

RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM III – CLINICAL

This document was created from field instructor evaluations at the conclusion of Field Practicum III Clinical – Fall 2010. 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. Karina Martinez, the Field Office Graduate Student, assisted with the review and final editing.

November, 2011

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Field Practicum III: Clinical Practice Evaluation Form

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A. PROFESSIONAL IDENTITY: Identify as a professional social worker in the clinical setting and ensure client access to all social work services.

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Distinguish the social work perspective from the perspectives of other professional approaches.
2. Advocate for client access to social work services.
3. Integrate advocacy for social justice into the provision of clinical services.

Evidence to support rating:

Strategies to increase competence:

B. VALUES AND ETHICS: Apply social work values and ethical standards to clinical practice.

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Manage personal values in a way that allows professional values to guide clinical practice.
2. Recognize an ethical dilemma when it occurs in clinical practice.
3. Articulate with field instructor how to remain appropriately and effectively involved in the delivery of services when not approving of the client's perceived behavior or choices.

Evidence to support rating:

Strategies to increase competence:

- C. CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in clinical practice.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Identify multiple responses to client problems.
2. Evaluate the consequences of identified responses to client problems.
3. Use well reasoned conclusions and solutions, testing them against relevant criteria and standards.

Evidence to support rating:

Strategies to increase competence:

- D. DIVERSITY: Apply knowledge of the profound impact of difference on the life experience of the client; and communicate understanding of this knowledge to the client throughout the clinical process.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Demonstrate the role of cultural learner and appreciation for the client as informant.
2. Articulate to the field instructor insight regarding the life experience of the "different" client.
3. Apply this insight to the development of interventions that are culturally appropriate.
4. Generate verbal and nonverbal skills that communicate to the client insight and understanding of the impact of difference on life experiences.
5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Evidence to support rating:

Strategies to increase competence:

- E. HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Demonstrate understanding of the forms and mechanisms of oppression in clinical practice.
2. Assess agency practice for barriers to equal opportunity, access and treatment.

Evidence to support rating:

Strategies to increase competence:

- F. RESEARCH: Use research findings to inform clinical practice interventions.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Identify research findings relevant to clinical practice in the agency setting.
2. Utilize research findings to select effective clinical interventions.
3. Evaluate effectiveness of the selected clinical interventions.

Evidence to support rating:

Strategies to increase competence:

G. HBSE/THEORY: Utilize multiple theoretical frameworks in the application of clinical practice.

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Articulate multiple theoretical frameworks used in clinical practice.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Select and apply the appropriate theoretical framework to guide clinical interventions.

Evidence to support rating:

Strategies to increase competence:

H. SOCIAL POLICY: Analyze the implications of policy on client problems.

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Demonstrate an ability to articulate the parameters of a specific policy to clients.
2. Analyze how that specific agency policy is derived from a broader social policy.

Evidence to support rating:

Strategies to increase competence:

- I. PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of clinical practice.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact clinical practice.
2. Demonstrate an ability to be informed, resourceful, and proactive in responding to these changes.

Evidence to support rating:

Strategies to increase competence:

- J. PRACTICE: Apply a dynamic and interactive process of engaging, assessing, intervening, and evaluating client systems on multiple levels.**

UP	IP	EC	C	AC
☐	☐	☐	☐	☐

Practice Tasks

1. Demonstrate skills in effectively collecting, organizing, and interpreting client data in preparation for action with individuals, families, and groups.
2. Demonstrate use of empathy and other interpersonal skills in engaging and developing mutually agreed upon intervention goals with the client.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.

Evidence to support rating:

Strategies to increase competence:

EVALUATION CATEGORIES

UP Unacceptable Progress

Never demonstrates awareness, knowledge and skills as a graduate social work intern

IP Insufficient Progress

Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

EC Emerging Competence

Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern

C Competence

Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

AC Advanced Competence

Expertly demonstrates awareness, knowledge and skills as a graduate social work intern

