**APPLICATION FOR PLACEMENT WITHIN STUDENT’S**

**CURRENT PLACE OF EMPLOYMENT**

University of Vermont

Undergraduate and Graduate Social Work Programs

BSW and MSW students may apply to request consideration to complete one (and only one) year of their social work practicum in their current place of employment. Specialized Practice Advanced Standing (SPMSW AS) students may not complete both their BSW and SPMSW AS placements in their place of employment, even if the student attended different institutions for each year of practicum.

The basic rationale for this policy is that for maximum educational growth, students must be exposed to a range and diversity of practice experiences to support their professional development, and the roles of student and employee differ within agency culture. As an internship is primarily an educational experience, Practicum Instructors and supervisors share the goal of protecting the “student status” of the student for the student’s educational requirements to be met and the student’s educational goals to be preserved.

Therefore, students must work with their employer to develop a proposal that outlines how the student will meet the social work education competencies and supervision requirements in their employment setting—see the “Application for Placement within Student’s Current Place of Employment” in the “Students/Applications” section of the UVM Dept. of Social Work Practicum Education Resources [website](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) or in the Practicum Education manual.

All Placement-at-Employment proposals must be approved prior to the academic year or semester the internship is slated to begin.

The Practicum Education Coordinator will make a concerted effort to honor a student’s request for placement-at-employment, but approval will be granted upon review only if the proposed placement sufficiently meets the following criteria:

**Engagement assignments:**

* **Students must have access to tasks, assignments and learning experiences that will allow them to fulfill the nine (9) CSWE Competencies and appropriate practice behaviors for their level** (see Appendix).
* **Students must also get some exposure to each of the following levels of practice** (working with or on behalf of) **at some point during their practicum:** individual work, family (or family systems) work, group work, community work, and organizational (inter- or intra-) work.
* **If a student’s employment role does not provide adequate access to activities related to *all* nine (9) competencies and requisite levels of practice, the student must** work with their Practicum Instructor (and On-Site Supervisor, if applicable) to **create additional learning activities designed to meet those requirements not covered within the scope of the student’s employment.**
  + As these additional assignments would be outside the scope of a student’s employment, hours spent on these tasks can count towards students’ employment *only at the employer’s discretion.* [This should be documented in the below application in question #3.]
  + It is also at the employer’s discretion as to whether the student is allowed to complete their weekly internship hours *within or outside* of their paid employment hours. Ultimately, the student and employer are responsible for agreeing upon how the student’s work- and internship-related tasks will be differentiated and accomplished. [As above, this should be documented in the below application in question #3.]

**NOTE:** If students are permitted to complete their placement hours within the context of their employment, students may only count the expected weekly hours (~14-16/week for BSW, and MSW students, or ~20/week for Advanced Standing MSW students) towards their total required minimum hours for the academic year (450/600 respectively).

* **All students must have access to tasks and activities that provide *new learning above and beyond their current employment responsibilities*.**
  + This may be achieved through the creation of new activities (within the same or a different department of their employment agency), or through the intentional expansion or reframing of the student’s current employment activities using the social work lens, making clear, specific linkages to the CSWE competencies.

**Supervision:**

* Per CSWE Accreditation standards, **the student must have weekly (or at minimum, bi-weekly) social work-specific supervision with a qualified Practicum Instructor to be provided by the agency.** A qualified Practicum Instructor is:
  + **For MSW students**: someone with a MSW degree, who has been out of school for at least two years, has 2 years post-degree social work practice experience, and if employed by the agency, has been so for more than six months.
  + **For BSW students**: someone with either a BSW or a MSW degree, who has been out of school for at least two years, has 2 years post-degree social work practice experience, and if employed by the agency, has been so for more than six months.

