

# **RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM IV: Clinical**

This document was created from field instructor evaluations at the conclusion of Field Practicum IV: Clinical– Spring 2012. The project began by compiling a comprehensive list of all evidence to support the ratings given by field instructors. The Field Practicum Advisory Committee made decisions about the definition of competency for each competency area and what evidence belonged to which rating. Gabrielle Montoya, the Field Office Graduate Student, assisted with the review and final editing.

January, 2012

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Field Practicum IV: Clinical Evaluation Form

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**A. PROFESSIONAL IDENTITY: Identify as a professional social worker in interdisciplinary relationships within the clinical setting.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Identify as a social worker in interdisciplinary relationships.
2. Serve as a representative of the social work profession during professional activities and events both within and outside of the agency.
3. Develop a personal plan for career long learning in social work.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Implement strategies for applying ethical principles to decision-making processes in clinical practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Use ethical principles to solve ethical dilemmas.
2. Tolerate ambiguity in resolving ethical dilemmas.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. CRITICAL THINKING: Use creative synthesis of knowledge for effective clinical decision-making.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Distinguish, appraise, and integrate multiple sources of knowledge for effective decision-making.
2. Demonstrate effective oral and written communication in determining solutions to complex problems.

**Evidence to support rating:**

**Strategies to increase competence:**

**D. DIVERSITY: Apply a culturally sensitive approach when working with diverse clients and communities.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Practice with methodological approaches, skills, and techniques that reflect an understanding of the role of culture in the helping process.
2. Communicate information about diverse client groups to other professionals.
3. Advocate for and participate in education and training programs that advance cultural competence.

**Evidence to support rating:**

**Strategies to increase competence:**

**E. HUMAN RIGHTS AND SOCIAL JUSTICE: Advocate for human rights and social, economic, and political justice.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Develop and apply knowledge of empowerment strategies to clinical practice.
2. Develop and apply advocacy skills to advance justice for diverse populations.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use practice experience to inform clinical scientific inquiry.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Identify research questions that arise from practice experience.
2. Explore opportunities for collaborative research addressing these questions.
3. Evaluate effectiveness of one's own practice skills and make revisions as necessary.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Demonstrate the ability to critique the effectiveness of theoretical approaches in clinical practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Evaluate the potential effectiveness of different theoretical approaches for each client.
2. Determine which theories provide best practice for specific clinical situations.
3. Articulate personal strengths and limitations in utilizing various clinical theories.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Demonstrate leadership in critiquing policy and advocating for policy change.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Identify changes needed to make policy more responsive to client needs.
2. Develop strategies to implement policy change
3. Collaborate with colleagues and clients for effective policy action.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Demonstrate leadership in proactively shaping the organizational, community, and societal contexts of clinical practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Identify changes needed to improve the quality of clinical service.
2. Develop strategies to implement the changes.
3. Collaborate with colleagues and clients in an effort to improve the delivery of clinical services.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. PRACTICE: Analyze and implement evidenced-based interventions to achieve client goals.**

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Tasks**

1. Synthesize and apply a range of evidenced-based practice intervention methods specific to the diverse needs and goals of clients.
2. Demonstrate skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness.
3. Provide leadership in developing and advocating for policies and services that reflect evidenced-based interventions across diverse client populations.
4. Document consistently and accurately clinical efforts and outcomes specific to the agency setting and agency requirements.

**Evidence to support rating:**

**Strategies to increase competence:**

## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>PROFESSIONAL IDENTITY:</b></p> <p><b>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Identify as a professional social worker in interdisciplinary relationships within the clinical setting.</b></p> <p><b>Demonstrate increasing independence and accountability for professional behavior.</b></p>	<ul style="list-style-type: none"> <li>• While she was able to provide essential feedback re patient needs and discharge plans, she sometimes had to be reminded to be aware of her body language and use of cell phones during meetings.</li> <li>• Student shows no potential for leadership in the clinical setting.</li> <li>• The student spent time with various disciplines within HBPC Program as part of her orientation then moved on to follow other social workers within various areas of the facility.</li> <li>• The student was exposed to and learned</li> </ul>	<ul style="list-style-type: none"> <li>• Student remains unclear about the Social Work role in the interdisciplinary team. She struggles with boundary issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The student was able to identify and carry out her role as a social worker within the interdisciplinary teams to ensure the patients and their families had their needs met. While she consistently accepted and processed feedback from field instructor and preceptors, she sometimes struggled to accept and internalize feedback or requests for assistance from other team members. She attended various interdisciplinary team meetings, CEUs, and trainings.</li> <li>• Student worked with many professionals, interpreters, administrators, etc. and demonstrated clear and appropriate understanding as her role as a social worker.</li> <li>• The student identifies herself as a social worker in staff meetings, visiting outside agencies and in working with clients.</li> <li>• The student continued to assess her caseload to gain knowledge on the various professionals involved in the cases and the role they play compared to her role.</li> <li>• The student attended</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participated in rounds (representing the social work profession) and learned how interdisciplinary team members worked together- doctors, nurses, social work, clergy, and allied health team members. Was able to articulate the role of a Social Worker to team members.</li> <li>• The student was in contact with the other professionals involved in her cases to ensure her clients had a good understanding of the progression of their cases. She was able to effectively articulate her role as a Social Worker to them.</li> <li>• During group supervision and during case staffings with clinicians of other disciplines, the student represents and discusses her social work perspective and approach. She also attends CEU workshops to continue her professional development as a social worker. During supervision, the student has discussed her professional plans and goals of licensure. We have also explored and discussed the benefits or challenges of being licensed.</li> <li>• The student actively participated in interdisciplinary meetings within the facility and attended available and relevant CEU courses. She participated well and provided necessary information from a Social Work perspective in these interdisciplinary meetings.</li> <li>• Student has been able to serve as a</li> </ul>	<ul style="list-style-type: none"> <li>• The student consistently brought up social work perspectives, lenses, and values into a multidisciplinary team setting. He recognizes the delicate differences between different health care professions and performs effectively in his Social Work role using this interdisciplinary knowledge for the good of his clients. The student consistently identified with and encompassed the role of social work within a larger system. He values supervision as well as continued education which will continue to develop his professional identity.</li> <li>• The student embodies the social work profession when she speaks with clients, other treatment professionals and in the way she carries herself as a clinician. Her passion for the social work profession is seen regularly in her advocacy for her clients and the profession as a whole. She regularly discusses her future plans as a social work professional and envisions a life-long career working to not only assist individuals in need but to further the profession through her advocacy and determination. The student additionally went above and beyond her duties as a CAC intern by participating in a Child Abuse Prevention Month event as a presenter educating parents in the community about how to keep</li> </ul>



## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
	<p>about working on a multidisciplinary team.</p> <ul style="list-style-type: none"> <li>The student understood the difference between professional role and personal experience. She brought issues to supervision whenever in conflict.</li> </ul>		<p>interdisciplinary round meetings in Oncology, Psychiatric, Medical ICU, and Stroke as a representative of social work. She also attended TMH annual Stride for Stroke as a representative of our outpatient Stroke Support Group.</p> <ul style="list-style-type: none"> <li>Student has a career plan and has worked towards building competency and networking with other professionals. She has worked primarily on an interdisciplinary team where she was the only social work representative.</li> <li>The student learned from being an active member of the Clinic multi-disciplinary Team meetings the role that Social Workers play and the value they give to Case Managers, Doctors nurses and therapist. She was able to assert her expertise in work with her patients and appreciate the contributions of the other members to the recovery plan for each of her patients.</li> </ul>	<p>representative of the Social Work perspective in a variety of interdisciplinary settings by clearly demonstrating knowledge of what social work is all about and identifying social and economic issues of the population we serve.</p> <ul style="list-style-type: none"> <li>Attended interdisciplinary team meetings, case consultations, patient rounds, and diagnostic conferences, and participated by speaking from a social work perspective. Attended supervisory meetings with supervisor and asked for additional supervision as needed. Interacted with staff who had different perspectives, such as psychology, nursing, psychiatry, and mental health associates. Actively sought collaboration, consultation and supervision on a regular basis.</li> <li>Student has a career plan and has worked towards building competency and networking with other professionals. She has worked primarily on an interdisciplinary team where she was the only social work representative. She was effective in presenting the Social Work perspective.</li> <li>The student has been observing more tenured CPS workers and has been able to assess that there is a difference between those who are social workers and those who are not. In her new role as a CPS worker/social worker, the student has served as a representative of the social work profession when attending professional activities and events such as court hearings, CPS board meetings and multi-discipline</li> </ul>	<p>their children safe. She regularly does this on a more micro level but stepped up to represent the agency also in this macro way.</p> <ul style="list-style-type: none"> <li>The student articulated differences between styles of social worker and LPC as well as differences between a social work environmental model and medical model. The student described the role of the Social Worker when presenting an introduction to EAP with clients. She also utilized self-reflective journal to consider career interests.</li> <li>The student represented the field of social work at conferences and inter-disciplinary meetings. She joined a diversity task force and utilized her skills to build relationships and to educate others about diversity issues. The student also did a brochure based on the conference she attended to share with CAFB staff to further their education about sex trafficking. The brochure reflected a clear understanding of the Social Work role in helping trafficked victims.</li> <li>The student participated within interdisciplinary team meetings and coordinated care with multidisciplinary staff in all of her rotations. She has discussed in supervision her role within the teams, utilization of collaborative knowledge to promote patient care, and effective communication</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>meetings.</p> <ul style="list-style-type: none"> <li>• The student has a strong sense of professional identity and is grounded in a social work perspective while engaging in interdisciplinary treatment of clients on the clinical team.</li> <li>• The student very much identifies with the role of a professional social worker. She approaches each interaction from the position of a trained social worker. She represented NAM professionally throughout her internship with us and she is focused on her next set of goals and challenges once she graduates and enters the field of social work fulltime.</li> <li>• The student consistently represents herself in a professional manner. She is mature and able to work independently and as part of a team. She understands her role as a social worker and can communicate her role and recommendations with patients and interdisciplinary team members.</li> <li>• The student demonstrated that she has developed a deeper sense of professional identity over the course of the last semester. She started out almost a year ago with little grounding in her professional role as a Social Worker; however, as the year has progressed she has found her clinical voice and has worked well among colleagues in her interdisciplinary treatment team. Furthermore, the student has chosen to pursue advanced education and was selected to be a post-graduate clinical</li> </ul>	<p>skills. The student also served as a representative of the social work profession by volunteering to be a member of the Social Work Month committee that organized several continuing education programs and social events throughout the month of March. Additionally, the student has utilized supervision to discuss her long term learning goals within the social work profession including an ongoing commitment to continuing education and the development of specialized practice in areas of interest.</p> <ul style="list-style-type: none"> <li>• The student is able to employ a sense of autonomy during the educational process. The student works well with a multidisciplinary team and observed and knows the similarities and differences between disciplines and roles. The student has practiced within her areas of competence in social work by seeking consultation with appropriate interdisciplinary treatment team colleagues in providing services to clients. The student has draw on her knowledge, values, and skills to facilitate a treatment plan that is in the best interest of the client. The student has advocated for her client in supervision sessions by demonstrating she can locate and access resources that the client needs to be successful in the therapeutic process. The student</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>fellow here at The Council.</p> <ul style="list-style-type: none"> <li>• The student works well with psychologist, DFPS caseworker, probation officers to develop comprehensive case plan. As a social worker she incorporates the family economic issues, juvenile justice issues, children's rights and confidentiality. She advocates for her clients' rights and to secure services to meet the child's needs. The student plans to join NASW to keep current on Social Work Issues and Training. She also will join her local social work organization to maintain a working network and to learn from others.</li> <li>• The student is recognized by the interdisciplinary team at MD Anderson and readily acknowledged by them for her role in Patient care. In addition, she is able to communicate with all team members to complete assessments, advocate for her Patients and facilitate discharge planning.</li> </ul>	<p>has also independently written competent documentation reflecting appropriate Social Work perspectives in client's progress notes reviewed by the field instructor. The student has represented social work profession with professionalism while exhibiting competence in the social work code of ethics and values. The student has co-facilitated and facilitated with licensed clinical social workers and licensed professional counselors resulting in increased competence and skills through the diverse therapeutic techniques learned during her placement. The student has described her plan for career development in her journal.</p> <ul style="list-style-type: none"> <li>• The student arrived to the program with a strong professional identity as a social worker, bringing this perspective to both the clinical and educational interdisciplinary settings of the field placement. Her identity as a social worker in a dynamic setting was demonstrated in her approach to service provision and her direct instruction and consistent contributions to LEAH. Her passion for work with underserved, marginalized populations drives a professional focus that will serve her throughout her career. She has the enviable challenge of considering the optimal career trajectory to</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
					<p>best serve marginalized populations given her demonstrated ability to conceptualize and address complex problems thoughtfully and thoroughly. She has worked through her emerging considerations for career growth in supervision and this will be an ongoing focus as she has been hired for the summer to continue to provide clinical services.</p> <ul style="list-style-type: none"> <li>• The student is remarkably competent in her ability to represent social work when interacting with the medical/multi-disciplinary team. She is articulate in expressing her clinical impressions and/or concerns about her patients to the medical/multi-disciplinary team. The student provides updates to the medical/multi-disciplinary team regarding the status of patient referrals. She has a good understanding of her long-term social work goals, and is able to identify areas for continued for improvement and strategies on how to address them.</li> <li>• The student continued to mentor new workers. She has shared her social work perspective and demonstrated how she advocates for clients on her caseload. She is able to identify as a social worker in a system that requires interdisciplinary relationships.</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>Values and Ethics:</b></p> <p><b>2.1.2 Apply social work ethical principles to guide professional practice.</b></p> <p><b>Practice Behavior:</b></p> <p><b>Implement strategies for applying ethical principles to decision-making processes in clinical practice.</b></p>	<ul style="list-style-type: none"> <li>Student has no awareness of ethical issues or dilemmas in clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>The student complied with NASW Code of Ethics. Recognized ethical dilemmas and discussed with field instructors and preceptors. However, student was not able to identify ethical principles and strategies to decision-making.</li> <li>The student is becoming competent in regards to understanding the Code of Ethics that regulates Social Work and understands it from all different perspectives and possible interpretations. Student doesn't yet understand</li> </ul>	<ul style="list-style-type: none"> <li>The student faced few ethical dilemmas during her internship. However, those she faced involved coworker relations rather than patient issues. She was able to handle these professionally by seeking supervisor guidance.</li> <li>The student has faced many challenges while in this internship which have helped her to resolve issues in an ethical manner. She understands her role as a professional in this agency and approaches situations carefully and thoughtfully. Ethical decision-making practices take time to cultivate and the student is well on her way toward that goal.</li> <li>The student utilized supervision to discuss the use of ethical principles in solving ethical dilemmas. Examples were provided for discussion and she was able to critically evaluate the role of the social worker in resolving ethical dilemmas.</li> <li>The student used supervision to explore and discuss ethical principles and dilemmas. She also demonstrated self-awareness of her own personal biases regarding client situations and was able to discuss these with</li> </ul>	<ul style="list-style-type: none"> <li>It was noted that at times the student had been at odds with a placement decision because a child was being placed with caregivers of a different race or ethnic background. The student continued to work on overcoming this bias by staffing each case individually and working toward the best interest of the children involved. She was able to manage her personal values in a way that allows professional values to guide the clinical practice. She also demonstrated her ability to recognize her biases and implemented strategies to resolve any ethical dilemmas she encounters.</li> <li>The student has used supervision as a way of solving ethical dilemmas. In addition, she has a clear sense of what is ethical and appropriate with regards to patient and professional relationships. She has been able to keep multiple perspectives in mind as she works to resolve dilemmas as they have occurred. She has maintained appropriate boundaries with patients and co-workers during her time on ATP.</li> <li>The student has continually assessed situations before speaking with a client to be sure that her personal values and ethics are kept separate from professional ethics and the best interests of the client. The student followed all ethical standards as set forth by her profession and the institution. She sought appropriate resources (codes of ethics/conduct, consultation with professional colleagues, patient</li> </ul>	<ul style="list-style-type: none"> <li>The student has seen the realities of access to health care and limitations of services based on funding available. She is becoming more capable of effectively advocating for others to decrease ethical challenges in healthcare. She has developed an ongoing discussion with other SW staff to seek to resolve problems in this setting.</li> <li>Student took a leadership role in increasing her use of ethical decision making. She referred to the Code of Ethics whenever needed and consistently initiated discussions with supervisor and team her feelings, thoughts, reactions, biases, and issues of counter-transference as they arose in the ethical decision-making process and requested feedback as needed. Continued to discuss the above in terms of ethical issues that could affect mental health team or her effectiveness with patients. In addition, found other/new strategies to replace those that were ineffective. In so doing, developed new skills, ways of thinking and interacting with patients.</li> <li>The student pushed herself to grow in this area. For example, she shares her values and ethics about working within a child welfare agency. She used her case assignments to role model and taught new workers about</li> </ul>

## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
		<p>ethical dilemmas as they occur.</p> <ul style="list-style-type: none"> <li>In supervision, student was able to compare NASW Code of Ethics to his internship experiences. Yet, student did not demonstrate application of knowledge in his decision making for client issues.</li> </ul>	<p>supervisor in order to evaluate how this might impact clinical practice. The student also discussed with other clinicians ethical principles or dilemmas related to clinical practice.</p> <ul style="list-style-type: none"> <li>The student has demonstrated an ability to discuss the ethical challenges unique to this setting and seeks to suggest alternative approaches. She uses supervision and consults with other social work staff appropriately.</li> </ul>	<p>advocate, etc.) in the face of an ethical dilemma in order reach the best possible outcome.</p> <ul style="list-style-type: none"> <li>The student used ethical principles and coordinated with Ethics personnel in the hospital to assist in solving ethical dilemmas on the various hospital units. She identified when an ethical dilemma existed and seek insight from colleagues or NASW Code of Ethics to help resolve the dilemma. She was willing to discuss personal values and ethics and was aware of how her own biases or beliefs may affect interactions with clients and members of interdisciplinary team. When an ethical dilemma regarding plan of care existed between different parts of a family or within the interdisciplinary team, she was able to listen respectfully to all sides of the dilemma and assist in resolving the dilemma. She was willing and able to remain respectful towards and supportive of the patient, family or interdisciplinary team member, regardless of their role in the dilemma.</li> <li>Whether with her own cases or with her clinical team or partner agencies, the student consistently observes fairness and a strong adherence to all ethical principles when conceptualizing and making decisions in regards to client treatment. The multi-disciplinary agency in which she currently functions have allowed her to perfect these skills while working with a variety of clinicians as well as non-clinical agencies that are involved with her clients' lives. The student regularly</li> </ul>	<p>managing their personal values in a way that allows professional values to guide their clinical practice as well as solve ethical dilemmas they may encounter. The student has met weekly with field instructor and had demonstrated her ability to remain appropriate and effective in service delivery even when not approving of the client's behavior or choices.</p>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>points out ethical dilemmas in her current cases with the appropriate lens, and is also able to utilize critical thinking skills in focusing on examples of those situations she has yet to experience and how to resolve them.</p> <ul style="list-style-type: none"> <li>• The student kept a journal regarding any ethical dilemmas and has processed these with field instructor and supervisor. She also reviewed the NASW Code of Ethics and Texas State Board of Social Worker Examiners Code of Conduct. She continued weekly meetings with field instructor to apply her decision-making process to relevant ethically complex cases.</li> <li>• The student utilized models of ethical decision-making in practice, attended ethics trainings, and looked at case studies involving ethical dilemmas with field instructor. She also discussed ethical dilemmas with field instructor and colleagues during supervision/mandatory brown bags. The student discussed ethical dilemmas with field proctor in mandatory weekly journals.</li> </ul>	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>CRITICAL THINKING:</b></p> <p><b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Use creative synthesis of knowledge for effective clinical decision-making.</b></p>	<ul style="list-style-type: none"> <li>• Instead of using critical thinking skills, student relied on her own personal experience in making practice decisions.</li> <li>• The student demonstrated an understanding of the assessment tools, but struggled with how to implement them in intervention process.</li> <li>• The student synthesized and implemented the readings into practice. She struggled</li> </ul>	<ul style="list-style-type: none"> <li>• The student's documentation vacillated between being concise, insightful, and professional, to lacking in details and requiring editing in order to clarify her communication; she consistently had appropriate information, deductions, and plans, she just did not always document as such.</li> <li>• The student's ability to make critical decisions was a skill she worked on throughout the year. However, she lacks confidence. We encouraged her to take initiative and</li> </ul>	<ul style="list-style-type: none"> <li>• The student has increased her abilities to document more consistently and effectively. She participates in active discussion with other staff to offer insights on treatment alternatives and assessment details.</li> <li>• The student is learning to identify the needs of the families she is working with and able to identify resources to help meet the needs. On all the units, she has been able to assist the medical team in identifying issues, assisting with solutions and assisting with safe and timely discharges for the patients/families.</li> <li>• The student was providing social work services to a veteran who is diagnosed with PTSD. The student increased her knowledge base by reading literature relating to PTSD, worked with multidisciplinary team members to process information regarding the case, and asked questions to obtain a better understanding of the disease process. In the beginning of the assessment, she lacked confidence; however, the more information she gathered, her confidence built. One of her greatest assets is asking questions to obtain a better understanding.</li> <li>• The student learned to observe</li> </ul>	<ul style="list-style-type: none"> <li>• Thought critically about every situation, and sought many sources to make informed and effective decisions. Also, developed many comprehensive assessments and communicated effectively with interdisciplinary team members.</li> <li>• The student has demonstrated great mastery of her oral communication skills in working through problems with clients and staff alike. She also demonstrates her ability to draw on clinical intuition, theoretical knowledge, and personal, as well as, professional experience when thinking through clinical issues.</li> <li>• The student used supervision to explore sources of knowledge and to integrate this into her decision-making and practice. She was able to articulate her thought process and methods in supervision and in consultation with other clinicians. The student obtained information and knowledge through multiple sources such as books, articles, journals, other professionals and clinicians, and other resources.</li> <li>• By managing a small caseload of patients and designing interventions to meet their specific needs over the course of a patient's length of stay, the student has been able to see the impact of her interventions upon the patient system, including the individual patient, the family system, and beyond. She has researched the effects of a brain injury upon patients and integrates this knowledge into her professional approach with patients. She is effectively able to</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrated skill in negotiating and assimilating knowledge and information into the overall clinical presentation. He demonstrated ability to communicate and advocate for an extremely difficult client to the team with success. His written documentation of clinical practice and decision making has consistently been thorough and demonstrated high levels of critical thinking and clinical consideration.</li> <li>• The student well exceeds expectations for critical thinking skills. She always considers multiple perspectives in addition to her own, highly valuing those of her clients, social work values and ethics, and a variety of theoretical frameworks (i.e. humanistic, CBT). The student is well spoken with colleagues on the clinical team as well as partner agencies and never hesitates to contribute in a highly professional manner especially when advocating for her clients. She produces exceptional written clinical documentation and regularly incorporates feedback when provided by others.</li> </ul>



