Educational Learning Agreement (ELA)
Reference Guide

Office of Field Education (OFE)
Brown School Reference Guide

- Purpose of the guide
  - Familiarize field instructors and students with the ELA format
  - Provide tips and tools for completing the ELA
  - Communicate how the ELA will be evaluated
ELA is Part of Your Practicum Grade

• You will receive a grade of:
  – High Pass/Pass with distinction
    • ELA is completed by the deadline
    • ELA includes clear learning activities that align with your practicum context
    • Self Evaluation is completed by the deadline
    • Field Instructor Evaluation indicates excellence in practicum
    • Field Instructor Evaluation is completed in a timely manner
  – Pass
    • ELA is completed by the deadline (points taken off for late ELAs)
    • ELA includes clear learning activities that align with your practicum context
    • Self Evaluation is completed by the deadline (points taken off for late evaluations)
    • Field Instructor Evaluation indicates satisfactory practicum
    • Field Instructor Evaluation is completed in a timely manner
  – Fail
    • ELA and/or evaluations are turned in late
    • Field Instructor Evaluation indicates a fail
Who uses which ELA?

• Foundation Students

• Advanced Standing and Concentration Students
  – For each concentration there will be a unique ELA with that will be very similar to the foundation ELA
  – Students will be prompted to think about concentration-specific tasks through the ELA
  – **Specializations:** The concentration ELA will have an additional section for students in specializations that prompts them to identify how their practicum helps them develop skills and expertise specific to that specialization
What is the ELA?

- Learning Contract
- MSW Competency Document
- Job Description
Why a narrative ELA?

- Allows students to articulate their practicum tasks as they relate to the nine social work competencies
- Creates a work plan for the student and the field instructor
- Supports individualized and meaningful goal setting for students
- Facilitates deeper exploration and identification of practicum tasks
- Provides practice in strategic planning
- Prepares students for job interviews
What are the Social Work competencies?

• The standards for social work education as developed by the Council for Social Work Education (CSWE)
• Accredited schools of social work are required to report how the competencies are mastered to CSWE

The competencies:
• Communicate the basic skills and behaviors essential to the profession
• Define the profession of a social worker

They are how we know what a social worker is!
What are the Social Work competencies?

| Competency 1: Demonstrate Ethical and Professional Behavior |
| Competency 2: Engage Diversity and Difference in Practice |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice |
| Competency 4: Engage in Practice-informed Research and Research-informed Practice |
| Competency 5: Engage in Policy Practice |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |

The last four competencies break out engage, assess, intervene, and evaluate. While these are interrelated, they are also separated in the ELA.
Completing the ELA

• Helpful documents to support completion
  – Job description or project description
  – Students’ syllabi from related courses
  – ELA Guide

The ELA is now a fillable Word form that allows for an electronic signature, so you will not need to sign a hard copy.
Using the ELA

• **Initially**: developing focus and plan for learning
• **During the practicum**: check in on progress, update as needed
• **At the conclusion of practicum**: evaluate learning and closure
• **After the practicum is over**: student reference ELA to develop resume, prepare for interviews
How will the ELA be evaluated?

Organization Description:
• Structure of the organization is clearly communicated. Programs are described, leadership structure is described.
How will the ELA be evaluated?

Organization Description:

• Structure of the organization is clearly communicated. Programs are described, leadership structure is described.

• Mission of the organization is clearly communicated.

• Populations/communities/clients served by the organization are clearly communicated.
How will the ELA be evaluated?

Goals of the Practicum

• Student articulates what their goals are for learning. What skills will you obtain? What interventions do you hope to use? What activities will you participated in?

• Student lists products or processes they will complete at the practicum
How will the ELA be evaluated?

Learning activities: Ask the following questions while creating your learning activities. Some learning activities will be able to answer all of these questions clearly, others will be ongoing in nature. Examples on the next page.

