Form: "Activities & Target Dates - Foundation"

Created with: Taskstream

Author: University at Buffalo Social Work Manager

Instructions: For each activity below, include the following *** (Hint: You could cut and paste the following into each of your activities if that is helpful.):

- Description of learning activity (What you are going to do)
- How will learning be demonstrated (What would others observe you doing)
- How will learning be evaluated (What will others observe once you are competent in this area)
- Target Date

Helpful Verbs
Interview, write, observe, role play, participate, accompany, attend, summarize, co-lead
Develop, understand, utilize, be able, distinguish between, interpret, formulate, demonstrate, examine, and take initiative

Example
(What) Student will co-lead a social skills group, (How Demonstrated) demonstrating the ability to engage effectively with individual group members, exhibiting positive regard and openness, (Evaluation) and will reflect on progress in supervision.

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Use for notes, etc.
Competency 1

Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

- Make ethical decisions by applying the standards of the NASW C Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Articulate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.
- Describe possible resolutions in resolving ethical conflicts using a trauma-informed and human rights perspective.
- Articulate the links among social work ethics, the core values of trauma-informed care, and universal human rights.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Critically evaluate the rationale for adhering to professional social work roles and boundaries in diverse practice situations.
- Describe how technology can be used to ethically facilitate practice outcomes at micro, mezzo, and macro levels, and locally, nationally and globally.
- Critically analyze both facilitators and barriers to accessing and utilizing technology to enhance practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior, and exhibit openness in receiving feedback.
- Identify the importance of self-care in professional social work practice.
- Understand elements of ethical leadership.
- Understand social work’s responsibility to provide leadership that honors trauma-informed and human rights perspectives.

Competency 1

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Competency 2

Engage diversity and difference in practice.

Expected Outcomes / CSWE Component Behaviors

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Describe how the dominant cultures’ structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the region, nationally, and internationally.
- Describe the potential for policy, research, theory, and practice to perpetuate or redress social injustice and human rights violations.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2

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Competency 3

Advance human rights and social, economic and environmental justice.

Expected Outcomes / CSWE Component Behaviors

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Articulate the principles and tenets of trauma-informed care and human rights frameworks.
- Articulate how trauma-informed care and human rights frameworks can be integrated in practice at micro, mezzo, and macro levels.
- Engage in practices that advance social, economic, and environmental justice.
- Describe the universal relevance of trauma and human rights to professional social work practice.

| Competency 3 Activity 1 and Target Date | Activity 2 and Target Date |
## Competency 4

Engage in practice-informed research and research-informed practice.

### Expected Outcomes / CSWE Component Behaviors

- Use practice experience and theory to inform scientific inquiry and research.
- Describe ethical scientific approaches to building knowledge.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Utilize research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- Use and translate research evidence to inform and improve practice, policy, and service delivery in an ethical manner, integrating a trauma-informed and human rights perspective.

### Competency 4

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Competency 5

Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, access to social services, and the protection of human rights.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Identify the role of a trauma-informed care and human rights perspective in policy practice to advance human rights and social, economic and environmental justice.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- Collaborate with colleagues and client systems for effective policy action.

Competency 5

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Competency 6

Engage with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Apply knowledge of human behavior and the social environment, a trauma-informed and human rights perspective, and other multidisciplinary frameworks to engage with clients and constituencies.
- Use empathy, reflection, interpersonal skills, and a trauma-informed and human rights perspective to effectively engage diverse clients and constituencies.

### Activity 1 and Target Date

### Activity 2 and Target Date
Competency 7

Assess individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 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.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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Competency 8

Intervene with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Critically evaluate the evidence base and choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, taking into account the trauma-informed care and human rights perspective.
- Employ empowerment strategies to bring about problem resolution.
- Identify the strengths of interprofessional collaboration.
- Negotiate, mediate, and advocate with and on behalf of diverse client systems and constituencies.
- Describe normative and non-normative processes associated with endings and transitions.
- Facilitate effective transitions and endings that advance mutually agreed-on goals, using a trauma-informed and human rights perspective.

Competency 8

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## Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

### Expected Outcomes / CSWE Component Behaviors

- Match goals and objectives to methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, a strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Articulate a rationale for selecting particular methods of evaluation based on theoretical frameworks.
- 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.

### Competency 9

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