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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
	<p>with integrating multiple sources and was not able to determine effective solutions.</p>	<p>once given the "permission" to make some of the difficult decisions, she became more comfortable with it. She has several of the ideas just struggled with implementing the plan or the decision.</p>	<p>and synthesize information within a session based upon clinically significant data and then applied the most appropriate intervention both within the session and in supervision discussions. The student showed remarkable improvement in summarizing clinical work and observations and in forming clinical impressions and planning work with clients.</p>	<p>communicate her findings.</p> <ul style="list-style-type: none"> <li>• The student reviewed state standards, case files, Agency policies, assessments, school records, legal documents and medical records to develop a comprehensive service plan for children in foster care. She effectively synthesized the data in monthly reports for agency and DFPS use.</li> <li>• The student has been working on the creation of a system that will be used to track Circle of Support meetings for IPPI youth in her assigned Unit. This has involved working with several available computer programs and determining the clearest and most efficient way of addressing the problem. The student had demonstrated her knowledge in distinguishing, assessing and integrating multiple sources for effective decision making. She has demonstrated effective oral and written communication when discussing solutions to complex problems.</li> <li>• The student has good written skills, as evidenced by the quality of her documentations and assessments. She integrates information from the interdisciplinary team, chart reviews, clinical experience, and academic knowledge to ensure effective decision-making. The student is resourceful and attempts to find answers by accessing institutional and community resources. She is very professional when working with the interdisciplinary team in dealing with complex patient/family issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The student utilizes supervision, evidence based research, colleagues, multidisciplinary staff, veterans, and community entities. She displayed her critical thinking skills through a thoughtful case presentation that highlighted her assessment skills, rationale for selected treatment paradigms, practice issues, and utilization of self within the therapeutic process. The student is effective in both oral and written communication and thorough documentation within the medical record.</li> <li>• The student took initiative to conduct multiple literature reviews to appraise and evaluate effective interventions for decision-making in program activities. She provided outstanding oral and written communication to address problems and issues. The student took leadership in weekly staff meetings and led discussions about program activities. She followed up these meeting with written information about the discussions which she distributed to staff.</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>DIVERSITY:</b></p> <p><b>2.1.4 Engage diversity and difference in practice.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Apply a culturally sensitive approach when working with diverse clients and communities.</b></p>	<ul style="list-style-type: none"> <li>• The student continues to struggle in applying a culturally sensitive approach to clients.</li> <li>• The student seeks out various resources to assist with her knowledge of related resources and topics. She continues to struggle with integrating this knowledge into her clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The student was able to communicate information about diverse client groups and backgrounds within aging, but had difficulty applying it to clinical cases.</li> <li>• Although student had setbacks, a conscious change in attitude and thinking helped her to see greater diversity and need for acceptance.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has participated in workshops which address diversity with client populations. She has also participated in discussions with colleagues and classmates regarding working with diverse client populations and cultural competency. She is showing continued improvement in applying this knowledge to her clinical practice.</li> <li>• The student has shown increased awareness and knowledge of the impact of cultural diversity in healthcare. She has been able to experience cultural differences in both end of life care and discharge planning. She has evidenced, over her internship, an increased sense of comfort with addressing different cultural groups.</li> <li>• The student sought cultural clarification regarding both racial and immigrant experiences in work and personal relationships. She strengthened empathic skills in working with clients of varying experiences and environments. The student increased ability to confront issues in non-judgmental way.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has demonstrated clinical sensitivity, awareness, and competence in working with clientele from a wide range of culturally diverse backgrounds. He has been able to advocate to other professionals as well as seek out learning opportunities in order to increase competence and awareness. The student has demonstrated humility and willingness to assess clients through a multi-diverse clinical lens, accounting for both resources and vulnerabilities.</li> <li>• The student has been sensitive with various patient cultures and has used appropriate approaches, skills and techniques in working with patients and families. She has been an advocate for patients and has remained aware of cultural diversity within the context of the patients' overall case formulation.</li> <li>• Considered cultural context when discussing patient history, their family, and treatment plan. When interacting with patients, made use of cultural knowledge in understanding the patient. Learned about each patient's history and progress in treatment so as to effectively discuss patients with mental health team. Gained a better understanding of how each patient's particular cultural mix has affected them as an individual. Sought information of cultural aspects that she was not familiar with.</li> <li>• The student was able to work with patients and families from a wide variety of demographic backgrounds with varying access to resources and who represented with a wide variety of</li> </ul>	<ul style="list-style-type: none"> <li>• The student noticed subtle nuances in differential treatment of patients of various ethnic groups--including diagnosis, day-to-day interactions with staff, staff responses to patient behavior, as well as patterns in patient behavior that may be attributable to ethnicity. The student was particularly concerned about differential treatment of African-American patients and the impact this might have on recovery/healing. The student took initiative to develop a Cultural Diversity training for staff in response to these concerns.</li> <li>• The student not only utilizes approaches and techniques that reflect the role of culture, but she also educates others about cultural issues. She shared her knowledge about sex trafficking which she gained at a conference with CAFB staff by providing a brochure along with resources. The student has also joined the diversity task force at CAFB which addresses recruitment of volunteers that will more closely match the ethnicities and genders of the foster children they represent.</li> <li>• The student recognizes the importance being culturally-sensitive in her practice. She utilizes different clinical interventions and theories based</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>medical issues. She consistently demonstrated respect and empathy towards patients and families, including patients/families that presented as hostile or uncooperative. She was able to advocate for patients in interdisciplinary team meetings. The student was able to process her beliefs and reactions to various patients, families, medical conditions, etc. and how those beliefs and reactions may affect interactions with clients and colleagues. Her ability to process her reactions will help her future interactions with other patients and their families.</p> <ul style="list-style-type: none"> <li>• Student attended diversity training at AIDS Foundation Houston and staff meetings focused on understanding diversity and cultural sensitivity. Throughout her internship student worked with diverse populations, i.e. minorities, homeless men, women and children, LBGT community, etc. Student learned to address her personal biases through working with recently released women and homeless populations. Student communicated regularly with her field instructor and continued to address issues of personal bias and diversity in supervision and meetings with her preceptor.</li> <li>• The student has had the opportunity to work with a very diverse population during this internship. She has approached each new challenge with patience, understanding and sensitivity. She has learned to advocate for herself and for a population that has varied</li> </ul>	<p>on a client’s cultural background. The student uses culturally sensitive language when conducting biopsychosocial assessments with the patients and/or families. She strives to always enhance her cultural competence by attending institutional and departmental programs, such as the Social Work Department’s Diversity Committee presentations. The student seeks opportunities from colleagues to gain a better understanding about diverse groups or different cultures. She is a strong advocate for her patients/families; she educates the medical/multidisciplinary team on the role of culture and the importance of cultural sensitivity in working with diverse patients/families.</p> <ul style="list-style-type: none"> <li>• The student participates in foster care bilingual training. She is working with Hispanic families and youth of all races. She is a strong advocate of children’s rights. She shares information about her own cultural knowledge. She has taught our caseworker skills on how to provide services to African American youth. She has learned cultural difference as well as similarities and how religion can affect a response to services. She is aware that language can be a barrier to service delivery and</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>needs and demands.</p> <ul style="list-style-type: none"> <li>• The student experienced a varied caseload during her internship at The CAC which included many clients from minority cultural groups. She showed an ability to effortlessly maneuver through the barriers these clients encountered to support them while always taking into account and respecting their cultural, religious, or ethnic heritage. The student demonstrated sensitivity to client's issues and easily identified them during client intake and even throughout the helping relationship as they otherwise impacted the client. She also made a point to have an open and honest dialogue with her colleagues throughout her internship about the impact of race and ethnicity and accompanying difficulties affecting clients of minority groups. The student always took opportunities to learn about these types of issues through agency trainings or by discussions with the clinical team.</li> <li>• The student has effectively demonstrated the use of culturally informed interventions within her work with veterans. Additionally, the student is able to communicate information about diverse client groups to other professionals. She demonstrated this ability through her case presentation that identified both transference and counter transference examples with her work involving a Vietnam Veteran. She also attended a cultural event that was held at the VA to advance her cultural competence.</li> </ul>	<p>must have access to appropriate translators to insure service provision. The student is learning Spanish and is participating in cultural and community events.</p> <ul style="list-style-type: none"> <li>• The student has consistently demonstrated an awareness of how culture impacts health seeking behavior. For example, the student completed a presentation on 'African American's Resistance to Clinical Trials' to the entire department of Social Work. She stimulated new thoughts and lots of discussion on a very difficult topic. Her professionalism and sensitivity in the way she presented the topic was exceptional.</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<ul style="list-style-type: none"> <li data-bbox="1108 284 1558 527">• The student utilized supervision well in processing her experiences and exposure to a diverse population in this outpatient setting, primarily Latinos and Caucasians; she staffed her experiences with other clinicians in team meetings, and participated in psychoeducational presentations in the community with on-site supervisor.</li> <li data-bbox="1108 560 1558 941">• The student used methodological approaches, skills, and techniques learned in Contextualized Practice and HBSE courses (e.g. use of strengths perspective in documentation) to reflect an understanding of the role of culture in the helping process. She communicated information about diverse patient groups to interdisciplinary teams and advocated on behalf of these diverse patient groups. The student attended seminars offered by the Diversity Committee and other departments with the institution.</li> <li data-bbox="1108 974 1558 1218">• The student consistently brought questions regarding cultural competence into supervision and was eager to understand her clients and how their cultural backgrounds impacted clinical work. She was an advocate for her clients and was able to bring their socio-cultural perspectives into clinical team meetings to best serve their needs.</li> </ul>	