- Specific: What is the activity and how does it relate to the organization and populations/clients/community groups you are working with?
- Measurable: How will you know you achieved these activities? This will often be what you check in your method of evaluation.
- Achievable: Do they fit the scope of the time and context?
- Results focused: What will be the result of the goal, what will be the product or the learning?
- Time bound: How often, how many, and by when? This may often be ongoing or by the end of the practicum.
How will the ELA be evaluated?

Example learning activity

Discuss biases and personal values with field instructor or peers as they arise, develop list strategies to manage biases and value conflicts

- Specific: You are discussing your biases and personal values
- Measurable: You know if you had these conversations once a month
- Achievable: You can do this monthly
- Results focused: What will be the result of the goal, what will be the product or the learning? List of strategies
- Time bound: By the end of practicum
How will the ELA be evaluated?

Example learning activity

Keep weekly case notes on each child’s progress in the program

• Specific: You are keeping notes on each child
• Measurable: You will know if the notes are missing
• Achievable: You can do in the practicum
• Results focused: Notes will be kept
• Time bound: Weekly
How will the ELA be evaluated?

Example learning activity

Adjust written and verbal communication strategies so they are clear to the client populations (different strategies for children and parents)

- Specific: written and verbal strategies to different population
- Measurable: communications change over time
- Achievable: You can do in the practicum
- Results focused: Strategy will change
- Time bound: ongoing
How will the ELA be evaluated?
Example learning activity

Keep the confidentiality of families in the Early Childhood Nutrition Program

- Specific: program is named
- Measurable: you will know if you are not in compliance
- Achievable: You can do in the practicum
- Results focused: confidentiality in upheld
- Time bound: ongoing
Reference Guide

The next 20 pages provide:

• Explanation of each section of the form
• Examples of how to complete the ELA
This section provides an overview of requirements of practicum including the necessary documents.

This section provides a general timeline for practicum documents and well as who is responsible for each form.
This is the most important section of this page: once the ELA is final, your signature indicates that you agree to the terms of the ELA to guide the practicum experience.

The practicum start, end, and site visit dates are critical for planning assessment and evaluation of the practicum and will be used to determine when the practicum grade will be assigned.

During COVID-19 we are asking students and organizations to plan for practicum by completing this addendum.

Students will be registered in a one or two semester practicum, and the ELA should be submitted at the beginning of the first semester. Two semester practica will only have one site visit and students only need to complete one time sheet. This information assists the OFE in ensuring students complete the appropriate number of hours in the field.

The integrative seminar instructor (foundation students only) is also the student’s field faculty member. This is your contact if you need support from the Brown School Office of Field Education and the person who will complete the site visit.

The practicum information ensures that the OFE has up-to-date contact information for the field instructor.

Supervision is a critical component of field education, as students are developing social work competency in the field. Please let us know who will providing feedback on the practicum.
Students enter practicum to develop skills and competency in the field of social work.

Goals: Students should articulate their goals for the practicum. What skills, knowledge, and experiences do they hope to gain in the practicum?

Projects or Deliverables: This section should indicate what the student will produce for the organization during and at the end of the practicum.

Racial Equity: Students should provide examples of projects, program, research, discussions related to racial equity. If a student has questions talk to your field faculty advisor.

Some courses ask students to complete projects tied to practicum. Students are responsible for informing field instructors of these requirements.

The organization description ensures the student understands the structure, mission, and services of their practicum organization. Students should provide a paragraph for each of these prompts and use the organization website, print materials, and conversations with the field instructor and other staff to gather this information.

Field instructors should ensure their student receives a comprehensive orientation to the organization and the projects they will be working on. Students should record the type of orientation they receive.
Racial Equity and Social Work

Racial Equity continues to be critical for social work education, especially in light of our current political situation. To support students integrating this knowledge and skill set into their social work practice, we have added content about racial equity to the ELA.

