social well-being.
4. Demonstrate knowledge of relevant city, state and federal social policies and programs that affect services to clients.
5. Demonstrate an understanding of agency strengths and limitations in meeting client and community needs.
6. Discuss with field instructor the appropriate mechanisms for advocacy when forms of oppression are identified. Identify how student will demonstrate advocacy on a macro, mezzo, and micro level.
7. Remain current in knowledge of laws/policies which impact agency &/or client system (ex: current events and news in the community, reading newspapers or local journals, etc.)
8. Student will address cultural issues and issues of disparity regarding trauma for all populations i.e., refugees, racial and ethnic members and rural populations and with concerns for gender, age and developmental phase over the life span.
9. Define a problem system in the field agency and write a policy/procedure to address it.
10. Interview expert in field of interest and engage in legislative visits. Prepare for visit by gathering materials.
11. Student will evaluate macro level policies that influence trauma informed care for individuals with a mental health diagnosis to better understand how these policies may impact clients.
12. Student will use a data driven approach to document client needs and develop treatments plans, incorporating an awareness of relevant factors, such as culture, diversity and oppression, socio-economic factors, prevalence of trauma, etc.
13. The student will review agency policies and procedure and identify where the agency does and or does not adhere to the tenants of trauma informed care. Student will identify and discuss in supervision any potential sources of trauma or human rights infringements that could be associated with agency policies and procedures.
14. Student will review and analyze mission statement and service objectives from the perspective of a trauma informed and human rights-oriented service.
15. Student will observe and review diversity, trauma and policy issues that are shared in individual sessions and expand this information in supervision in order to process macro implications.
16. Analyzes the mandate, purposes, resources and organizational structure of the fieldwork site and the impact of these on service delivery. Discuss in supervision.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. Practicum student will spend time working with clients in the community (family support group), clients who have multiple problems, be sensitive to their needs and be sensitive to client background stories.
2. Practicum student will demonstrate micro engagement skills with at least 3 clients upon intake. Field Instructor will directly observe practicum student and provide feedback during supervision
3. Practicum student will video record initial engagement meeting with client (with consent) and discuss in supervision with field instructor
4. Practicum student will observe and conduct visits with agency clientele and their families utilizing trauma informed perspective to gather information and document social histories. Practicum student will de-brief and reflect on these interactions in supervision with his/her FE.
5. Practicum student will provide solution focused treatment model with children and families, evidencing a strength-based approach and a trauma informed perspective.
6. Practicum student will evidence an awareness of the impact of trauma on the client by providing counseling services, in collaboration with field instructor that includes an assessment of client trauma, and by creating an atmosphere of safety for the client.
7. Demonstrate the ability to establish rapport with client during a crisis situation--field instructor will provide feedback on a regular basis.
8. Intern will critically exam the way that agency policies are affecting the client and discuss ideas for change w/FI. 2. Intern will analyze policy changes at board meetings and take notes to demonstrate to discuss with FI. 3. Intern will work with agency staff to write a grant for the agency. 4. Intern will discuss an issue within the school that Intern thinks could be improved and will discuss w/FI. 5. Practicum student will review client grievances and facility for policy compliance & effectiveness of responses
9. Presents competences in listening and attending; reflection and acceptance of feelings; paraphrasing and summarizing content; confrontation; recognition of strengths; incorporating cultural and/or ideological perspectives of clients and reinforcing functional behavior.
10. Interview staff from at least two other community agencies to learn about the services they provide and how they interface with practicum student field site.
11. Approach engagement with individuals using an integrated, whole person view of individuals and their problems and resources.
12. Interview agency staff, administrator, or board member regarding agency history, structure, its programs and funding streams. Articulate in supervision knowledge gained and how it relates to the agency mission statement.
13. Identify with field instructor specific interagency/coalition/task force/etc. meetings to attend with specified meeting dates. Practicum student will report back about these meetings in supervision.
14. Practicum student will visit other program sites to learn how they are utilizing trauma informed care or how it could be applied in current setting. Practicum student will discuss with field supervisor during supervision.
15. Engage departmental staff in a manner to create good teamwork, communication, collaboration and a productive, respectful work environment. This will be evaluated through observation and staff feedback over time.
16. Intern will conduct two interviews with children, under supervision and demonstrate to FI that good interpersonal skills are being used.
17. Intern will work individually with at least 3 students with identified emotional needs to improve behavior and academic performance and create goal contract to hold practicum student accountable and consult FI weekly.
18. Intern will demonstrate interpersonal skills throughout client assessments and discuss w/ FI to identify the skills used.
19. Intern will use interpersonal skills when engaging with clients such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem determining when to terminate services by reviewing risk and protective factors and strengths and challenges.
20. Intern will work individually with at least 1 practicum student with identified emotional needs to improve behavior and academic performance and create goal contract to hold practicum student accountable and consult FI weekly.
21. Intern will work w/ clients to identify common ground for the focus of our work together and write the goals, objectives and desired outcomes in the client’s own words.