Field Practicum III CLINICAL PRACTICE

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
PROFESSIONAL IDENTITY: 2.1.1 Practice Behavior: Identify as a professional social worker in the clinical setting and ensure client access to all social work services. Exhibit personal responsibility for professional behavior and for effective use of supervision in practice setting.	Student is unclear in understanding the role of a clinical social worker.	- Student is still struggling to distinguish the role of a clinical social worker from the role of other professionals. - Student has difficulty with boundaries in relation to the role of other professionals.	- Student is learning to identify appropriate resources to mobilize her patients. - Student indicated that she recognizes that social work has a broader focus. - Student has been able to articulate and discuss strategies to increase advocacy for children and to make more services available to families to restore self confidence and integrity. - Student discussed discipline differences in supervision. Observed with LPC/LMSW and discussed approaches to client interventions. - Student has worked well with agency and staff and clearly articulates the social work role as case manager. Student feels confident in the role and shares enthusiasm for the profession with colleagues. - Student refers clients to the appropriate social service agencies in order to meet their needs. - Student has been very consistent in addressing the needs of the clients so that they can move forward with their goals and objectives.	- Student has interviewed other clinical professionals and can distinguish their roles in supervision. - Student is able to process cases and identify the need for resources, express empathy and advocate for the need for services. - Student has demonstrated the role of the clinical social worker within the medical team. - Student advocated for patients and their families by being their voice and communicating with the medical team. - Student is recognized by others as a well-respected clinical social worker. - Student has a well-considered professional identity as a clinical social worker. - Student works with various professionals at the Summit including school counselors, mental health workers, and LPC's. Student is aware of the differences in approaches to helping clients move through the change process. Student has verbally expressed her knowledge of how the social work profession has a unique role in helping others. - Student demonstrates competence in this area of practice as evidenced by interactions in multidisciplinary activities where he/she articulates social work approaches to viewing client and client systems. - Student has advocated for sliding-fee services for clients in need of those services.	- Student has demonstrated an unflinching commitment to social justice and to the zealous representation of individuals who are at risk of being executed by the State of Texas. Although working on capital cases can be unpopular, student has completed tasks necessary for the defense of capital clients with a high degree of commitment to the defense. An exceedingly strong indication of student's interests in social justice is her desire to pursue a career in criminal defense. - Student has practiced within her area of competence in social work by seeking consultation with appropriate interdisciplinary treatment team, by expanding resource consultation with appropriate interdisciplinary treatment team, by expanding resource knowledge base to benefit clients and colleagues, advocating for clients needs, getting them more sessions, and by observation of various counselors and their rapport with clients. - Student has done an exceptional job identifying the role of a social worker/intern in the hospital setting. Student has been open to learn as much as possible and thrives to experience all possible. Student works well with the members of the interdisciplinary team.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			- Student is continuing to build a social work identity with an understanding of the transition from being an advocate/trainer to a professional social worker. - Student understands how social work is different from other professions and knows that social work plays an important part of the services offered.	- Student is professional and is a great advocate for patients. - Student has handled herself professionally, understood the value of taking her time in the beginning to observe and gradually be introduced to the children, and identified moments which exemplify a uniquely social work perspective during supervision discussions. - Student has demonstrated strong advocacy in discharge and resource referral. - If wards appear to have capacity and are capable of handling their affairs, student will report it to the court as a way of advocating for them in order to regain their rights. - Through case management, student is able to identify resources, coordinate services, with a good understanding of other professional approaches. - Student has had the opportunity to work with clinicians from various disciplines and has gained an understanding of the similarities and differences between each profession. - Student is a strong advocate for her clients and works tirelessly to ensure that they are receiving the services needed. - Student has advocated for clients access for services on various occasions including working with the courts and medical agencies.	- Engages in continual discussion pertaining to philosophical differences in each discipline. Student seeks guidance and applies that knowledge in various settings in which student practices. - Student demonstrates this advanced competence in disciplinary and multidisciplinary interactions in the clinic and in clinical supervision as well as participation in community outreach. - Student identifies as a social worker and educates other counseling interns regarding the social work profession. - Student has been an integral team member on the hospital interdisciplinary team, working with professionals from various disciplines. Student has demonstrated professional demeanor, identifying herself as a social work student in the agency as well as outside the agency at various CEU opportunities in the Medical Center. Student is committed to continue the learning process as a professional social worker.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
ETHICS: 2.1.2 Practice Behavior: Apply social work values and ethical standards to clinical practice.	Student has little to no insight into ethical dilemmas of client's personal and environmental situation.	- Student appears to recognize ethical dilemmas but cannot articulate differing viewpoints, opinions or agendas. - Student is aware of personal values but is allowing those values to shape their clinical evaluation of client.	- Student is aware of her values and how this affects clients. Student utilizes supervision when has question about her values related to client values. - Clinical dilemmas, confidentiality and duty to warn have been discussed in supervision. - Student is beginning to recognize ethical dilemmas, which cause conflicts between personal and professional values.	- Student has demonstrated ability to work effectively with patients whose choices in life have contributed heavily to presenting problems and exacerbations thereafter. As an example, patients who discontinue medication and have obvious high-risk behaviors. - Student is ethical in practice and maintains confidentiality with patients. Student has been able to identify ethical dilemmas in the current setting. - Student has discussed ethical issues during supervision. Student demonstrates a good understanding of the social work code of ethics and demonstrates good decision-making and clinical judgment. - Student has demonstrated strength with regards to openly discussing issues that may impact ethical decision-making, for example being the same age as the patient being served. Student has also demonstrated an awareness of the impact of physical presentation on patients and awareness of the potential impact of clients' SES on student's perception of patients. - Student is able to maintain appropriate boundaries to distinguish her own personal values. Student was also able to voice frustrations with client choices but never in a way that denigrated or demeaned the client. - Student identified ethical dilemmas in working with clients in a healthcare setting and used ethical practice behaviors in addressing them. Student appreciates the ambiguity inherent in these dilemmas and focuses on the best possible outcomes for patients in spite of the challenges in solving the dilemmas. Student has discussed issues on a regular basis with FI and preceptors.	- Student has been faced with situations that challenge viewpoints and remained professional in advocating for the best interest of the client by implementing the code of ethics and ethical decision making models. Student has discussed these challenges in supervision and is aware of her role as a social worker. - Student consistently displays high ethical standards. Student has demonstrated the ability to recognize an ethical dilemma, articulate the impact of the dilemma on the client, practice and organization and took appropriate action. - Student practices professional development in the areas of ethics by initiating involvement in agency's ethics training. - Student takes appropriate action to resolve ethically ambiguous situations.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				• Student has demonstrated an awareness of ethical and professional dilemmas that arise when working with clients, including confidentiality and its limits as well as client self-determination. Additionally, student has also shared insight into how to manage her own personal values so that they do not interfere with her clinical work. • Demonstrates high levels of awareness of self in regards to ethics and personal values; uses supervision to explore use of self and ethics. • Has never allowed personal values to interfere with delivery of services. At Ben Taub we get patients with many different beliefs and lifestyles, many of which go against student's personal choices, but student still gives them respect and gets the services they need for them. • Able to look at personal values related to cases; uses supervision to explore ethical dilemmas. • Student has addressed her personal values and biases in her field supervision. Student is able to recognize when there may be an ethical dilemma and refers back to the code of ethics when making a decision. • Student initiates discussion with clinical supervisor regarding ethical dilemmas faced in their field practice. • Student has recognized ethical dilemmas and used supervision to apply social work values and ethics to clinical practice.	