**NOTE:** Practicum Instructors for BSW or MSW student placements do *not* need to hold State social work licensure.

* If an agency does not have an MSW- or BSW-credentialed social worker on staff, **the agency may appoint a qualified Practicum Instructor in an outside capacity, so long as the student internship also has an On-Site Supervisor within the employment agency.**
  + For delineation of outside Practicum Instructor and On-Site Supervisor roles and responsibilities, please see the Practicum Education policy “Placements Where Supervision is Provided by both an On-site Supervisor and an Outside Practicum Instructor” on the UVM Department of Social Work Practicum Education Resources [website](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) or in the Practicum Education manual.
* **For the purposes of social work practicum education, either a student’s Practicum Instructor or On-Site Supervisor *may* be the same person as their work supervisor, but this is to be avoided as much as possible.**
  + If it cannot be avoided, **supervision time for placement-specific learning must be *separate from* and *in addition to* employment supervision.** [This should be documented in the below application in question #4.]

**Important considerations:**

* Employment-based placements can be complicated.
  + **Students may make one (and only one) Placement-at-Employment request per academic year.** If this request is approved, students are expected to commit to that agency for the duration of the academic year, which may become challenging if a student decides that they would like to change jobs.
  + **If a student ceases to be employed by the agency** for any reason (including termination or resignation), their ability to complete the requirements for placement may also to be at risk (see the Practicum Education policy “Termination of Student Employment in Placement-at-Employment” on the UVM Department of Social Work Practicum Education Resources [website](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) or in the Practicum Education manual).
    - Depending on the timing and nature of the separation, the Practicum Coordinator may or may not be able to secure opportunities for a student placement at a different agency in a timely fashion, which may necessitate the student’s withdrawal from both their current Social Work Practice and Practicum Experience or Practicum courses (See the Practicum Education policy “Interdependence between Practicum Experiences and Practice Courses” on the UVM Department of Social Work Practicum Education Resources [website](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) or in the Practicum Education manual). Doing so would require the student to re-take these courses in the same semester of the following academic year, as successful completion of concurrent Practice and Practicum courses are required for students to progress within their academic program.
  + It should be noted that the roles of student and employee differ within agency cultures. A social work internship is primarily an *educational* experience. As such, both social work educators—both Practicum Instructors and On-Site Supervisors (if applicable)—and students share the goal of preserving the student’s “student status” in this context. This can be especially challenging when the student’s primary role within an organization is of employee. Students, Practicum Instructors and On-Site Supervisors should be continually mindful of this as well as intentional about helping the student navigate the role conflicts that will likely arise from a Placement-at-Employment scenario.
* Students completing the regular track (two-year) MSW program may not complete both FMSW (first year) and SPMSW (2nd year) internships within their current employment position.
  + Specialized Practice Advanced Standing (SPMSW AS) students may not complete both their BSW and SPMSW AS placements in their place of employment, even if the student attended different institutions for each year of practicum.

**Application:**

* As a first step, students, Practicum Instructors and On-Site Supervisors (if applicable) are expected to collaboratively complete the below application to indicate how the student will gain access to activities that will meet the nine (9) CSWE Social Work Education Competencies and requisite levels of practice needed for a placement-at-employment scenario to be approved.
* This application must be submitted to the Practicum Education Coordinator for review as soon as possible prior for the student’s Placement-at-Employment to be considered as a possibility for the coming academic year.
  + **This application is a supplement to the student’s required practicum application** (See the Students/Applications tab on the UVM Department of Social Work Practicum Education Resources [website](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) or in the Practicum Education manual) **and** **will not be considered without the corresponding practicum application and resume**.
* The Practicum Education Coordinator is available for any clarification needed regarding the above, or to consult with on the completion of this application.

**APPLICATION FOR PLACEMENT WITHIN**

**STUDENT’S CURRENT PLACE OF EMPLOYMENT**

University of Vermont

Undergraduate and Graduate Social Work Programs

**Directions:** Please add your text to the gray boxes below.

*Student:* *Please check this box to acknowledge you have read and fully understand the application text above in its entirety.* (Any lingering questions can be directed to the Practicum Education Coordinator for clarity.)