22. During weekly FI meeting Intern will talk about mutually agreed upon goals that were discussed w/at least two clients.
23. Intern will review two case plans involving minority families (w/FI) and identify how they are grounded in a cultural context.
24. Intern will work closely with at least three clients in determining when to terminate services by reviewing risk and protective factors and strengths and challenges.
25. Intern will work individually with at least 1 student with identified emotional needs to improve behavior and academic performance and create goal contract to hold student accountable and consult FI weekly.
26. Intern will work w/ clients to identify common ground for the focus of our work together and write the goals, objectives and desired outcomes in the client’s own words.
27. During weekly FI meeting Intern will talk about mutually agreed upon goals that were discussed w/at least two clients.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

1. Student will display knowledge of evidence based and trauma informed practice while working with clients and in clinical supervision with field instructor.
2. Incorporate a trauma-informed and human rights perspective into the development of individualized treatment plans, collaborating with the consumer.
3. Student will obtain consent of client and audio record a bio-psycho-social assessment with a client (conducted by the student). Student will bring recording to supervision to process with Field Instructor.
4. Differentially assess based on information presented in Advanced Year Interventions and Advanced Year Seminar course. Discuss in supervision with field instructor.
5. Conduct (insert #) assessments utilizing the information presented in Advanced Year Interventions and Advanced Year Seminar courses. Field instructor will review assessments and give feedback.
6. Implement the assessment tool(s) utilized at the Field agency. Field instructor will instruct and provide feedback to student on use of tool(s).
7. Conduct a lethality assessment of a student under the supervision of Field Instructor and to be evaluated by Field Instructor
8. Select the appropriate method, modality and level of care based on the problem severity, client’s strengths and deficits and environmental resources.
9. Student will apply the principles of trauma informed care (safety, choice, trustworthiness, collaboration and empowerment) to all interactions with clients and discuss in supervision.
10. Student will be able to make assessment of situation and prioritize interventions at the appropriate level and target group.
11. Student will conduct a review of current program assessment and evaluation tools and help alter if necessary to include a trauma informed, human rights perspective.
12. Formulates differential diagnosis of family systems and/or groups where appropriate.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Student will develop and implement a culturally inclusive "awareness" project for domestic violence awareness month on behalf of staff and clients of organization.
2. Student will apply appropriate intervention strategies based on the client assessment. Field instructor will evaluate the student via direct observation, case presentation, audio/videotaping or process recording (identify which method will be used).
3. Develop a group session in the school to meet bi-weekly. Field Instructor will evaluate performance.
4. Develop an intervention plan that reflects a differential assessment of the client/target system’s presenting problem. Field instructor will review student’s written intervention plan.
5. Student will discuss with field instructor the current research-based intervention strategies presented in Advanced Year Intervention and Advanced Year Seminar course and their application to student caseload.
6. Student will co-facilitate weekly group sessions. Type of Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Apply intervention strategies taught in Advanced Year Intervention and Advanced Year Seminar courses, to assist clients in addressing their presenting problem. Field instructor will evaluate via direct observation, case presentation, audio/videotaping or process recording (identify which method will be used).
8. Incorporate a trauma-informed and human rights perspective into the provision of, or referral to, treatment.
9. Student will apply the principles of trauma informed care (safety, choice, trustworthiness, collaboration and empowerment) to all interactions with clients and discuss in supervision.
10. Will attain proficiency in program specific treatment models, DBT, CPT, Trauma Ed. in group work and individual work.
11. Conceptualizes and articulates the rationale and theoretical framework behind: assessment, choice of intervention strategies, techniques and case plan implementation.
12. Applies practice applications of academic theoretical material in her/his work with groups, families and/or communities.
13. Applies specific practice skills geared toward special populations as related to relevant areas of practice.
14. Activates natural and formal helping systems to attain the practice goals particularly as they relate to minorities of color, lesbian and gay persons and women.
15. Plan and implement (social skills) group, researching and incorporating relevant styles, strategies and techniques.
16. Develop resource guide to address target population needs.
17. Based on student caseload, identify with field instructor opportunities for micro, mezzo and macro level interventions. Identify specific intervention that student will participate in.
18. Student will make referrals for clients to appropriate resources based on a thorough assessment of needs and strengths.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Student will identify an appropriate tool to collect data on the effectiveness of intervention strategies. Review results with the field instructor. Revise strategies for future intervention.
2. Process record or video/audio tape (identify which method will be used) at least 3 interactions with relevant client system(s). Student will critique their own communication skills utilizing one or more empirically based intervention techniques. Discuss with supervisor successes and concerns.
3. Identify and apply outcome indicators to measure the effects of service delivery on desired outcomes.
4. Demonstrates the ability to use empirically based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness.
5. (Example of site specific) Debrief one of the social skills groups that (the student) facilitated with supervisor-discuss what engagement/communication skills worked and which ones did not.
6. Plan well-designed progress monitoring for each intervention, periodically assessing progress and readjusting intervention plan.