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
CRITICAL THINKING: 2.1.3 <i>Practice Behavior:</i> Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in clinical practice.	Student will continue to develop critical thinking skills.	- Student displays a good base knowledge of critical thinking skills. However, student is limited in her ability to apply this to experiences with clients. There is room for growth and improvement within her critical thinking development. - Discussions of case scenarios with challenging client situations. - Student continues to exhibit a desire to respond to client problems in an even and balanced manner. There have been times when she has allowed client attitude (at time negative) to influence her decision making process.	- Student has demonstrated improvements in problem solving and critical thinking. Student does a good job providing interventions she is comfortable with; however, she has some difficulty when faced with a difficult or new issue. Student tends to seek and rely on set responses or phrases as opposed to actively engaging in the therapeutic process and responding accordingly. - Student has demonstrated emerging strengths in this area as she has begun to apply critical thinking when discussing cases via providing insights with regards to key issues in specific cases. Student has begun to participate more actively in rounds and team meetings. - Student has shown the capacity to examine possible approaches to intervention with adolescent and child problems. Student has discussed probable consequences of the interventions and followed recommendations to pursue further. - Student has demonstrated the basic ability to critically think about various situations she is faced with at her placement. Student has been able to evaluate the potential outcome of her responses to clients. - Student was able to use a case scenario to seek guidance and implement appropriate response to	- Student understands that every situation is unique so there are multiple ways to respond to patient's needs. Student uses critical thinking skills to assess and evaluate every interaction and intervention. - In processing cases with me and other professionals, student exhibits critical thinking skills and the ability to problem solve complex social situations as related to the patient's treatment and the family's overall needs. - Student applies critical reasoning whenever she assesses and processes client information. Student is able to use clinical skills that have been learned in developing well thought conclusions and solutions to problems. Student has good problem solving skills and identifies solutions to problems. - Student analyzes assessment information and demonstrates a linkage between assessment, goals, and interventions. - Student is able to help the patient/family seek alternative ways of thinking in a stressful situation and solves many problems. Student is able to think outside the box. - Student does good assessment about how a client has gotten into a situation and what would be the best intervention to use. Student has gone to the literature to seek out what has worked in the past. - Student has good critical thinking skills and uses her professional judgment to guide her interventions. Student	- Student demonstrates the ability to incorporate different approaches to problem solving and solution finding. Student will openly discuss opposing opinions regarding the best form of service delivery. Additionally, student operates from an evidenced based foundation. - During the assessment process and subsequent interactions with patients and their families, student has integrated information from various sources to aid in problem solving and decision-making. Student collaborates with members of the hospital staff, their families, medical records, and other sources of information to obtain a firm knowledge base for decision-making. Student has assisted with team rounds, completed written documentation, and coordinated family conferences to discuss patient progress and challenges to meeting care plan goals. - Student demonstrated critical thinking when working with clients by explores various approaches, weighing benefits and costs, and finally by evaluating and learning from each outcome. As an example, student noted that the process he was following for

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			a child's inappropriate behavior. Student consulted with staff and colleagues and standards to develop a plan of action. - Clinical issues or concerns about specific clients are discussed in staffing and supervision. How a clinician might respond in different settings is explored. Different perspectives are explored. - Student knows there is more than one response to problems and that the same one does not work for everyone. - Student has demonstrated the ability to assess and identify responses to client problems that are effective, appropriate and relevant. - Student's critical thinking is excellent. When challenged, student uses logic and reason well. - This is the best captured in student's targeted questions within supervision time. Student is clearly engaged in assessing her environment with critical thinking and her on-target questions and observations repeatedly reflect that.	understands that each patient situation is unique. Student is aware patient's limitations and focuses on their strengths to assist patient. - Student uses her knowledge and skills in critical thinking tasks with each new experience on the medical floor. Student is able to demonstrate how she uses her knowledge with each patient and family interview during initial assessments and follow-up meetings. Student is able to also work with the treatment team in solving difficult cases that may impact the patient. - Student is very open to discussion. Student participates freely and uses the time in supervision and debriefing to stretch her understanding and approaches to client interactions. - Student has dealt with similar population before coming to the Beacon; consequently, she had a good understanding about the client problems. When working with the clients at the Beacon, student has been empathetic towards them, understanding their situation from their perspective. Student has also begun an empowerment group from which she allows the clients to realize their own potential and do problem solving. In preparation for the group, student does investigate and research relevant criteria.	Intake/assessment was not as productive as expected. Through evaluation of the process, student realized that the office where he was conducting these interviews was at times a trigger for past trauma; some of our clients were victims of captivity by their "transporters" to this country and have endured many other traumas that might be triggered by meeting in a small closed area. Student initiated the movement of this initial meeting to improve communication. Outcomes have improved.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
DIVERSITY: 2.1.4 <i>Practice Behavior:</i> Apply knowledge of the profound impact of difference on the life experience of the client; and communicate understanding of this knowledge to the client throughout the clinical process.	Student ignores cultural differences in work with clients.	Student appears to have the capacity to be successful at applying his knowledge in his work with our patients and families. However, student has not yet adequately demonstrated this in practice.	- Having worked with NICU and ER, student has definitely enhanced her knowledge and perception regarding diversity. Student has and will continue to have the chance to work with a broad group of patients due to being the level 1 trauma hospital. Student has become aware of her own biases in some of these situations. - Student is aware that the life experience of each patient impacts current circumstances and response. - Student is sensitive and respectful of values, beliefs and lifestyles of patients that are different from student. - Shadowed and discussed encounters and interventions with patients from diverse cultural backgrounds. - Developed an awareness of the impact of culture on providing services to clients. - Student works with a diverse population of incapacitated adults. - Student is genuine and treats all with dignity and respect. - Student is open to learning and working with clients of diverse cultures. Student has grown in the development of self-awareness regarding personal	- Student is culturally aware and identifies different communication skills and interventions for diverse client populations. - In her clinical assessments, student respects cultural differences and is aware how cultural differences can impact or enhance a client's outlook. Student has the opportunity to work with diverse populations, and questions concerning culture are explored. - Student has demonstrated the ability to communicate effectively with clients through the use of a translator, which can be very difficult. - Student has demonstrated strengths in this area by openly discussing issues related to the patient population we serve, such as age and SES. Student has an ability to see diversity issues and to think about them in a deep and effective manner. - Student is familiar with diverse populations and consistently approaches her clients with cultural competence. Student is also aware of her limitations and how her personal experiences to date mirror those of her own culture. Student seeks information when she is unaware of a client's background. - Student has been consistent in her understanding of the difference that impacts one's life. Our population (formerly incarcerated women) has many layers of vulnerability and experiences that influence their decisions and life choices. Student seems particularly aware of her personal values but is also sensitive to the	- Student is able to utilize her bicultural and bilingual skills to increase the delivery of culturally competent services to many of our youth and families. Student is an active learner of other cultures and seeks consultation. Student is able to recognize biases in the delivery of services and works hard to raise the issues and seek resolutions. - Student applies social work skills and knowledge when working with a variety of clients who are culturally different. Continues to seek consultation about how culture impacts clients. - Student works well with our diverse clients and volunteer populations. As a facilitator, student encourages and guides her groups to be respectful of differences. Student possesses a unique understanding and mastery of cultural diversity issues. Student will assist our staff with updated information on working with patients of different cultural and religious backgrounds. - Student brings exceptional understanding of cultural differences as they relate to illness to the treatment team. Student has been instrumental in helping the team understand how to develop culturally competent interventions. - Student has demonstrated