Students are asked to (please see examples on the next slide):

- Identify a racial equity goal with you to practice applying a racial equity lens in practice on the ELA.
- Integrate racial equity into learning goals for key competencies.

Racial Equity Statement in the ELA:

How will your practicum projects or deliverables advance racial equity or anti-racism at your site? Provide a two-paragraph proposal (minimum of 150 words) on your racial equity/anti-racism project based on your practicum placement. **Please be specific as to how you will engage in anti-racist projects or tasks.**

Use SMART objectives to support your goals. NOTE this proposal should be a collaborative process with you and your field instructor.
Potential projects, and activities to support the racial equity goal can include opportunities to explore and examine how an organization/field placement address issues of structural and institutional racism that individuals, families, and communities. A list of potential ideas is provided below to help you get started. These are ideas that will can be expanded or tailored to fit your organizations situation and needs. These are a starting point and this an exhaustive list, please be creative!

- Create a resource guide/binder with resources, which specifically provides additional or specialized support to BIPOC individuals.
- Review existing resources for any agencies/services that have a history of disparate treatment or racism.
- Use supervision for conversations about the way that race can affect how we have conversations with clients; this will mean actively identifying and working through internal biases to provide the highest degree of client care.
- Review agency policies for areas that might not be supportive to BIPOC and offering recommendations.
- Review agency webpages/collateral for representation of marginalized communities Develop common language for diversity, inclusion, equity tailored to organization culture a mission.
- Develop a literature review on the clinical relationship that address the power imbalances, oppression, and racial identity.
- Review intake processes for strengths and challenges for diverse communities.
- Develop survey for staff and diversity, inclusion, equity issues.
- Review interventions to see if they are cultural relevant/sensitive.
- Review Forward Through Ferguson calls to action to see where there is overlap with organizations mission.
- Develop racial equity statement for fundraising.
This section requests the students and field instructor to identify a method of evaluation.

This section defines the competency and provides examples of competent behavior.

This section describes the scale and modality for activities that develop skills to master the competency.

This section requests the students and field instructor to identify a method of evaluation.

This is where the majority of the work happens, students should list activities they will undertake in their practicum to meet each competency. Learning activities should be specific and connect to the organizational mission and client/stakeholder population.
Example Learning Activities

• From this point forward we have provided some examples of general learning activities that relate to each competency followed by a slide that outlines more specific learning activities for two imaginary projects: one with a nutrition program for young children and one for a housing and vacant land project.
Competencies

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior, appearance, and communication
- Use supervision and consultation
- Use technology ethically and appropriately to facilitate practice outcomes

**Demonstration of competencies**

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc., assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews.

**Related Learning Activities:** Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste.

- Discuss professional norms of the organization, including appropriate dress and what to do if I am late or need to miss a day of practicum, and adhere to those policies
- Review the NASW Code of Ethics and discuss how those ethics apply to my workplace with my supervisor
- Identify when my values conflict and support my work and discuss with my supervisor twice a month
- Document ethical dilemmas or conflicts and work with my supervisor to resolve them
- Seek feedback from supervisor and other staff on performance
- Identify ethical dilemmas and discuss them with your supervisor (how often, when)
- Identify and use an ethical decision making structure (where to document)
<table>
<thead>
<tr>
<th><strong>Direct Practice Example – Early Childhood Nutrition Program</strong></th>
<th><strong>Macro Practice Example - Community Development Housing and Vacant Land</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uphold the policies of the organization, call Field Instructor as early as possible if running late or need to miss practicum, wear comfortable business causal clothes for working with children</td>
<td>• Uphold the policies of the organization, call Field Instructor as early as possible if running late or need to miss practicum, wear comfortable business causal clothes to community meetings, business attire when meeting with elected officials</td>
</tr>
<tr>
<td>• Keep the confidentiality of families in the Early Childhood Nutrition Program</td>
<td>• Discuss biases and personal values with field instructor or peers as they arise at least once per month; develop strategies to manage biases and value conflicts</td>
</tr>
<tr>
<td>• Discuss biases and personal values with field instructor or peers as they arise at least once per month; develop strategies to manage biases and value conflicts</td>
<td>• Take notes at community meetings and distribute them to stakeholders within three business days</td>
</tr>
<tr>
<td>• Discuss ethical conflicts with supervisor</td>
<td>• Hold time on each agenda to discuss ethics and professionalism</td>
</tr>
<tr>
<td>• Hold time on each agenda to discuss ethics and professionalism</td>
<td>• Ask for feedback from supervisor monthly</td>
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Competency #2: Engage Diversity and Difference in Practice