# **Field Practicum IV – Clinical**

**HUMAN RIGHTS AND SOCIAL JUSTICE**

# **Field Practicum IV – Clinical**

**RESEARCH**

## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>HBSE/Theory:</b></p> <p><b>2.1.7 Apply knowledge of human behavior and the social environment.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Demonstrate the ability to critique the effectiveness of theoretical approaches in clinical practice.</b></p>	<ul style="list-style-type: none"> <li>Field instructor and student have had discussions regarding the theoretical frameworks used in clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>While student may not have consistently articulated specific theories that she used, she demonstrated an ability to alter her method of engaging with patients and families depending on their presentation and reaction to her.</li> <li>The student utilizes supervision to evaluate different theoretical approaches and interventions to determine the most appropriate for her patients/families. She feels recognizes the strengths and limitations of various theoretical approaches.</li> </ul>	<ul style="list-style-type: none"> <li>The student continues to develop her understanding and use of theoretical approaches. She has improved understanding of strengths based and solution focused theories in a hospital setting.</li> <li>The student was able to articulate which theories her preceptors were using as well as identify which theories provide best practice for each specific rotation.</li> <li>Student and field instructor discussed therapy models and techniques. Student has identified and began to apply theoretical framework to use in different clinical interventions that will best meet her client's therapeutic needs.</li> <li>The student progressed from using supervision to choose theoretical approach to practicing and testing out theoretical approaches directly with clients. She articulated strengths and natural inclinations for various clinical approaches and made choices accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Articulated theories that applied to clinical situations which helped best serve patients. Developed personal preference and enhanced understanding of practice theory and learned to integrate various theories into practical application.</li> <li>The student was an active participant in his supervision group. The second semester group was heavily steeped in theory and clinical practice. He demonstrated eagerness and willingness to explore a variety of different theoretical approaches to clinical case presentation. He utilized his own practice, learning, and cases in order to explore alternative and perhaps improved areas of intervention for clinical situations.</li> <li>The student has demonstrated competency through effective use of theory by her willingness to explore various theoretical frameworks and apply her learning within clinical practice. She was eager to try new approaches and make adjustments as guided by her patients' presenting needs. She studied, discussed, and incorporated cognitive behavioral therapy, motivational interviewing, and strengths/empowerment perspective into her work with veterans. She was able to verbalize her understanding of key concepts within supervision and was able to translate them into her practice.</li> <li>The student completed a theoretical orientation survey to identify which theories she felt most comfortable using.</li> </ul>	<ul style="list-style-type: none"> <li>The student has critically assessed different theoretical approaches and evaluated which would be best for individual clients. She has been able to assess each clinical situation for the best intervention and has demonstrated an ability to be flexible and meet the client where they are that day. The student is able to identify her own strengths and weaknesses and seeks out information to address limitations. The student then presented on theoretical application in clinical staffing.</li> <li>The student chose to focus on the following and their applicability for serving the young mother's client: Reality therapy, person-centered therapy and solution focused therapy. She found each practical and useful in casework and support to this client population. She will be making a presentation in class with respect to Reality Therapy and its applicability in this environment.</li> </ul>