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
			biases. Student has demonstrated need to increase knowledge of cultural diversity self-awareness by asking appropriate questions.	differences between her system and that of the client. - Student demonstrates a cultural sensitivity with her clients. In particular, student has navigated the religious contexts of clients well. - Experienced a wide variety of foster families, foster children, and post adopt families and children in terms of background, culture, income, sexual orientation, and ethnicity. Student showed empathy and insight with these populations. Student received more in-depth learning through PRIDE and Special Needs Adoption training. - Student acknowledges clients' culture and diversity. Student is an active cultural learner through research. Clients report they enjoy the student's group lead interventions and feel the student is culturally sensitive and very responsive to their mental health issues. - Willingness to discuss issues of differences with clients, assessing cases through culturally sensitive lenses, use of self and supervision to explore issues of diversity. - Student has developed skill in ongoing communications with patients and families, and is observant of non-verbal communication. Student understands the limitations of standardized assessments or screening tools relating to language and impairment barriers.	advanced competency in the area of diversity. Because the men at Casa Juan Diego come from so many parts of the world, much respect for the diversity of belief and behavior is required. In particular, complex issues regarding gender and gender role expectations arise often. In one case, student worked with a man that was kicked out of his home for not providing financially for his wife and children. Student handled this issue with insight and advanced skill as he has worked from the client's own worldview to design a culturally respectful and competent intervention. - Student demonstrates competence knowledge and skill when working with culturally diverse patients. - Student is able to apply a culturally competence practice model in a setting that is very diverse. - Student has demonstrated that she is a cultural learner with several of the students at Galena Park being Hispanic and speaking more Spanish than English. Student is able to adjust interventions to take into consideration the language barriers and cultural values.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
HUMAN RIGHTS & SOCIAL JUSTICE: 2.1.5 Practice Behavior: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.	Student has difficulty understanding the role of oppression in clinical practice.	- Issues of access and outreach have been discussed with staff, as well as barriers to participation. - Open in supervision, <i>curious</i> about impacts of oppression and barriers when assessing clients and clients' responses to agency and environment. - Student <i>appears</i> very aware of diversity issues and <i>seems</i> to have much sensitivity around cultural, political and spiritual differences. - Issues of barriers to participation in our program have been discussed in Clinical Staff meetings and supervision.	- Our agency by its nature is designed to improve the status of women, particularly those who are returning from incarceration. Clients have experienced oppression in the judicial, criminal justice and health care systems, to name a few. Student's experience in the Angela House has validated assumptions about the availability of services, the need to have someone advocate to access resources. - Student has some exposure to situations in which clients face obstacles in accessing services within the HCHD system due to various barriers, such as the patient that makes too much to qualify for certain benefits, but in reality does not make enough to cover doctor visits and medications. - Student has learned that people in the ER are treated differently, with the alcoholics, homeless and repeat patients (those who come on a regular basis) being the ones who get the least attention and treatment. - Student is beginning to identify and evaluate disparities in access to healthcare and social service benefits.	- Student has met with the hospital's advocacy office/patient's rights advocate to gain an understanding of the hospital's position regarding patient's rights within the acute care setting. Student discusses inequities she has observed while working in the acute care setting and is willing to advocate for the patient's rights. - Student understands the guardianship process and understands that people with guardians also need protection and monitoring. Student also learned that persons under guardianship can be neglected and abused, and, therefore, has demonstrated commitment to the Court Visitor's Program. - Student has communicated with me her understanding of how oppression is manifested in her placement. Student realizes that clients face multiple barriers to mobility and to gaining access to services. - Student is able to work with diverse groups and is able to identify barriers to care and services. - Student is aware of how clients may not always be treated the same. Student has discussed ways that she can promote social justice and access to resources for her clients in her setting. - Student presented, to staff, on cultural diversity. The presentation emphasized the importance of understanding the perceptions of oppression and political injustice among our diverse treatment population. - At CJD, the mechanisms and forms of oppression are evident in almost every client interaction. From the larger political issues (e.g. Arizona's new efforts to supersede Federal law), to the local issues of men not being paid for their labor, the clients at CJD suffer the medical,	- In processing cases, student is able to identify both institutional and social barriers and forms of oppression. Student is able to <i>apply</i> her knowledge of these issues to the circumstances at hand to advocate for resources/services that are appropriate despite these barriers. - Student has great empathetic skills and is very engaging when establishing rapport with wards. Student actively listens to wards and their guardians and reports to field instructor if ward's needs are not met or if a ward is neglected by a guardian or caregiver. Student <i>applies</i> knowledge of oppression using the individualistic perspective. - Student often uses her knowledge of forms and mechanism oppression to guide clinical practice, educates clients when appropriate. This is emphasized when she is acting as the co-facilitator for the women's Jail group. - Student has identified economic, racial, cultural, and institutional oppression