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Demonstration of competencies

Student: List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc. assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews

Related Learning Activities: Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

- Adjust written and verbal communication strategies to meet the needs of the client population
- Keep a reflection journal on diversity in practice and discuss challenges/successes with a supervisor or in integrative seminar
- Identify strategies to work with diverse stakeholders
- Employ active listening to learn from clients and constituents
- Discuss cultural structures and values and their effects on clients and constituencies with supervisor
- Treat clients with respect regardless of personal values and biases
- Research and apply knowledge related to diversity to practicum context

Method of evaluation:
- Direct observation by:
- Review of audio/videotapes by:
- Review of written work by:
- Other, please specify:
- Feedback from colleagues and/or clients discussion during supervisory sessions
- Results of tests/quizzes
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<tr>
<td>Discuss biases and personal values with field instructor or peers as they arise at least once per month; develop strategies to treat clients with respect regardless of biases and value conflicts, share with field instructor at the end of the practicum</td>
<td>Engage community members as experts in the community with knowledge and experience equal to academic expertise</td>
</tr>
<tr>
<td>Examine how personal identities may impact the work, discuss them with the field instructor at field instruction</td>
<td>Discuss cultural norms and political structures of the community before engaging with community members</td>
</tr>
<tr>
<td>Adjust written and verbal communication strategies so they are clear to the client populations (different strategies for children and parents)</td>
<td>Conduct one-on-one interviews with key stakeholders (alderperson, community garden leader, school principal, and neighborhood association leader) to learn about the community beginning the second week of practicum</td>
</tr>
<tr>
<td>Identify cultural and contextual norms that influence the client population, discuss them with co-workers when developing programs</td>
<td>Discuss communication challenges with supervisor to develop strategies, share strategies with field instructor</td>
</tr>
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<td></td>
<td>Examine how personal identities may impact the work, discuss insights with the field instructor</td>
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</table>
Asses policies and programs through a racial equity lens.

Deliver services and engage in interventions of the organization.

Identify economic barriers to care; discuss with supervisor and develop strategies to support clients.

Articulate the connection of the organizational mission to larger social, economic, and environmental justice principles and practices.

Ensure that interventions are accessible to client population.

Identify social policies that have created or continue to create oppressive circumstances for the client or constituency.

Develop professional contacts with members of advocacy organizations that serve the client population or constituencies of the practicum site.

Identify institutional barriers to client progress and discuss them with the field instructor.
### Direct Practice Example – Early Childhood Nutrition Program

- Discuss the social, economic, and environmental justice implications of the nutrition education program with field instructor every other week
- Identify how staff reflect the client population
- Assess racial equity training for staff
- Articulate how nutrition education enhances the wellbeing of children
- Work with clients to develop a transportation plan so clients can attend the Early Childhood Nutrition Program
- Describe how social, economic, and/or environmental justice is connected to the mission of the organization to supervisor
- Explain the social, economic, and environmental justice implications of the work with Early Childhood Nutrition Program field instructor in final transition report
- Document the impact of social, economic, and environmental justice on children and families through an online documentation system
- See all other competencies