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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>She identified theoretical approaches she wanted to gain more understanding of and to practice in her clinical setting. These practice skills were then explored in supervision to enhance practice and understanding. The student's work focused on increasing her integration of CBT theory and Motivational interviewing techniques. She also attended CEU workshops to discuss best practice approaches related to specific client issues.</p> <ul style="list-style-type: none"> <li>• The student has demonstrated ability to understand and implement various theoretical approaches and has been able to determine the most appropriate theory depending on the specific client diagnosis or presenting problems. She has used supervision to identify and discuss her strengths and limitations. She has utilized skills in individual and group interventions.</li> <li>• Student has discussed and subsequently applied the theoretical perspectives that work best with this population and has demonstrated competency in applying the transtheoretical approach. Student has focused on her own challenges to incorporating various theories into her strengths and her practice.</li> <li>• Attended case consultations to better understand the rationale behind particular theories for each case. Exposed to information regarding which types of diagnoses are best understood under each theory. Investigated online library literature according to theories used for each case, yet was unable to</li> </ul>	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>incorporate these learning opportunities into practice.</p> <ul style="list-style-type: none"> <li>The student demonstrated a strong command of theoretical knowledge and its application to her practice work with clients. The student clearly did her outside reading for didactics and was able to make use of this in her work. Further, she was able to recognize the limitations of her knowledge base and learned to ask for support and guidance when needed.</li> </ul>	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>SOCIAL POLICY:</b></p> <p><b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Demonstrate leadership in critiquing policy and advocating for policy change.</b></p>	<ul style="list-style-type: none"> <li>The student did not have much opportunity to explore policy issues as they applied to acute psychiatric care.</li> </ul>	<ul style="list-style-type: none"> <li>The student has continued to review policy and is able to articulate agency policy regarding Circle of Support meetings. She has attended meetings as an observer only which have served to increase her knowledge about policy changes needed to better support the youth. She has also witnessed the importance of collaborating with colleagues and clients for effective policy action.</li> <li>The student has familiarized herself with a variety of hospital policies and how this guides her working with patients and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Through attending a presentation from a crisis intervention response team, the student became more aware of how the funding for mental health services impacts client's needs. She also discussed how policies on education impacted clients and students as well as teachers and professionals. The student has been encouraged to and has explored in supervision ways to become an active participant in effecting policy change.</li> <li>The student was able to identify and process the effect that various hospital, state, and federal health care policies have on access to health care and resources in the community. She worked with colleagues to identify changes that could be made within the hospital system. She sought out information from peers, instructors, interdisciplinary team members, and researched how various policies may affect access to resources. She effectively collaborated with colleagues to initiate a policy change within the hospital system that significantly helped to identify previously unidentified patients.</li> <li>The student continued to review policy in the CPS handbook that affects the kinship program and its clients directly. The student continued to analyze how the policy was implemented through the legislative process and determined how to best articulate the policy to the clients she serves.</li> </ul>	<ul style="list-style-type: none"> <li>In confronting court involved and heavily resistant clients, the student critiqued deficits in larger system of probation as well as deficits related to policies within residential treatment settings. The student consistently brought to supervision as well as general discussing areas of necessary changes and potential strategies for change or adaptation. He was consistently willing to collaborate with others as well as empower clients to advocate for change.</li> <li>The student has identified changes needed in various systems to better serve the client populations. She has innovative ideas on strategies and is proactive in joining task forces to address such needs. The student has been an integral part of the diversity task force.</li> <li>The student recognizes the importance of being involved in policy and advocating for policy change. She collaborates with the multidisciplinary team to ensure effective policy action, as it relates to patients' care, and advocates on behalf of colleagues to develop strategies to implement policy change.</li> <li>The student has experienced the complexity of the DFPS system. She has identified the need for youth to have a mentor that will help a youth transition from one placement to another in order to</li> </ul>	<ul style="list-style-type: none"> <li>The student analyzed how policy affects clients at the macro, mezzo, and micro levels. The student advocated for changes needed to make policy more conducive to a client's needs. The student used critical thinking to establish strategies that assisted in implementing policy change. The student effectively collaborated with interdisciplinary team to plan important policy action.</li> <li>The student was able to articulate changes and provide leadership in developing strategies to improve client services. She led staff meetings and meetings with other organizations to develop strategies; and collaborated to improve delivery systems. She developed various tools, including: handbooks and spreadsheets.</li> </ul>