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				psychosocial and legal consequence of oppression. In addition to providing effective services the student has demonstrated commitment to structural change, justice for immigrants and the undocumented, through writings to the Houston Catholic Worker. The paper advocates for social and political justice for immigrants and the poor. - DePelchin Children's Center has a long history of providing support to oppressed persons and other disadvantaged populations. Student communicated awareness of and dedication to support DePelchin's mission. - Student is fully aware that stigma remains for people who have a felony conviction, a mental illness and an addiction to alcohol and/or other drugs. - Student assesses and discusses barriers that impact access to clinical treatment. One of the major barriers that veterans experience is transportation, and how the lack of transportation impacts clinical treatment. Student is able to identify the barrier, and suggest solutions to the barrier. In addition, student has learned how client's health can also be seen as a barrier, which affects clinical treatment. - Student is able to identify and address issues of oppression in his work with clients. - Student noticed the barriers to equal opportunity and oppression as she worked with many individuals who have drug felonies on their record. Through supervision student has discussed the inequality that she has seen with those individuals who have drug felonies and as such, are not eligible to receive food stamps. In addition, those with sexual offenses have	and how it affects client's lives. Daily, student works to ameliorate social injustice by aiding clients as they overcome such obstacles. - Student is attuned to the social injustices experienced by clients. Student empowers clients and herself to advocate for their needs and social/organizational change. - In working with patients recovering from traumatic injuries, student encourages the highest level of empowerment with patients and their families. Student provides information regarding community resources and allows families to follow-up with additional support as needed. Student has advocated for patience and understanding among staff working with patients from diverse backgrounds. Student has been a resource for staff on the spinal cord and other services even as an intern.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				challenges in finding services and housing. • Student understands oppression, is aware of barriers to accessing services and is an advocate. • Student has developed a good understanding of practices that advance social, economic, and political justice. • Student is able to articulate the affect of discrimination and oppression on the development of children in care. Student shares and provides good recommendations to provide better services. • Student demonstrates insight into oppression and advocates when necessary. • Student is aware and thoughtful in regards to potential barriers of care and is able to identify and verbalize disparities in health care services. • Student has articulated insight related to various types of oppression within her client population and has worked at reviewing agency policies to ensure they do not create barriers to equal opportunity, access and treatment.	

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RESEARCH: 2.1.6 Practice Behavior: Use research findings to inform clinical practice interventions (examples of research include: peer-reviewed journals, formal evaluations and refereed-based literature).	- Student has become very aware of the need for research in her field setting. Student is faced with very difficult cases and complicated personal situations of her clients. Student has identified the need to seek out information that will guide her interactions with the clients. - Student's interest in clinical practice research is evidenced through his verbalizations and contributions in educational seminars. - Review of literature of brain injury, stroke recovery and spinal cord injury and adjustment to illness has been encouraged. Student has worked on her own presentations for professional and personal development. - Student completed all the readings related to the service line (pediatric oncology, bone marrow	- Insufficient exposure to application to research to date, but currently beginning to focus on research-based clinical interventions and implementation of Capacity Assessment and Treatment program (CAT), a recent research program. - Student gathered information on medical conditions and produced a family guide. - Student has discussed research/theories in clinical staffing and supervision, and has also read research articles under consideration for NAGSS. Current grief research is discussed in volunteer training as well. - Continued interaction with professionals for suggested interventions for clients and group treatment activities for inpatient adolescents.	- Student is utilizing an Ellis theoretical framework to guide his practice. Student is learning group practice skills academically and attempting to adapt it to our group practice. - With guidance from instructors, student has begun to familiarize herself with research and evaluates her interactions with clients to provide best practice approaches. - Student has discussed the material that she has learned in research courses. This particular setting has also exposed her to medical research in the form of Investigational therapies. - Student presented an article to supervision group supporting current trends in research or treatment in the field of mental health and discussed the ways it impacted her practice and the agency. - Student is engaged in evaluation of practice in the community program and is researching an evaluation plan as part of her bullying research project. - Student reviewed articles and attended training on recent grief research. How the research applies to practice was discussed in supervision. - Student explored a few different avenues to verify treatment	- Identifying research findings relevant to clinical practice is ongoing. Student is reading research literature and applying it to clinical assessment and treatment planning. - Based on student's class studies, student has identified that strengths perspective is effective in developing short and long term plans for children. - Student demonstrated a keen interest and great adeptness in this area, as evidenced by producing her Family Guide, which was a fruit of her research efforts. - Student has identified bullying in schools as a major concern for her placement. Student has reviewed several articles on best practices for school wide interventions. Student is beginning to implement some of what she had learned from the literature at her placement. - In response to problems associated with the use of a small space triggering past trauma, student reviewed the research of PTSD and the migration process. Student identified and utilized an assessment tool on PTSD that helped him in developing appropriate treatment. - Student has researched several findings that have helped to determine the direction of treatment and/or follow-up	- Student frequently uses research and resources to select clinical interventions and regularly collects survey data evaluating effectiveness of these interventions. - Student is currently working on a research project focusing on personality disorders, with special focus on cluster B. Student has applied this researched based knowledge while conducting sessions with patients and applying appropriate interventions and techniques under supervision. Student is currently evaluating effectiveness of interventions. - In preparing for the empowerment group, student conducted research about effective clinical interventions, which she can draw from and incorporate into her group. - Student has identified research findings pertaining to probate courts and to guardianships. Student has applied her findings to her work in the Court Monitor Program. Student's assessments have been critical to this program. - Student utilized quantitative research at the end of the semester to measure the