### Macro Practice Example - Community Development Housing and Vacant Land

- Discuss the social, economic, and environmental justice implications of the housing and vacant land program with field instructor once per month
- Identify how staff reflect the client population
- Assess racial equity training for staff
- Articulate the importance of resident engagement in social justice work discuss with staff at the organization
- Hold 4 meetings at times when community members are able to attend
- Articulate the social, economic, and environmental justice implications of the work, discuss in supervision and integrate into final reports
- See all other competencies
Complete a literature review on a topic related to the practicum (be specific)
- Assess how diverse sources of research are
- Identify opportunities for community-based participatory research at the site
- Compete benchmarking research on similar programs by the 6th week of practicum
- Work with supervisor to identify interventions that may broaden impact in the field
- Document interventions or work – name the systems of documentation
- Analyze data from an assessment or evaluation of a program
- Develop an assessment of a project or program
- Identify effective practices or areas of improvement from an assessment, evaluation or observation
- Discuss potential program, practice, policy or service deliverable improvements with field instructor
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<tr>
<td>• Review grant proposal for the Early Childhood Nutrition Program and read the literature review by date</td>
<td>• Complete benchmarking research to identify neighborhood engagement processes in cities/neighborhoods with similar populations to the Community Development Housing and Vacant Land project and a summary of findings by date</td>
</tr>
<tr>
<td>• Examine diversity of sample for any research studies</td>
<td>• Examine diversity of sample for any research studies</td>
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<tr>
<td>• Assess evaluation tools for culturally appropriate tools</td>
<td>• Assess evaluation tools for culturally appropriate tools</td>
</tr>
<tr>
<td>• Research emerging data on early childhood nutrition education to identify potential program improvements, share analysis with field instructor and other staff in early (month)</td>
<td>• Complete a literature review of best practices in community development; create a list of best practices by dates</td>
</tr>
<tr>
<td>• Use data from program assessments to develop recommendation for future programs (see tasks for competency 9), develop recommendations report</td>
<td>• Use census data and needs assessment to understand the community makeup integrate in research and conversations</td>
</tr>
<tr>
<td></td>
<td>• Use data from program assessments to develop recommendation for future programs (see tasks for competency 9)</td>
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</tbody>
</table>
Competency #5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Demonstration of competencies

Student: List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc. assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews

Related Learning Activities: Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

- Follow the news to identify any federal policy changes that might impact the work of the organization and discuss them with field instructor
- Assess policies through a racial equity lens
- Identify local, state or federal policies or laws that impact your clients; discuss them with your supervisor
- Track legislation that impacts your clients or constituents, encourage advocacy around this bill
- Attend a board of alderman meeting, attend a legislative session
- Contact a legislator about a current need of the client population or constituency
- Discuss organizational policy with field instructor or supervisor
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<tr>
<td>• Identify policies that impact the client population and report on them to staff by date</td>
<td>• Identify city policies, HUD program, and Community Development Block Grant programs that impact the community, share findings in summary report to field instructor</td>
</tr>
<tr>
<td>• Research the Affordable Care Act, early childhood education policy, and nutrition policy to identify how they impact the client population in a presentation to the board on date</td>
<td>• Research housing policy and discriminatory practices</td>
</tr>
<tr>
<td>• Identify disparities in health care outcomes based on zip code and their connect to local and state policy</td>
<td>• Examine historical polices and describe how they continue to perpetuate disparities (health, education, economic, etc)</td>
</tr>
<tr>
<td>• Follow the news to identify state and federal policy changes and identify how they impact funding and service delivery for the Early Childhood Nutrition Program</td>
<td>• Research the city of St. Louis vacant lot policies including Mow to Own and other vacant land acquisition processes. Document the processes and share at the staff meeting.</td>
</tr>
<tr>
<td>• Attend Generate Health (formerly Family Maternal and Child Health Coalition meetings)</td>
<td>• Attend the Housing, Urban Development and Zoning meeting at city hall and report back on agenda items and decisions made – analyze the impact of the discussion on the work of the Community Development Housing and Vacant Land project</td>
</tr>
<tr>
<td>• Review the bills up for review in the city and state you are working in and identify how they might impact your work – advocate through letter writing or attending a lobby day when appropriate</td>
<td>• Attend monthly neighborhood and ward meetings</td>
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</tbody>
</table>
**Competencies**