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<ul style="list-style-type: none"> <li>• The student is able to verbalize an understanding of the impact of social policy on clinical care. Strategies to improve patient access to care were discussed within supervision. She has an understanding of the policies that govern patient care within the VA system including both strengths and weaknesses.</li> <li>• The student has shown increased understanding of healthcare policies-- including the hospital's HIPPA privacy policy, Medicaid, Medicare and related resources, and Social Security. She has demonstrated awareness of the implications of the broader social policy for the hospital staff and patients and their families. Specifically, she has been involved in assisting some of our patients not able to access services due to citizenship status.</li> <li>• The student was able to observe first hand clients dealing with the challenges of navigating the juvenile justice and educational systems. She was able to help clients make positive micro level changes to address the systems they were dealing with.</li> <li>• The student is well aware of many critical issues in the field of mental health, how funding policies drive service provision often in conflict with good clinical practice that assists patients in developing stability and independence in the community. She has learned how to articulate these issues in discussions in supervision</li> </ul>	<p>achieve continuity. The student helped to develop a policy development committee of colleagues and professionals to develop a legislative agenda.</p> <ul style="list-style-type: none"> <li>• The student has identified the different aspects in which policy affects clients depending on their situation on a micro (clinical) setting. The student has as much as possible adapted the policies to better serve the needs of her clients. The student has excellent critical thinking that is utilized in strategies that have resulted in thinking outside of the box with some policies that are not being helpful to the clients' needs.</li> <li>• Because the student is passionate about social justice issues she regularly incorporates this into her clinical work with clients. She has experienced through her caseload a variety of barriers her clients have experienced due to inadequate social policy or her clients' lack of access to social programs or resources. The student has sought out either directly or through consultation, information on how to better the program/policy and assisted her clients on a normal basis with these issues. On a larger scale, she focused on other policy issues of interest to her personally and was active in providing education and information to others, as well as strategizing for</li> </ul>	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<p>and can use that activity to advocate for change in policy that will benefit the population affected.</p>	<p>change.</p> <ul style="list-style-type: none"> <li>• The student’s critique of policy and policy changes focused on the organization's administrative policy and its impact on the Young Mother’s program. She was able to work with the agency as relates to clients who graduate and leave the program without essential resources and follow-up support. She made recommendations to the organization relative to minimizing gaps in services through an improved system of interagency coordination.</li> </ul>	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>PROFESSIONAL CONTEXT:</b></p> <p><b>2.1.9</b></p> <p><i>Practice Behavior:</i></p> <p><b>Demonstrate leadership in proactively shaping the organizational, community, and societal contexts of clinical practice.</b></p>	<ul style="list-style-type: none"> <li>• The student observes areas of clinical practice that need to be changed.</li> <li>• The student has participated in section-wide initiatives in improving service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• The student began identifying changes that need to be made to improve the quality of services provided by this hospital's social workers.</li> <li>• The student demonstrated familiarity with psychosocial assessments and resources related to the residents and customers of Parkway while assisting with daily interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• The student participated in co-therapy in order to learn from other clinicians' ways to improve the delivery of services. She also used consultations with other clinicians to explore ways to improve the quality of clinical services and to discuss strategies for change. The student also participated in CEU workshops to learn about options for delivery of clinical services and how to advocate for changes. She also used supervision to explore and discuss ways to identify and impact needed changes for improvement of the delivery of clinical services.</li> <li>• The student has demonstrated insight into improving the quality of clinical and forensic services to clients. She is eager to brainstorm possible changes and is considerate of obstacles in making those changes.</li> <li>• The student has been able demonstrate an understanding of how the VA functions and the many layers of service delivery. With her growing knowledge about the organizational structure and the informal/formal decision making process, she has been able to discuss strategies to improve clinical services through the supervision process.</li> <li>• The student kept abreast of current research and trends in assessment, treatment, diagnoses, psychotherapy, and psycho-education topics. Discussed with supervisor ideas for emphasizing or altering the course of treatment for patients.</li> <li>• The student can identify areas in need of improvement to better serve her patients. She is resourceful and proactive in her collaborations with co-workers. She</li> </ul>	<ul style="list-style-type: none"> <li>• The student was adept at assessing areas of vulnerability and need within the professional agency in respects to meeting the needs of the clients. He consistently collaborated with others and demonstrated an ability to tolerate ambiguity related to these areas and developed ways to empower clients.</li> <li>• The student exhibits the ability to identify changes needed to improve the quality of clinical service. She demonstrates the ability to collaborate with colleagues to improve service delivery itself. Throughout this semester, student has shown the increased ability and confidence to evaluate clinical care in this setting. She has collaborated with related service staff both in this agency and with referral sources on behalf of clients.</li> <li>• The student was able to recognize the changes needed to improve the quality of service to the residents. She was involved in developing strategies and active in implementing those strategies. She continues to develop relationships with agency staff and openly talk with colleagues and residents regarding these improvements.</li> <li>• The student attended community events and brought back pertinent information to the agency to better assist clients. The student recognized changes that are needed to improve the quality of clinical service. The student developed</li> </ul>	<ul style="list-style-type: none"> <li>• The student and a peer identified, developed, and implemented a training tool that will directly impact clinical service delivery and continuity of care to our clients moving forward.</li> <li>• The student is always searching for ways to better the experience of her clients through the clinical work she provides. She regularly has open and honest dialogues with clients, colleagues and her supervisor regarding clinical work as a whole at this agency as well as the larger clinical community. The student can be seen integrating her concerns, as well as highlights of positive areas, into her own practice signifying her dedication to her learning experience and betterment of her practice.</li> <li>• Student is actively engaged with other counselors in this and other settings to identify gaps in services and lack of appropriate resources for battered women and their families. She has worked this semester with community leaders to implement programs that close gaps for women in need of additional health care and counseling both during and after discharge.</li> <li>• The student demonstrated</li> </ul>

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			<p>adapts well to change and learns from those experiences so that she is always prepared when working with patients.</p> <ul style="list-style-type: none"> <li>The student processed cases with her field instructor to address gaps in services and brainstormed strategies to address these gaps including personal development and educational interventions. She participated in weekly discharge rounds with members of the multidisciplinary team to ensure optimal delivery of client care.</li> </ul>	<p>strategies and assist in implementing the changes needed. The student collaborated with interdisciplinary team and clients to help improve the delivery of clinical services, proactively helped clients with needs, and found proper resources and/or referrals should the agency not be able to fully meet the client's needs. The student became part of the agency team in order to be more proficient in locating needed resources for clients.</p> <ul style="list-style-type: none"> <li>Student took the initiative to lead discussion in staff meetings. She collaborates by organizing student and staff discussion of difficult cases and has presented appropriate literature to increase awareness, and suggests changes to the clinical program.</li> <li>The student identified problems and developed solutions for our agency with regard to cultural competency in practice. She collaborated with her supervisor and the clinical director to implement more culturally competent practices.</li> <li>Student assessed the delivery of clinical services in her field placement by observing and interviewing the clinical staff. Student identified areas where quality could be improved and brainstormed with field instructor ways in which quality of services could be enhanced. Student worked with field instructor on implementing these strategies to enhance quality of care.</li> </ul>	<p>leadership in resource identification and development. The student was able secure program feedback from clients, administrative team, and other research service delivery models to help guide this program planning effort. She developed a tool for ongoing feedback that will allow young mother's leaving the program to assess their experience and recommend ways of improving the program.</p>
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p><b>PRACTICE:</b></p> <p><b>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p> <p><i>Practice Behavior:</i></p> <p><b>Analyze and implement evidenced-based interventions to achieve client goals.</b></p>	<ul style="list-style-type: none"> <li>• Not confident in clinical abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observed therapy, psycho-education, and processing group sessions between staff and patients. Read patient outcome reports and discussed with staff who are involved in this measurement process. Discussed ideas for changes with supervisor, as they arose. Read outcome reports as they apply to treatment plans.</li> <li>• The student continued to work with an assigned caseworker to intervene with youth. Even though she shadowed workers, she did not show much independence in working towards agreements and setting goals with mentored youth.</li> </ul>	<ul style="list-style-type: none"> <li>• The student was able to use evidence-based practices to build rapport, complete assessments, and develop safe and appropriate discharge plans for clients with varied backgrounds. She was able to process her thoughts and concerns regarding various interactions with clients to help determine how to best interact with client. The student had the ability to document accurately and professionally, however, she continues to need to strive to document professionally on a consistent basis.</li> <li>• The student became familiar in evidence-based intervention used by the agency for working with juveniles in correctional facilities. She provided leadership in developing procedures for volunteers visiting the facilities, and handbooks on protocols for working with the target population.</li> <li>• The student worked hard in this area to learn the basic counseling skills and to incorporate the psychodynamic approach. She administered the outcome questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• The student uses evidence based practice theories in treatment modalities, taking into consideration client’s culture and clinical situation. In addition, she has observed and participated in group work where evidence base theories are being applied. I was very pleased in the student’s termination process with clients. The student showed leadership in developing a termination plan where she made certificates for each client expressing her appreciation. She was able to analyze, assess, and evaluate social work outcomes to implement specific intervention methods that served the best interest of her client’s needs and goals. In supervision, we engaged in processing effectiveness of social work interventions.</li> <li>• The student had the opportunity to conduct Psychosocial Assessments, family therapy and group therapy sessions, facilitate Treatment Review Meetings; and collaborate care on a multi-disciplinary team. She demonstrated excellent skills at assessment, taking time to deeply explore issues that may have attributed to a patient’s hospitalization. She was also proficient at facilitating process and psycho-educational groups.</li> <li>• The student demonstrates the ability to evaluate social work intervention effectiveness with her patients. The student is very good at analyzing patient situations in order to determine the needs that should be addressed to have a good outcome and a safe discharge. She is open to critique of her approaches so that she will make improvements for future use. She is able to document accurately her clinical efforts/outcomes within the organizational setting.</li> <li>• The student can synthesize and apply a range of evidenced-based practice intervention methods, after she navigates through the computer system</li> </ul>	<ul style="list-style-type: none"> <li>• The student achieved immense insight during the synthesis process and is able to apply a range of evidence-based practice intervention methods specific to the diverse need and goals of clients. Through her participation in the Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) initiative through the GCSW, she sharpened her social work skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness. She easily maneuvered through learning and applying the basic elements of this framework and always strove for feedback and additional knowledge. In addition to this approach, she focused on practicing the application of other theoretical approaches in her clinical work and utilized supervision and guidance from colleagues to best achieve this experience. The student was able to breakdown the elements of the approaches she used or sought to use, and identify how she accurately applied them and also when her application required correction.</li> <li>• With excellent assessment skills, she completes full biopsychosocial assessments according to the standards of the Social Work Department. She utilizes case presentations during team meetings to evaluate outcomes of clinical theories with patients and families and discuss with the team. The student identifies evidence-based</li> </ul>



## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			<p>form (pre-posttests); analyzed data; contacted clients; took charge of her scheduling; handled late appointments and no show appointments; and following the process of a session from beginning, middle phase to termination.</p> <ul style="list-style-type: none"> <li>The student received training on multiple evidence-based practices and was able to implement various interventions to best meet her client's needs. The student was able to use supervision time to increase her knowledge regarding implementation of evidence-based practice.</li> </ul>	<p>to research patient information prior to visits. She is very capable of addressing any patient information with other staff members. The student is able to process patient concerns while maintaining professional boundaries.</p> <ul style="list-style-type: none"> <li>The student identified interventions and methods that she wanted to develop in order to enhance her clinical practice. She would explore and evaluate her practice skills in supervision and in discussion with other clinicians. The student used evaluation tools in place at the agency to review progress and outcomes. She demonstrated consistent and accurate documentation through her progress notes and Plan of Service for clients.</li> <li>Student has demonstrated skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness as evidenced by successful completion of the client's progress though the program by independently working with clients at the beginning, middle and termination period by conducting psycho/social assessments, treatment plan development, excellent case management documentation, and discharge planning. The student has established rapport and trust with clients by employing empathy and non-judgmental environment during the therapeutic session. The student recognizes the importance of documenting for the protection of the client, the therapist, and the agency, therefore she has perfected her progress notes writing skills for individual, couples, and family therapy; writing case management documentation, discharge plans and providing referrals for community resources.</li> <li>The student's assessments and evidence-based interventions with patients and their families have proven valuable in identifying reasonable goals during the inpatient hospital stay. She has worked</li> </ul>	<p>strategies to use in the inpatient service and makes recommendations to improve service delivery.</p> <ul style="list-style-type: none"> <li>The student applied evidenced-based interventions primarily as a co-therapist, and then individually with her own clients; she exceptionally skilled in evaluating interventions and effectiveness, and has outstanding leadership ability. Her documentation is excellent.</li> <li>The student expertly utilized problem solving, strengths perspective, Solution-Focused Brief Therapy, Cognitive Behavioral Therapy, Motivational Interviewing, and Crisis Intervention in practice with patients and specified which practice interventions are appropriate for each population within MD Anderson. She discussed/processed intervention outcomes and effectiveness with field instructor/field proctor. She exhibited very skilled insightfulness when identifying strengths of certain evidence-based practice methods and showed professional leadership in developing and advocating these evidenced-based intervention methods in a presentation to the agency's interdisciplinary team.</li> <li>The student has demonstrated an ability to apply a wide range of evidenced-based practice interventions into her clinical practice. She worked with a veteran throughout her internship experience</li> </ul>

## Field Practicum IV – Clinical

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>with more patients this semester through the beginning, middle, and termination phases of intervention. Patients and their families have provided positive feedback regarding her sensitivity to their needs and the resources she has provided. Despite difficult and tragic situations she has maintained a positive approach and optimism that affects her relationship to others.</p> <ul style="list-style-type: none"> <li>• The student was able to utilize various intervention methods including Cognitive Behavioral Therapy, Problem-Solving and Solution-Focused interventions to assist patients. In addition, she actively participated in weekly Brown Bag meetings and led discussions of a wide range of intervention modalities. The student effectively documented all clinical interventions and outcomes in the electronic medical record.</li> <li>• The student has developed skills in implementing the evidence based practice model TF-CBT-- which has several intervention modules--with youth in shelter and school settings. The student uses Initial and quarterly treatment plans--as specified by the Community Based Services Department--to evaluate the effectiveness of social work interventions--and determine treatment outcomes.</li> <li>• The student was able to assist clients in achieving goals through creating flexibility in her evidence-based intervention methods; critical thinking in determining what works; maintenance of a case note system allowing her to document client progress; and, advocating with administration on behalf of client where indicated.</li> </ul>	<p>in which she was able to successfully execute learned practice interventions with her client. She demonstrated her integrated knowledge both within the supervision setting but also within her case presentation where she provided an in depth overview of her clinical interventions with a selected patient including an Eco map, genogram, treatment paradigms, practice issues, outcomes of treatment, and a timeline of treatment. Additionally, the student's documentation is just as much an asset as the interventions she provides because she is able to articulately convey in a succinct manner the delivery of services to her veterans. Providers can read her documentation for continuity of care purposes and are able to clearly understand the progression of the veteran's treatment over time. The student is an outstanding clinician who has developed confidence within her ability to deliver care in a meaningful and thoughtful way with the utilization of self within the therapeutic context.</p>