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	transplant, etc.). Student is also open to discussions on DSM IV-TR. - Student reports frequent examples of his taking the Initiative to research areas that support his professional goals, including fatherhood programs, parenting classes, and positive fathering classes. - Student has not participated in a research project to date. Student will participate with a VA research team in the OEF/OIF area starting the spring semester. - Student has not incorporated research during the majority of the practicum. Student only began this in the last month.		research, etc. Student's work was clear and coherent and appeared fairly comprehensive for the context. - Student has helped with literature reviews and helped to apply new knowledge to the development of policy and procedure and program development. Student has read selected chapters on EAP research. - Student is very strong in the area of research. Student spends a great deal of time reviewing articles and books pertaining to applicable areas. Student has proactively sought research in the area of the caregiver experience. - Student has been instrumental in the development of our curriculum. Student has demonstrated the ability to assimilate research findings and consistently apply to practice. No opportunity to evaluate effectiveness.	services for a minimum of four patients. Student has participated in implementing strategies that are used less frequently, but remain a core intervention in our setting.	outcome of visits completed. Student utilizes research to guide her work with clients experiencing traumatic situations and PTSD and evaluates her work to ensure that she is providing best practice.

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HBSE: 2.1.7 Practice Behavior: Utilize multiple theoretical frameworks in the application of clinical practice.	No use of theory.	- Student has recently begun to discuss a number of theories and their application in clinical practice but no progress has been observed when it comes to applying theory - Student is just beginning to identify theory. - Student has expressed a desire to apply theoretical approaches to the way in which she discusses and conceptualizes cases. Student has shared in supervision a paper in which she explores trans-theoretical dialogue - Student demonstrates a clear understanding of HBSE. Student will continue to develop skills in understanding and application through interaction with clients. Student finds psycho-educational approach particularly beneficial with a broad range of client experiences. - Discusses cases from multiple theoretical frameworks, demonstrating increased awareness of the application of theory to practice.	- Student's knowledge is limited to only one theory and she/he applies that theoretical framework to all clients and cases. (for example, using person in environment to explain all situations but not moving beyond it) - To the extent possible in our setting, student has engaged productive energy into this topic by researching theories and generating dialogue during supervision time. - Student utilized different theoretical frameworks during this clinical placement. Student integrated classroom discussions and lessons into field supervision - Student understands the importance of integrating theoretical frameworks into practice. Student is very aware of theoretical models and discusses frequently in supervision but student doesn't advance by applying theory to practice. - Student has continued to verbalize understanding of her observation and practice with emphasis on different theoretical frameworks (e.g. cognitive behavior therapy, solution focused therapy and client-centered therapy).	- Student is watching videos on various theoretical approaches to treatment and applying her understandings to her therapy with clients. - Student is articulate in discussing the knowledge she has gained from psychodynamic theory. Student utilizes supervision with FI to process her conclusions of family dynamics. This also relates to student's self-awareness. Student has the ability to grasp where the child/family is in dealing with the illness. - Student attends a didactic training each week by a licensed clinician on staff. She is educated on various clinical interventions and theoretical frameworks and discusses how she applies them with particular clients. - Student has sought to broaden techniques through supporting research and reviewed cases with the FI before including these techniques with patients. Student has used several theoretical frameworks, which have enhanced the effectiveness of activity services among our patients. - Student is able to articulate which social work theories are relevant to her placement and its population. Student is working on integrating different concepts to shape the way she intervenes with client's needs in order to provide adequate services to them. Student has been proactive in searching out research for areas she is not familiar with.	- Student demonstrates mastery in their knowledge of multiple theories and by articulating what theories best inform practice, ability to evaluate why theory or approach is best suited and applying theory to practice. - Student has a solid understanding of social work theories. She integrates many theories when providing interventions for clients. Student is able to verbally and visually describe which theories are particularly important in this setting and how the research supports use of these frameworks for her clients. - Student has used her time in supervision to discuss the different theoretical approaches, identifying which interventions may be the most appropriate and applying the most appropriate theoretically driven intervention with each of her clients at different points in their treatment. - Student has identified through research support an appropriate theoretical framework and uses it in providing services to her clients. Student is able to apply her theoretical framework within clinical practice and evaluate its effectiveness.