**Student information**

**Student Name:**   BSW  FMSW  SPMSW

**Student Contact Information:**

**Cell Phone:**

**UVM Email:**

**Work Phone:**

**Work Email:**

**Employment information**

**Employing Agency/Organization**

**Employing Program:**

**Agency Main Address:**

**City/State/Zip**

**Main Phone:**

**Website:**

**Program Site Address (if different):**

**City/State/Zip**

**Site Phone (if different):**

**Student Job Title:**

**Length of time in role:**

**Current Employment Supervisor**

**Name**

**Title:**

**Work Phone:**

**Cell Phone:**

**Work Email:**

**Proposed Internship Information**

**Proposed Practicum Instructor** (This is an individual with social work credentials—BSW or MSW—from a CSWE-accredited program and two years of post-graduation practice experience; they do not need to be licensed. Whenever possible, this should not be the same person as the student’s work supervisor, but if this is unavoidable, as noted above, *the student’s supervision for employment and placement must be separate and distinct from one another*; see “Supervision” section of the instructions above.)

Practicum Instructors may be internal or external to the organization; please indicate which here).  **On-Site**  **Off-Site**

**Name:**

**Title:**

**Work Phone:**

**Cell Phone:**

**Email:**

**Proposed On-Site Supervisor** (This is an individual who works at the agency and will provide student/placement oversight but does not necessarily have a social work background. A site supervisor is necessary if the Practicum Instructor is off-site. The on-site supervisor may be the same person as the current work supervisor, but, as noted above, *the student’s supervision for employment and placement are separate and distinct from one another*; see “Supervision” section of the instructions above.)

Please check if the proposed on-site supervisor is the same as current work supervisor. (If this is the case, you may skip to the Placement-at-Employment Educational Plan section.)

**Name:**

**Title:**

**Address**

**City/State/Zip**

**Work Phone:**

**Cell Phone:**

**Work Email:**

**Placement-at-Employment Educational Plan**[[1]](#footnote-1)

1. Using the box below, please **describe your organization**, including its mission, program areas, size and approximate number of professional staff, main office and satellite (as relevant) locations. Please also include a **description of the program** you work in and **how it fits into the larger agency/organizational picture**.

1. **Provide 3-4 sentences about your current job**, including title, primary responsibilities, how it fits within the agency/organization generally and the program.

1. As noted above, it is at the employer’s discretion as to whether the student is allowed to complete their weekly internship hours *within or outside* of their paid employment hours. **Please indicate which will be the case for you here.**

Student placement hours *within* paid employment

Student placement hours *outside of* paid employment

Similarly, to sufficiently meet the social work education competencies required for successfully completing your placement, you may need to take on additional activities that don’t fit within your job description. Some employers may be willing to accommodate your taking these on as part of your paid work; others may require you to complete these tasks outside of your employment. **Please indicate here whether your employer would support your completing any placement-only tasks *within or outside* of your paid employment hours.**

Placement-only tasks *within* paid employment hours

Placement-only tasks *outside of* paid employment hours

1. Your (BSW or MSW) Practicum Instructor needs to provide weekly social work-specific supervision (or if off-site, at minimum bi-weekly) and will be involved in the development of your learning contract, evaluations and other placement-specific assignments for UVM. You may also have an on-site supervisor who is involved in your day-to-day activities as well as the assignments noted above. **Describe your plan to meet the above supervision requirements with your Practicum Instructor and Task Supervisor (if applicable)**.

1. **Students must get some exposure to each of the following levels of practice (working with or on behalf of) at some point during their practicum:** individual work, family (or family systems) work, group work, community work, and organizational (inter- or intra-) work, **as well as a research and a policy component** (See Appendix A. of this document for an articulation of what research and policy work looks like in the context of social work practice).

**Please give a name to and provide a short description of at least one potential placement activity** **per bullet point below**—tasks need to allow for *new* learning above and beyond your current employment responsibilities, while also fulfilling each of these requirements.

Some of these may overlap with one another; just indicate if this is the case (For example, you are using the same engagement assignment for both Individuals and Families). However, please also keep in mind **a student practicum experience generally has between 4-6 student engagement assignments**, some of which may be more of a priority in an ongoing capacity, others may be of a one-off and/or back burner.

