

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 1:</u> Demonstrate Ethical & Professional Behavior</p> <ul style="list-style-type: none"> • 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. 	<p>The student fails to recognize or apply ethical standards, laws, or professional codes when making decisions, resulting in unethical actions or disregard for clients' rights and well-being.</p>	<p>The student shows limited understanding or inconsistent application of the NASW Code of Ethics, relevant laws, or ethical decision-making models. Requires frequent supervision to make ethical decisions.</p>	<p>The student demonstrates growing ability to apply ethical standards and laws in decision-making. Uses ethical decision-making models with some guidance, but occasionally misses complex ethical nuances.</p>	<p>The student consistently applies the NASW Code of Ethics, relevant laws, and ethical decision-making frameworks appropriately to make sound ethical decisions across contexts, including research ethics.</p>	<p>The student expertly integrates multiple ethical frameworks, laws, and professional codes to navigate complex dilemmas. Acts as a resource for peers, promotes ethical practice, and contributes to policy development.</p>
<ul style="list-style-type: none"> • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 	<p>The student shows little to no awareness of personal values influencing their work, reacts impulsively or unprofessionally, and does not engage in reflection or self-regulation.</p>	<p>The student occasionally recognizes personal values affecting practice but struggles to regulate responses or maintain professionalism consistently; reflection is minimal or superficial.</p>	<p>The student begins to reflect on how personal values impact their work and makes efforts to regulate emotions and behavior, though still requires guidance to maintain professionalism in challenging situations.</p>	<p>The student regularly uses reflection and self-regulation to identify and manage personal values, maintaining professionalism and appropriate boundaries in diverse practice situations.</p>	<p>The student demonstrates deep reflective practice and advanced self-regulation skills, effectively navigating complex situations where personal values may conflict with professional roles, serving as a role model to others.</p>

<ul style="list-style-type: none"> • Demonstrate professional behavior, appearance, and oral, written and electronic communication 	<p>The student frequently displays unprofessional behavior, inappropriate appearance, and ineffective or unclear communication in oral, written, or electronic formats.</p>	<p>The student occasionally shows lapses in professional behavior or appearance and communicates inconsistently, with errors or lack of clarity in oral, written, or electronic formats.</p>	<p>The student demonstrates developing professional behavior and appearance and communicates clearly in most situations, but still requires guidance to polish skills and consistency.</p>	<p>The student consistently exhibits professional behavior and appropriate appearance. Oral, written, and electronic communications are clear, respectful, and effective.</p>	<p>The student models exemplary professional behavior and appearance. Communications are not only clear and respectful but also persuasive, culturally sensitive, and tailored to diverse audiences across all formats.</p>
<ul style="list-style-type: none"> • Use technology ethically and appropriately to facilitate practice outcomes 	<p>The student misuses technology, breaches confidentiality or privacy protocols, or uses inappropriate digital tools that compromise client safety or ethical standards.</p>	<p>The student shows inconsistent understanding of ethical technology use, occasionally overlooking data privacy rules or using technology ineffectively in practice.</p>	<p>The student demonstrates awareness of ethical technology use and applies basic digital tools appropriately but may need supervision to fully comply with privacy and ethical guidelines.</p>	<p>The student consistently uses technology ethically and appropriately, selecting suitable tools to enhance practice outcomes while strictly adhering to confidentiality and data security standards.</p>	<p>The student innovatively integrates technology into practice ethically, educates others about best practices, proactively addresses emerging ethical challenges, and ensures optimal client outcomes.</p>
<ul style="list-style-type: none"> • Use supervision and consultation to guide professional judgment and behavior. 	<p>The student avoids or rejects supervision and consultation, ignores feedback, and makes decisions without guidance, leading to inappropriate professional judgments or actions.</p>	<p>The student inconsistently seeks supervision or consultation and has difficulty integrating feedback into professional judgment or behavior, requiring frequent reminders.</p>	<p>The student begins to seek supervision and consultation appropriately and attempts to apply feedback to guide decisions but may need support to consistently adjust behavior.</p>	<p>The student regularly uses supervision and consultation to inform and refine professional judgment and behavior, demonstrating openness to feedback and self-improvement.</p>	<p>The student proactively seeks supervision and consultation in complex situations, critically reflects on feedback, mentors peers on effective use of supervision, and models exemplary professional judgment.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 2:</u> <u>Advance Access and Opportunities for All People</u></p> <ul style="list-style-type: none"> • Advocate for human rights at the individual, family, group, organizational, and community system levels. • Engage in practices that advance human rights. 	