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POLICY: 2.1.8 Practice Behavior: Analyze the implications of policy on client problems.	- Student has been introduced to our policy and procedures manual. - Student has been given a copy of the Texas Administrative Code – Rights of the Mentally Ill.	- Student seems to only have a beginning base of knowledge around some of the agency's policies and how they affect clients. - Student engages in discussion about impact of policy on individual client.	- Student is very knowledgeable of community and societal policies. Student is learning hospital policies related to performance improvement measures. Student was introduced to 2010 Behavioral Health Care National Hospital Patient Safety Goals for Joint Commission Accreditation Hospital. - Student has increased understanding of health care policies and programs and through research has suggested policy change that would help patients access alternative funding. - Student is knowledgeable of HCBD policy and how clients are affected from orientation, reading policy manual, and interaction with clients and systems. - After reviewing the HCBD policies, student has been able to articulate examples of policies being put into action. - Student is learning about policies and developing an understanding of how hospital policies and other broader policies impact patients and their treatment plans. Student is becoming more comfortable at discussing policies that guide patient care with the people she works with. - Student demonstrates an understanding of hospital policy and procedures and has an understanding of how insurance	- Student actively and consistently participates in discussions of how organizational policy is developed within a corporate culture and influenced by the broader social contexts and beliefs. A good example is recent changes to the substance abuse prevention policy. - Student can clearly articulate the confidentiality policy, requirement to report policy, among other MCWC's policies. Due to student's background in sociology and the knowledge gain from GCSW, student is able to express how individual agency policies develop from broader social policies. - Student has been able to effectively explain our policies to patients – such as, we don't provide transportation outside of Harris County or only Harris County residents can get the Gold Card. Student knows this is because we are a county agency funded by county taxes and our services are, therefore, for Harris County residents. - Student demonstrated the ability to articulate various policies to veterans in the discussion of benefits and services provided. - Student reviewed federal VHA policies, how they related to local policy and implications on patients. - Student appropriately questions housing decisions at agency and reviewed and analyzed federal and state policies that give rise to the agency policy. Student explored conflicting issues and is able to work within limitations of the policies. - Student analyzed various policies and how they influence the lives of Hispanic youth, more particularly the undocumented youth	- Student has attended trainings and gained knowledge of the CAC's policies and procedures and has discussed in supervision how these policies compare and contrast to the policies of different agencies she has worked with. - The student has verbalized understanding on the history of mental health policy as it relates to inpatient psychiatric treatment, parameters of specific agency policy when a client does harm to self, another patient or staff. The student has also verbalized understanding of what mental health insurance is covered and which one is not. - Student has learned that the Texas Probate Code is the source of the policies used in the Probate court. Student has learned that the court has to follow rules that are in the code for day-to-day function, even when removing a guardian for neglecting a ward.

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			affects patient care. Student has observed how standards are operationalized in the delivery of services and how difficult it is to define the parameter when standards are vague. This semester was spent in reviewing state standards for foster care and residential care. Student asked appropriate questions and makes good recommendations to resolve and clarify parameters.	who are limited in their access to services. Student is aware of how social policies funnel down to impact individual's daily lives. - Student demonstrates initiative and interest in understanding and analyzing the institutional policies and the potential impact on patients. Student exposes an ability to examine broad social policies as they relate to the institution and our patients. - Student demonstrates the ability to articulate VA specific policies to the clients being served. Student is aware that some VA policies are not user friendly, thus creating barriers in the receiving of benefits for each veteran. - Student is able to articulate, in depth, Federal policy related to drug use. Student is able to analyze the impact of those policies on clients. - Student demonstrates the ability to discuss social policies, with individual clients that pertain to drug felonies and the inability to receive food stamps. In supervision, student discussed the challenges that homeless individuals with co-occurring disorders are at a disadvantage, as they must live off an SSI check of 674/mo without being able to obtain assistance in the form of food stamps. - Student has articulated with clients and their limitations in government benefit programs, such as Medicare, Medicaid, Harris County Hospital District eligibility, and Social Security Administration.	

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PROFESSIONAL CONTEXT: 2.1.9 Practice Behavior: Recognize and respond to the evolving organizational, community, and societal contexts of clinical practice.	Student has no awareness of the impact of organization or societal change on client service.	- Student continues to ask questions about agency and service delivery. - Student has integrated prior work experience with the criminal justice system and demonstrates the ability to apply that knowledge to current responsibilities as a student. - Student discusses in supervision knowledge of how change affects his clients. - Student has experienced a time of organizational change and has been involved in the staff meetings and discussed the changes in supervision.	- Student is comfortable with change. - Student appears very aware and informed of societal trends and organizational structures and how they may impact her clinical practice. - Student demonstrates understanding about Bo's Place's organizational structure and mission. - Student is informed and kept abreast of the industry challenges that face her field placement. As our program features rehabilitation in an acute hospital setting, she is aware of how competition in the immediate area keeps growing. What this leads to is similar settings are being opened around Tomball, giving our program a bigger challenge to provide higher quality outcomes to compete with their competitors. - By developing an updated and concise resource guide for patients and families, student has increased understanding of community and societal context that affect clinical practice. - Student is responsive to the changing needs of our department and the realities of rehab care in the medical center. Student is increasing exposure to situations that demand creative problem solving on client behalf and increased understanding of resources outside the Houston and Texas setting. - Student has had hands-on experience with the impact of technological developments on the delivery of services. Also, student has had multiple discussions on the impact	- Student demonstrates ability to relate to changing populations of veterans that she is working with. Additionally, student is aware of different communication styles and models as they relate to each population. Student demonstrates flexibility in adapting to changes in services and veterans service organizations. - Student demonstrates competence in this domain as evidenced by her ability to organize and critically analyze societal impact on client services. - Student's internship has occurred during a time of leadership change. Student has demonstrated understanding of the issues involved in this change through her active participation in staff meetings. - Student is aware of how society trends and policy decisions affects clients of this agency. Student articulates to others options for resolutions of client problem/issues through clinical services provided by the agency. - Despite significant agency service/delivery changes, student demonstrated competence by assisting in the development of a new, more accessible distribution system. - Student has demonstrated the ability to be flexible and to think	- Student actively offers perspective to EFAF eligibility discussions, which are often complex. Issues are often layered, which challenges confidence in the most appropriate actions. Student demonstrates an awareness and understanding which has lead to his/her ability to solve complex problems and issues consistently. - Student researched and applied community resources to assist clients with their augmentative devices to increase their ability to communicate in this setting. Student critically analyzes the impact of organizational and societal context on practice. She participates with treatment team in developing strategies to respond to the needs of these clients. - Student demonstrates a keen awareness of the changing societal trends, organizational structures, and various technological developments that can affect her practice and openly explores her own responses to these changes with her supervisor to ensure she is providing the most effective treatment possible. - Student has learned that the judge ultimately makes the