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

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Demonstration of competencies**

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc. assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews

**Related Learning Activities:** Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

- Deliver services (list those services here)
- Use theoretical frameworks to engage with clients and constituencies (list frameworks)
- Identify theoretical frameworks used by the organization
- Discuss client and/or constituency engagement with supervisor
- Keep a list of skills and tools used for client and/or constituency engagement
- Discuss empathy and skills for empathy with supervisor
- Keep a journal to reflect on challenges and successes in the field
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<tr>
<td>• Develop professional relationships with parents and children in the program through (name approach)</td>
<td>• Develop professional relationships with community members, elected officials, and community leaders by (name approach)</td>
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<tr>
<td>• Identify frameworks for client engagement, discuss them with supervisor at monthly supervision</td>
<td>• Identify frameworks for client engagement, share them at the team meeting</td>
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<tr>
<td>• Discuss empathy and skills for empathy with supervisor</td>
<td>• Discuss empathy and skills for empathy with supervisor</td>
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<tr>
<td>• See competency 2</td>
<td>• See competency 2</td>
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### Competencies

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

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

#### Demonstration of competencies

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc.

- Assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews

#### Related Learning Activities:

- Collect information from clients or constituencies
  - Complete intake interviews
  - Attend neighborhood meetings/forums
- Document input and information from clients or constituencies
- Use theoretical frameworks to assess with clients and constituencies (list frameworks) and select or develop interventions
- Identify theoretical frameworks used by the organization
- Discuss client and/or constituency engagement with supervisor
- Keep a list of skills and tools used for client and/or constituency engagement
- Discuss empathy and skills for empathy with supervisor
- Keep a journal to reflect on challenges and successes in the field
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<tr>
<td>• Use census data to estimate the number of children ages 0-5 living in select zip codes</td>
<td>• Use vacant land map to identify vacant land in select zip codes</td>
</tr>
<tr>
<td>• Attend meetings at local elementary schools and distribute short survey to ask parents the number of fresh fruits their child is eating each day</td>
<td>• Host neighborhood forum to gather information on how community members want to use vacant land</td>
</tr>
<tr>
<td>• Complete intake assessment interviews with parents enrolling their children in the Early Childhood Nutrition Program</td>
<td>• Code notes from the forum and categorize data into high and low priorities</td>
</tr>
<tr>
<td>• Keep up-to-date client files</td>
<td>• Critically analyze data from research on vacant land</td>
</tr>
<tr>
<td>• Work with field instructor to select families for the program</td>
<td>• Document how the context and social environment impacts the data</td>
</tr>
<tr>
<td>• List theoretical frameworks used by the organization in program selection</td>
<td>• Use data to suggest interventions or planning processes for vacant land use or upkeep</td>
</tr>
<tr>
<td>• Keep a journal of successes in the field</td>
<td>• Identify theoretical frameworks used by the organization</td>
</tr>
<tr>
<td></td>
<td>• Keep a list of skills and tools used for client and/or constituency engagement</td>
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<td>• Keep a journal to reflect on challenges and successes in the field</td>
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Competencies

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Use interdisciplinary and/or inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Demonstration of competencies

Student: List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc.