<p>The student rarely or never recognizes human rights issues and fails to advocate for clients or communities; may demonstrate insensitivity or disregard for rights-based concerns.</p> <p>The student shows little to no awareness or consideration of human rights in practice and may engage in actions that inadvertently undermine human rights.</p>	<p>The student occasionally identifies human rights concerns but inconsistently advocates or does so ineffectively; advocacy efforts lack clarity or follow-through.</p> <p>The student demonstrates some understanding of human rights but inconsistently integrates this into practice, sometimes neglecting key human rights principles.</p>	<p>The student identifies human rights issues and begins to engage in advocacy at one or two levels (e.g., individual or family), with some guidance and developing confidence.</p> <p>The student actively seeks to incorporate human rights principles in practice with guidance and support, beginning to recognize their importance in client interactions and decision-making.</p>	<p>The student consistently advocates for human rights across multiple levels (individual, family, group), using appropriate strategies and demonstrating understanding of systemic issues.</p> <p>The student consistently integrates human rights into daily practice, advocates for clients' rights, and ensures their actions align with advancing human rights standards.</p>	<p>The student leads or initiates advocacy efforts across all levels—including organizational and community—collaborates with diverse stakeholders, and effectively influences policies and practices to uphold human rights.</p> <p>The student leads initiatives or promotes systemic changes that advance human rights, educates others on human rights issues, and models ethical, rights-based practice across settings.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 3:</u> <u>Engage in a Broad Representation of Varied Perspectives</u></p> <ul style="list-style-type: none"> Demonstrate varied perspectives in social work practice at the individual, family, group, organizational, community, research, and policy levels. 	<p>The student applies a narrow or singular perspective, ignoring the diversity of viewpoints and contexts across different levels of practice.</p>	<p>The student shows limited awareness of multiple perspectives, inconsistently incorporating diverse viewpoints and often focusing only on one level of practice.</p>	<p>The student recognizes and attempts to include varied perspectives at some practice levels, though integration across all relevant levels (individual to policy) is incomplete or requires guidance.</p>	<p>The student effectively incorporates multiple perspectives across individual, family, group, organizational, community, research, and policy levels in practice with thoughtful analysis.</p>	<p>The student consistently integrates and synthesizes diverse perspectives across all levels, demonstrating sophisticated understanding and promoting inclusive, holistic approaches in practice, research, and policy development.</p>
<ul style="list-style-type: none"> Demonstrate professional humility by applying reflection, self-awareness, and self-regulation, while acknowledging clients and constituencies as experts of their own lived experiences 	<p>The student shows defensiveness when receiving feedback, lacks self-awareness, dismisses clients' perspectives, and fails to reflect on personal biases or impact on the helping relationship.</p>	<p>The student inconsistently engages in self-reflection or self-regulation, occasionally acknowledges client expertise but sometimes imposes their own views over clients' lived experiences.</p>	<p>The student regularly reflects on their practice and personal reactions, shows growing self-awareness, and begins to genuinely acknowledge clients as experts, seeking to learn from their experiences.</p>	<p>The student demonstrates consistent professional humility by thoughtfully reflecting, regulating personal biases, and actively validating and centering clients' lived experiences in practice.</p>	<p>The student models professional humility by integrating deep reflection and self-regulation, fosters collaborative relationships honoring client expertise, and mentors others in practicing humility within social work.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 4:</u> Engage in Practice-Informed Research and Research-Informed Practice</p> <ul style="list-style-type: none"> • Identify strategies that influence ethical quantitative and qualitative research methods to advance the purposes of social work. 	<p>The student does not recognize ethical considerations in research methods and fails to identify strategies that align with social work values.</p>	<p>The student shows limited understanding of ethical research principles and inconsistently identifies strategies for ethical quantitative and qualitative methods.</p>	<p>The student can identify basic ethical strategies for both quantitative and qualitative research with supervision but has difficulty applying them fully in social work contexts.</p>	<p>The student can identify basic ethical strategies for both quantitative and qualitative research with supervision but has difficulty applying them fully in social work contexts.</p>	<p>The student critically evaluates and innovatively applies ethical strategies across diverse research methods, advocating for ethical rigor that advances social justice and the purposes of social work.</p>