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			of societal change, governmental programs, organizational structures, and changing populations on clinical practice. - Student and I have discussed how populations, settings and organizational culture can really impact how clients are served. We discussed various scenarios and have "what if" conversations to change up the details. For example, "what if this client was in a hospital or community center setting?" Student does a great job of brainstorming and problem solving in these areas. - Student is aware of the multi-factorial nature that the surrounding environment has on clinical social work and clients. Student shows insight into current impacts on clinical practice and social issues created by the surrounding environment of agency client population. - Student recognizes the evolving organizational contexts of clinical practice through an awareness of the court's process to establish a guardianship. Student used the court's form to complete the assessments. - Student works to stay current on changes that can affect social practice, which can also affect patient care. - Student has educated herself about different populations of patients, organizational structures and diverse practices. - Student has learned that those with power in an agency administration make decisions that affect clinical practice.	outside the box. There are many patients who are seen by our service from all over the world. Despite organizational and departmental changes, student has adapted to these changes and responds effectively to our diverse client population.	decisions in the Court. Student has also learned that the judge is elected and can be replaced. - Student has verbalized awareness of different practice strategies, organizational structures, socioeconomic differences, and population differences. Student affectively applies this understanding in assessment and treatment phases to achieve best outcomes. - Student demonstrates knowledge on how clients of certain populations (i.e. HIV, AIDS) are affected by specific policies that affect funding for individuals in need. Student has prepared a presentation for staff members on these current policy issues. - Student attended NASW's Texas conference and provided educational feedback of current best practice options in this clinical setting to agency staff. - Student has contributed to the development of changes in clinical activities to better meet client needs.

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PRACTICE: 2.1.10 Practice Behavior: Apply a dynamic and interactive process of engaging, assessing, intervening, and evaluating client systems on multiple levels.	- Student has participated in several client sessions. - Student is working on understanding the phases of the problem solving process. - Student does not take the opportunity to engage in treatment assessment, planning or evaluation. - Student crosses professional boundaries by conveying personal stories to show empathy.	- Student is beginning to develop assessment skills and interpersonal skills when engaging with clients. Student is beginning to increase knowledge of clinical skills form beginning to termination. - Student collects data from patients but has no understanding of what it means.	- Student demonstrates an emerging competence through her delivery of clinical services and in her growing competence in contextualized diagnosis, bio-psychosocial formulation and treatment planning. - Student demonstrates the capacity to develop strategies for intervention, termination and gathering data. Student is currently in the process of preparing to implement strategies with clients. - Student does well in collecting data from the patient and on understanding its meaning. - Student is learning to plan groups and is becoming skilled in group facilitation. - Student effectively gathers information and assesses client data in preparation to provide services. - Student has observed and completed these actions this semester. Student has been involved in some cases from the diagnoses of a patient's illness to the end life process. Student has observed and assisted in interventions in all of these stages and aspects of patient care. - Student is continuing to grow into her role as a professional social worker. Her ability to engage and	- Student has been trained on the program's approach to collecting data from patients. Student has demonstrated proficiency in gathering and completing the initial assessment forms and progress notes that provide a good psychosocial history on the patient. Student interviews patients and families gathering information using her interpersonal skills with empathy to make the patient feel comfortable. Student develops a concise discharge plan with the patient. - Student attentively observes clinical sessions as well as conducts her own. Student debriefs every session and explores the nuances, issues, interpretations, and approaches. Student is quick to ask questions to increase her understanding of the thinking behind the decisions made in the therapeutic context. Student listens and incorporates feedback well - Student shows skill in group work, and has completed intakes, New Family Orientations and has screened clients for appropriateness for our services. Student has facilitated both time limited and ongoing groups and has seen group dynamics and development. Student is empathetic, engaged in the groups she leads and creates a respectful and safe environment for discussion. - Student engages with client to discuss the issues that the client presents, and joins with the client to develop a service plan to address those needs. Her approach is client centered. Student completes psychosocial with the clients to gain a good perspective and understanding of their challenges and uses problem-solving techniques to provide	- Student has strong skills in building rapport with clients, in empowering them to create their own treatment goals and objectives. Student works empathetically and professionally works with clients to provide the most effective assessments and interventions from start to finish. She successfully analyzes her own practice to ensure that she is providing the most effective services possible. - In this setting, goal directed, solution based and grief counseling have been the primary focus for direct intervention. Student has shown the ability to utilize these approaches in increasingly complex family situations that require innovative social work skills. - Student takes the initiative to seek out research and intervention techniques that work with this unique population. Student has consistently displayed the ability to use empathy when conducting assessments. Student has demonstrated the knowledge of gathering information, conducting an assessment, creating a plan for intervention, and following through to termination of her

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			assess client progress is growing as well. Student has experienced the beginning, middle and termination phases with those clients who successfully completed the program. Student has also experienced premature termination of the process when women left the program before completing all requirements. Student has run multiple groups.	greater awareness to the client of their options. - Student has conducted comprehensive assessments and clinical interventions independently and is able to build rapport with patients. - Student's clinical skills have greatly improved this semester. Student has developed a good basis for developing meaningful rapport with a variety of clients. Student conducts very thorough assessments and effective interventions, and demonstrates this strength through strong clinical notes. - Student demonstrates an appropriate level of understanding of solution focused and brief therapy utilized in patient care. Student has conducted multiple patient assessments, developed treatment plans and conducted individual and family sessions. Student can identify goals for stabilization. - Co-facilitators and clients have commented on student's competent skill in engaging and developing goals with clients. Student communicates great empathy and care for the clients he serves – particularly those he perceives as being treated unjustly. - Student has strong assessment and intervention skills. Student is able to develop rapport with patients and families, work as part of a multidisciplinary team to develop discharge plans, and document interventions.	professional relationship. In addition, she evaluates the effectiveness of her interventions.