Related Learning Activities: Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

- Deliver services (list those services here)
- Discuss intervention strategies with field advisor and other appropriate staff
- Discuss client and/or constituency engagement with supervisor
- Document theoretical frameworks
- Keep a list of skills and tools used for client and/or constituency engagement
- Discuss empathy and skills for empathy with supervisor
- Keep a journal to reflect on challenges and successes in the field
- Shadow practitioners delivering interventions
- Develop and implement transition and termination plans for clients
<table>
<thead>
<tr>
<th>Direct Practice Example – Early Childhood Nutrition Program</th>
<th>Macro Practice Example - Community Development Housing and Vacant Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with program director to deliver the Early Childhood Nutrition Program curriculum to 3-4 year old children</td>
<td>• Organize community task force on housing and vacant land by (date)</td>
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<tr>
<td>• Track attendance in the program with (name system)</td>
<td>• Develop vacant land use proposal to be reviewed by neighborhood residents in mid October</td>
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<tr>
<td>• Work with program director to provide handouts to parents as needed</td>
<td>• Discuss proposals with key stakeholders including residents, city government officials, local leaders, and others</td>
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<td>• Keep weekly case notes on each child’s progress in the program</td>
<td>• Write a transition plan that includes the community engagement process, documents data collection and analysis, and provides insight into next steps share with staff 1 week before leaving the practicum site</td>
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<td>• Keep a journal to reflect on challenges and successes in the field</td>
<td>• Communicate transition plan to the field instructor and community stakeholders</td>
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<tr>
<td>• Document theoretical frameworks used in the program, share them at the October staff meeting</td>
<td>• Introduce the person taking over the project to community stakeholders</td>
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<tr>
<td>• Plan for end of practicum and develop a termination plan with supervisor to inform children and families of end date and ensure their engagement in the program is seamless, share the plan with relevant staff 1 week before leaving the practicum site</td>
<td>• Identify theoretical frameworks used by the organization, discuss them with field instructor mid way through the practicum</td>
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<td></td>
<td>• Keep a list of skills and tools used for client and/or constituency engagement</td>
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<td>• Keep a journal to reflect on challenges and successes in the field</td>
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</tbody>
</table>
## Competencies

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

1. Select and use appropriate methods for evaluation of outcomes
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
   - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### Demonstration of competencies

**Student:** List the primary activities in which you will be engaged during this practicum. Students and field instructors are encouraged to identify activities that address each competency. These activities will allow the student to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, professional development training, etc. assessment tools, intervention models, literature review, practice guidelines, practice experience, professional training, research methods, systematic reviews

### Related Learning Activities: Please add one to five unique learning activities for each competency. If one activity meets multiple competencies feel free to cut and paste it.

- Discuss interventions with field instructor to evaluate effectiveness, change services when appropriate
- Implement evaluation tools developed by organization
- Create evaluation tools when necessary
- Use evaluation information to improve interventions with clients or stakeholders
- Discuss client and/or constituency engagement with supervisor
- Keep a list of skills and tools used for client and/or constituency engagement
- Discuss empathy and skills for empathy with supervisor
- Keep a journal to reflect on challenges and successes in the field
- Shadow practitioners
- Method of evaluation:
  - direct observation by:
  - review of audio/ videotapes by:
  - review of written work by:
  - other, please specify:
  - feedback from colleagues and/or clients
discussion during supervisory sessions
results of tests/ quizzes
### Direct Practice Example – Early Childhood Nutrition Program

- Document student progress at the end of each week through verbal assessment of knowledge acquisition
- Complete exit interviews with families leaving the program, enter interview data in online system
- Keep case notes on each child’s progress in the program
- Collect monthly parent surveys
- Enter data from parent surveys in the online system; clean and analyze the data 2 weeks before the end of the practicum
- Analyze parent feedback, student progress, and literature review; provide recommendations to the field instructor

### Macro Practice Example - Community Development Housing and Vacant Land

- Conduct 5-minute evaluation at the end of each community meeting to identify the strengths and challenges of the process
- Change process based on feedback during the meeting
- Hold focus groups with key stakeholders to discuss the effectiveness of the engagement process
- Code data from focus groups and develop recommendations for future community engagement processes
- Analyze list of skills for community engagements with field instructor, discuss additional skills to work on
- Keep a journal to reflect on challenges and successes in the field