<ul style="list-style-type: none"> • Apply research findings to inform and improve practice, policy, and programs. 	<p>The student does not use or reference research findings when making decisions about practice, policy, or programs and shows little understanding of their relevance.</p>	<p>The student occasionally references research but struggles to connect findings meaningfully to practice, policy, or program improvements.</p>	<p>The student begins to integrate research findings into practice with guidance and demonstrates an understanding of their potential impact on policy and programs.</p>	<p>The student effectively applies relevant research findings to inform and enhance practice decisions, policy development, and program design independently.</p>	<p>The student critically evaluates and synthesizes research to innovate and advocate for evidence-based improvements in practice, policy, and programs at multiple systemic levels.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 5:</u> Engage in Policy Practice</p> <ul style="list-style-type: none"> • Use a multidimensional lens to assess how policies affect the delivery of access to social services 	<p>The student fails to recognize or analyze the impact of policies on service delivery and access, focusing narrowly on surface-level issues without considering broader factors.</p>	<p>The student shows limited ability to consider multiple dimensions (e.g., economic, cultural, systemic) in policy assessment and often overlooks key factors affecting social services.</p>	<p>The student begins to identify and analyze various dimensions influencing policies, with some guidance, demonstrating awareness of how policies impact service delivery and access.</p>	<p>The student consistently applies a multidimensional lens to critically assess the effects of policies on social service delivery and access, considering systemic, cultural, economic, and social factors.</p>	<p>The student expertly integrates complex multidimensional analyses of policy impacts, anticipating unintended consequences and advocating for policy improvements to enhance equitable access and service delivery.</p>
<ul style="list-style-type: none"> • Apply critical thinking to analyze, formulate, and advocate for policy. 	<p>The student does not engage in critical analysis of policies and is unable to articulate policy issues or advocate effectively.</p>	<p>The student demonstrates limited critical thinking skills, offering superficial analysis and struggling to formulate or advocate for policy changes.</p>	<p>The student begins to analyze policies with some depth, identifies key issues, and participates in policy formulation and advocacy with guidance.</p>	<p>The student effectively applies critical thinking to analyze policies, develops well-reasoned policy proposals, and advocates confidently for policy improvements.</p>	<p>The student demonstrates sophisticated critical thinking by synthesizing complex information, formulating innovative policy solutions, and leading advocacy efforts with persuasive, evidence-based arguments.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 6:</u> Engage with Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies. 	<p>The student fails to incorporate an understanding of human behavior or environmental factors and does not consider inter-professional perspectives when engaging with clients.</p>	<p>The student demonstrates a limited understanding of human behavior and environment, with minimal application of inter-professional frameworks, resulting in superficial client engagement.</p>	<p>The student begins to apply person-in-environment and human behavior concepts with guidance and shows initial efforts to integrate inter-professional perspectives in client interactions.</p>	<p>The student consistently applies knowledge of human behavior and person-in-environment, alongside inter-professional frameworks, to engage clients thoughtfully and holistically.</p>	<p>The student expertly synthesizes human behavior theories, environmental contexts, and interprofessional models to foster deep, collaborative engagement with diverse clients and constituencies, adapting approaches as needed.</p>
<ul style="list-style-type: none"> • Use empathy, reflection, and interpersonal skills to engage in responsive practice with clients and constituencies. 	<p>The student shows little to no empathy or reflection, struggles with interpersonal communication, and fails to respond effectively to client needs.</p>	<p>The student demonstrates limited empathy and reflection, often missing cues from clients, leading to inconsistent or superficial engagement.</p>	<p>The student begins to use empathy and reflection to understand clients' perspectives and demonstrates developing interpersonal skills with some responsiveness.</p>	<p>The student effectively employs empathy, reflection, and strong interpersonal skills to engage clients responsively and build meaningful relationships.</p>	<p>The student consistently demonstrates deep empathy and insightful reflection, skillfully adapting interpersonal approaches to meet diverse client needs and foster trust and collaboration.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 7:</u> Assess Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Apply theories of human behavior and person-in-environment, as well as other responsive and inter-professional conceptual frameworks, when assessing clients and constituencies. 	<p>The student does not use relevant theories or frameworks in assessments and demonstrates a lack of understanding of client context and environment.</p>	<p>The student inconsistently applies human behavior or person-in-environment theories and rarely integrates inter-professional frameworks, leading to incomplete assessments.</p>	<p>The student begins to incorporate relevant theories and frameworks in assessments with supervision but shows limited integration of inter-professional perspectives.</p>	<p>The student consistently applies human behavior and person-in-environment theories along with inter-professional frameworks to conduct thorough, contextualized client assessments.</p>	<p>The student expertly synthesizes multiple theories and inter-professional frameworks to deliver comprehensive, nuanced assessments that guide effective intervention planning.</p>
