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Supervisor's

Directions:

Students are to complete 400 hundred hours in field.

The student competeneach NKU BSW SWK 406/408 field student. The practice behaviors must be accomplished by the student and evaluated by the supervisor. Please review the rubric (last page of this document) as it provides a behavioral guide to the evaluative ratings.

\*The competencies below refer to CSWE EP; this stands for the 2015 Council on Social Work Education - Educational Policy. This designation refers to required competencies and practice behaviors in accredited, professional social work education.



3.	0 1 2 3 4 5	0 1 2 3 4 5
4.	0 1 2 3 4 5	0 1 2 3 4 5
5.	0 1 2 3 4 5	0 1 2 3 4 5

<p>2. <u>Engage Diversity and Difference in Practice</u>(EP 2.1.2)</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <p><u><i>Practice Behaviors</i></u></p> <ol style="list-style-type: none"> <li>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;</li> <li>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ol>		
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Student Activities/Tasks Corresponding with the

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5. Engage in Policy Practice(EP 2.1.5)

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers

16.	0 1 2 3 4 5	0 1 2 3 4 5
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6. Engage with Individuals, Families, Groups, Organizations, and Communities(EP 2.1.6)

Social workers understand that engagement is an ongoing component of the dynamic and

7. Assess Individuals, Families, Groups, Organizations, and Communities (EP 2.1.7)

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

**Practice Behaviors**

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. Apply knowledge of human behavior and the social environment, person-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
22. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.



Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):	Midterm (SWK 406 grade)	Final (SWK 408 grade)
19.	0 1 2 3 4 5	0 1 2 3 4 5
20.	0 1 2 3 4 5	0 1 2 3 4 5
21.	0 1 2 3 4 5	0 1 2 3 4 5
22.	0 1 2 3 4 5	0 1 2 3 4 5

environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  
25. Use interprofessional collaboratio

<p>knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <p><b><u>Practice Behaviors</u></b></p> <p>28. Select and use appropriate methods for evaluation of outcomes;</p> <p>29. Apply knowledge of human behavior and the social environment, person-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>		
<p>Student Activities/Tasks Corresponding with the <i>Practice Behaviors</i> (above):</p> <p>28.</p> <p>29.</p> <p>30.</p> <p>31.</p>	<p>Midterm (SWK 406 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>	<p>Final (SWK 408 grade)</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p> <p>0 1 2 3 4 5</p>

A. Agency learning goals for students not otherwise addressed (optional)

B. Student's additional learning goals in their field placement

Develop and write your personal learning goal (competency) and supporting learning objectives (practice behaviors) here.

C. Formal One Hour Weekly Plan for Supervision (when, where, and with whom)





Rubric: Example for Evaluating Students in Field

Example: Competency: Demonstrate professional and ethical behavior Practice behavior: "Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations" (EP 2.1.2, 2015).	Behavioral Guide to Ratings
0. Insufficient evidence	There is little or no evidence from which to evaluate this practice behavior. (All practice behavior must be demonstrated by the conclusion of the field experience.)