

# Form: "Activities & Target Dates - Advanced"

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## Instructions: For each activity below, include the following :

- 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.

Student Name	
Field Educator Name	

# Competency 1

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Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

- Practice professionally in accordance with social work ethics, the core values of trauma-informed care, and universal human rights
- Apply guidelines for ethical decision making in practice situations.
- Apply a TI-HR perspective to guidelines for ethical decision making in practice situations.
- Engage in continuous self-reflection, self-regulation, and self-correction in practice situations to ensure linkages among social work ethics, the core values of trauma-informed care and universal human rights.
- Exemplify professional demeanor in behavior, appearance, and oral, written and electronic community.
- Act within the scope of professional roles and boundaries within the context of a trauma-informed and human rights perspective.
- Demonstrate how technology can be used to facilitate ethical and appropriate practice outcomes at micro, mezzo, and macro levels, and locally, nationally, and globally.
- Apply in practice knowledge derived from supervision and consultation.
- Develop a plan for continuing education and self-care.
- Provide leadership in organizations and communities that enhances a trauma-informed and human rights perspective at all levels of practice.

## Competency 1

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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## Competency 2

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Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Expected Outcomes / CSWE Component Behaviors

- Take action to challenge social, racial, economic, and environmental injustice and promote trauma-informed practice and policy and human rights.
- Choose strategies to advocate for human rights and social, racial, economic, and environmental justice.
- Incorporate trauma informed and human rights approaches into practice at the micro, mezzo, and macro levels.
- Engage in practices that advance social, racial, economic, and environmental justice and integrate a trauma-informed and human rights perspective.
- Demonstrate a critical awareness of the relevance of trauma and human rights to professional social work practice.

### Competency 2

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

## Competency 3

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Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.

Expected Outcomes / CSWE Component Behaviors

- Apply an understanding of trauma-informed and human rights perspectives to issues related diversity, equity, inclusion and racism
- Exhibit an understanding of privilege and power in anti-oppressive and anti-racist practice at the micro, mezzo, and macro levels.
- Demonstrate the ability to leverage policy, research, theory, and practice to promote anti-racism, and advance diversity, equity and inclusion.
- Foster client empowerment through cultural humility and engaging them as experts of their lived experience.
- Demonstrate an ability to self-regulate personal biases and values and act in accordance with professional values.

## Competency 3

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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## Competency 4

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

Expected Outcomes / CSWE Component Behaviors

- Evaluate practice, programs, and policy, and use findings to strengthen these.
- Apply a trauma-informed and human rights perspective to research.
- Demonstrate proficiency in quantitative and qualitative research.
- Apply research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- Apply research findings and a trauma-informed and human rights perspective to improve practice, policy, and social service delivery.

## Competency 4

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 5

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Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

- Analyze social policy at the local, state, and federal levels from a trauma-informed and human rights perspective.
- Analyze, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being and attenuate the impact of trauma on client systems.
- Engage in policy practice that is informed by a trauma-informed and human rights perspective.

## Competency 5

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 6

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

Expected Outcomes / CSWE Component Behaviors

- Reflect on and analyze theories of human behavior and the social environment and other multidisciplinary frameworks to engage with clients and constituencies.
- Exhibit the ability to tailor interpersonal skills and empathetic responses to the unique, situation-specific presentation of client systems.
- Incorporate a trauma-informed and human rights perspective to engage with client and systems collaboratively.
- Apply culturally relevant practices and service delivery that do not re-traumatize client systems.
- Articulate the rationale for employing a particular strategy behind engagement of client systems.

## Competency 6

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 7

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

Expected Outcomes / CSWE Component Behaviors

- Utilize and interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, trauma-informed care, and human rights.
- Articulate a theory- and evidence-based rationale for selecting an assessment strategy.
- Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives.

## Competency 7

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date



## Competency 8

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

Expected Outcomes / CSWE Component Behaviors

- Demonstrate the ability to select, adapt, and adjust interventions in accordance with the changing needs of the client system.
- Link intervention to assessment, assess the effectiveness of an intervention, and adjust the strategy based on client progress.
- Differentially apply social work skills to improve interprofessional collaboration.
- Articulate a rationale for selecting particular methods of negotiation, mediation, and advocacy on behalf of diverse clients and constituencies.
- Select and evaluate practice skills leading to effective transitions.

## Competency 8

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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## Competency 9

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

Expected Outcomes / CSWE Component Behaviors

- Assess organizations' outcome evaluation processes for best practices, particularly with vulnerable populations.
- Measure progress based on mutually agreed upon goals and evaluation methods.
- Demonstrate the ability to select particular methods of evaluation based on theoretical frameworks that are culturally and developmentally appropriate.
- Apply interdisciplinary knowledge and methods consistent with evidence-based, trauma-informed, and human rights perspectives to evaluate practice.
- Use a trauma-informed and human rights perspective to evaluate practice.
- Engage in a continuous process of evaluation.

### Competency 9

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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