<ul style="list-style-type: none"> • Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	<p>The student makes decisions without involving the client, disregarding their preferences or input during assessment and planning.</p>	<p>The student occasionally seeks client input but often dominates decision-making and rarely checks for client agreement on the plan.</p>	<p>The student attempts to involve clients in planning, but collaboration is inconsistent or superficial; client goals are sometimes overlooked.</p>	<p>The student actively collaborates with clients, respects their choices, and consistently develops mutually agreed-upon plans reflecting client self-determination.</p>	<p>The student skillfully facilitates client empowerment by fully integrating client perspectives, negotiating differences, and co-creating adaptable plans that honor self-determination.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 8:</u> Intervene with Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Engage with clients and constituencies to critically choose and implement responsive, evidence-informed interventions to achieve client and constituency goals. 	<p>The student applies interventions without consulting clients or reviewing relevant evidence; interventions are mismatched to client needs and goals.</p>	<p>The student inconsistently uses evidence-informed approaches and only occasionally involves clients in selecting interventions; responsiveness is limited.</p>	<p>The student seeks to apply evidence-informed interventions and engages clients in decision-making but may struggle to tailor interventions fully to client contexts.</p>	<p>The student consistently collaborates with clients to select and implement interventions based on critical evaluation of evidence and client preferences, effectively advancing goals.</p>	<p>The student demonstrates expert ability in critically integrating diverse evidence sources and client feedback to design, adapt, and lead innovative, culturally responsive interventions that optimize client and constituency outcomes.</p>
<ul style="list-style-type: none"> • Incorporate responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<p>Student avoids or fails to engage in negotiation, mediation, or advocacy; shows limited awareness of client needs or context.</p>	<p>Student attempts negotiation or advocacy but uses rigid or one-size-fits-all approaches; struggles to adjust strategies to client or situational nuances.</p>	<p>Student begins to apply flexible and responsive methods in negotiation and advocacy, though still requires guidance to fully represent client interests effectively.</p>	<p>Student consistently uses tailored, responsive negotiation, mediation, and advocacy strategies, effectively representing diverse client needs and advancing their interests.</p>	<p>Student expertly integrates client perspectives and systemic factors to lead complex negotiations, mediate conflicts, and advocate strategically for clients and constituencies, often influencing broader systemic change.</p>

Competency & Behaviors	Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence
<p><u>Competency 9:</u> Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Collaborate with clients and stakeholders on evaluation of interventions and/or assessment of practice outcomes 	<p>Student does not select or use any evaluation methods, or chooses methods that are clearly inappropriate for the context or client needs.</p>	<p>Student selects evaluation methods but struggles to justify their appropriateness or uses them incorrectly, leading to unreliable or incomplete outcome data.</p>	<p>Student selects appropriate evaluation methods with some guidance and applies them with moderate accuracy, beginning to interpret results to assess outcomes.</p>	<p>Student independently selects and correctly applies appropriate evaluation methods, accurately analyzes data, and uses findings to evaluate and improve practice outcomes.</p>	<p>Student skillfully integrates multiple, complex evaluation methods, including qualitative and quantitative approaches, to comprehensively assess outcomes, and effectively communicates results to stakeholders for systemic improvements.</p>
<ul style="list-style-type: none"> • Apply ethical principles when evaluation is conducted to ensure the protection and dignity of individuals, families, groups, organizations, and communities • 	<p>Student fails to analyze evaluation outcomes or misinterprets data, making no connections to practice improvement.</p>	<p>Student attempts to analyze outcomes but provides superficial or incomplete interpretations, with limited application of findings to practice.</p>	<p>Student analyzes outcomes with some guidance, identifying basic trends or issues, and begins to suggest practical improvements in practice.</p>	<p>Student independently conducts thorough analysis of evaluation outcomes and applies findings thoughtfully to improve interventions across various client systems.</p>	<p>Student expertly integrates complex evaluation data from multiple sources, critically synthesizes findings, and implements innovative, evidence-based improvements to enhance practice effectiveness at all system levels.</p>