* **Individuals (with or on behalf of)**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Families/family systems (with or on behalf of)**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Groups (with or on behalf of)**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Organizations (with or on behalf of)**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Communities (with or on behalf of)**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Research**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

* **Policy**

*Competencies* (please list 2-4 most relevant; ***see question 6 below***):

1. Accreditation in social work education requires that students have sufficient opportunities within the scope of their practicum workto **meet all nine of the social work education competencies**. They are listed below (Appendix A. of this document describes each of these and their attendant practice behaviors in greater detail).

For each of the assignments bulleted above, **please choose from the list below those competencies** (a minimum of 2 and maximum of 4) **that seem *most* pertinentto the task you’ve described and add those to your engagement assignments above*.*** *Please ensure sure your description of the Engagement Assignment makes explicit the link to the Social Work Competencies you’ve chosen.*

* 1. **Demonstrate Ethical and Professional Behavior**
  2. **Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
  3. **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
  4. **Engage in Practice-Informed Research and Research-Informed Practice**
  5. **Engage in Policy Practice**
  6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
  7. **Assess Individuals, Families, Groups, Organizations, and Communities**
  8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
  9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Have **all competencies from the list above been linked** to an engagement assignment?

Yes  No

If no, which ones were not included? Please list here.

For each competency noted as not linked to an engagement assignment above, you will need to develop an engagement assignment(s) specifically to meet these requirements. **Please use the space below to indicate what new engagement assignment(s) could be developed specifically to meet any competencies not included.**

As above, please give each engagement assignment a name, a brief description that makes explicit the link to the competency (or competencies) you’re developing the assignment for and any other competencies (maximum of 4) from the list that feel most relevant.

**Additional engagement assignment(s) (as needed, one per text box) to meet the remaining competencies:**

1. When submitting this completed application to the Practicum Education Coordinator, **please include a write-up of the job description** for the employment position upon which the student’s placement will be based.
2. **What else would be important** for the Practicum Education Coordinator to know in considering this social work internship proposal?

**Organizational Endorsements**

*We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.*

*We agree to provide the experiences noted in the attached application. We also agree that if our organization is not already an approved site, that we will complete and submit an Application for Approval as a Practicum Education Site (available on the UVM Department of Social Work Practicum Education Resources* [*website*](https://www.uvm.edu/cess/socialwork/resources-social-work-students-field-instructors-and-supervisors) *under the “For Practicum Instructors and Supervisors” tab or in the Practicum Education manual).*

*We recognize that no placement activities may commence until a Memorandum of Affiliation agreement has been executed by UVM’s College of Education and Social Services (CESS). In the event that the agency is not approved, or all parties cannot come to an agreement regarding said Memorandum of Affiliation, we understand that the student employee may not conduct a credit-bearing MSW or BSW placement at this site.*

The student is aware that any changes in their employment must immediately be reported to their assigned placement Liaison, who will inform the Practicum Education Coordinator, and that loss of employment may also affect the internship placement.

***All requisite (typed) signatures must be included for application consideration.***

***No placement hours may be logged until this proposal is approved by the Practicum Education Coordinator.***

**Please complete and email this application to the Practicum Education Coordinator,** [**Jean Sienkewicz**](mailto:jsienkew@uvm.edu) **as soon as possible for placement consideration for the coming academic year.**

Student

Proposed Practicum Instructor

On-Site Supervisor (if applicable)

Practicum Education Coordinator

(upon approval)

Date

Date

Date

Date

**Appendix A**

**Council on Social Work Education (CSWE)Social Work Education Competencies**[[2]](#footnote-2)

**The Nine Social Work Competencies**

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti- racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well- being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self- reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

1. Thanks to University of West Virginia School of Social Work for application language support. [↑](#footnote-ref-1)
2. Council on Social Work Education (CSWE). (2022). *Educational policy and accreditation standards for baccalaureate and master’s social work programs* (pp. 8-13). <https://www.cswe.org/accreditation/standards/2022/> [↑](#footnote-ref-2)