

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"> Demonstrate recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information 	<p>The student demonstrates little to no understanding of the NASW Code of Ethics or relevant laws and policies. Makes ethical decisions based on personal values rather than professional guidelines. Fails to apply evidence-based knowledge or violates confidentiality, boundaries, or client rights.</p>	<p>The student is aware of ethical and legal standards but struggles to apply them consistently. May need frequent reminders to consult the NASW Code of Ethics or relevant laws/policies. Applies evidence-based knowledge inconsistently and requires support to make ethical decisions.</p>	<p>The student shows a growing ability to identify ethical issues and reference appropriate guidelines. Seeks supervision to navigate complex situations and is learning how to integrate evidence-based knowledge and policies into practice. Still developing confidence and independence in applying these principles.</p>	<p>The student consistently applies the NASW Code of Ethics, relevant legal/policy standards, and evidence-based knowledge in practice. Demonstrates sound ethical decision-making and ensures practice is legally and professionally appropriate. Seeks consultation when necessary and uses current best practices.</p>	<p>The student demonstrates a strong and proactive application of ethical principles, legal knowledge, and evidence-based practice. Anticipates ethical dilemmas and addresses them thoughtfully. Acts as a resource to others by modeling ethical, legal, and informed decision-making in complex cases.</p>
<ul style="list-style-type: none"> Represents agency and/or organization in a professional manner in multiple contexts 	<p>The student displays unprofessional conduct that may reflect poorly on the agency, such as frequent tardiness, inappropriate dress, or using unprofessional language with clients or colleagues. Disregards agency policies and fails to uphold confidentiality or ethical standards.</p>	<p>The student demonstrates inconsistent professionalism—occasionally late, sometimes unprepared for meetings, or informal in communications. Requires frequent reminders about agency expectations and boundaries. Struggles to consistently represent the agency positively.</p>	<p>The student is learning to represent the agency professionally. Generally punctual and prepared, with increasing awareness of appropriate communication styles and professional boundaries. May still need occasional guidance in more complex or high-stakes situations.</p>	<p>The student consistently demonstrates professionalism across all agency settings. Communicates respectfully and effectively with clients, staff, and community partners. Upholds agency values, policies, and mission in all interactions, and is seen as a reliable representative of the organization.</p>	<p>The student exhibits exemplary professionalism and serves as a strong ambassador for the agency. Adapts communication and presentation effectively across diverse contexts (e.g., client meetings, interdisciplinary teams, community events). Proactively protects and enhances the agency’s reputation through leadership, initiative, and ethical conduct.</p>

<ul style="list-style-type: none"> • Demonstrates competency at an advanced level in verbal, written, and electronic communication in the process of managing professional duties, responsibilities, and appearance. 	<p>The student frequently uses unprofessional language in speech, email, or documentation. Written work is unclear, error-filled, or incomplete. Fails to respond to communication in a timely manner. Appears disorganized, unprepared, and does not maintain a professional appearance.</p>	<p>The student communicates inconsistently—some messages are appropriate, while others may lack clarity, structure, or professionalism. Emails may be delayed or lack proper formatting. Written documentation shows some effort but needs frequent editing. Appearance and organizational habits may require reminders.</p>	<p>The student is developing effective communication skills. Verbal and written messages are generally clear and respectful, though still improving in tone, grammar, or detail. Electronic communication is timely and improving in professionalism. Manages duties with growing consistency and maintains a mostly professional appearance.</p>	<p>The student communicates professionally and effectively across verbal, written, and electronic formats. Produces accurate and timely documentation. Emails and presentations are clear, respectful, and audience-appropriate. Manages responsibilities well and consistently presents themselves in a professional manner.</p>	<p>The student demonstrates polished, nuanced communication tailored to various professional contexts. Excels in writing, speaking, and electronic communication, showing leadership in collaboration and clarity. Anticipates communication needs, maintains an organized and professional presence, and supports peers in upholding high standards.</p>
<ul style="list-style-type: none"> • Employ technology and digital resources to enhance and evaluate practice outcomes, ensuring ethical application and compliance with data privacy standards 	<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 demonstrates basic use of digital tools but struggles with efficiency or accuracy. May overlook privacy settings or forget to password-protect devices. Requires frequent supervision to avoid unintentional breaches and does not yet use technology to evaluate or improve practice outcomes.</p>	<p>The student is learning to use technology ethically and effectively. Uses digital resources with guidance and follows most privacy protocols. Begins to explore tools that support outcome tracking and practice evaluation, but still gaining confidence in applying them independently.</p>	<p>The student consistently uses technology to enhance practice—documenting accurately, analyzing data to inform decision-making, and communicating through appropriate digital platforms. Understands and complies with all privacy and ethical standards. Uses tech tools to support outcome evaluation when appropriate.</p>	<p>The student skillfully integrates digital resources to support and evaluate outcomes. Models ethical tech use, trains others when needed, and applies emerging technologies responsibly. Proactively ensures data security and privacy compliance, and contributes to developing or improving tech-based systems within the agency.</p>
<ul style="list-style-type: none"> • Actively seek feedback and supervision, and engage in personal reflection and self-correction 	<p>The student avoids or resists supervision and feedback. Shows defensiveness or dismissiveness when given constructive criticism. Rarely reflects on own practice or makes changes in response to feedback.</p>	<p>The student inconsistently seeks supervision or feedback and may only do so when prompted. Reflection is superficial and self-correction is minimal or delayed. Shows limited initiative in improving practice based on input.</p>	<p>The student begins to seek feedback proactively and shows openness to supervision. Engages in reflection with some depth and starts to make changes in practice. May require encouragement to fully integrate feedback into ongoing learning.</p>	<p>The student regularly seeks and welcomes feedback and supervision. Demonstrates meaningful personal reflection and applies self-correction effectively to improve practice. Shows accountability and actively pursues professional growth.</p>	<p>The student consistently initiates feedback and supervision and deeply reflects on practice, identifying areas for growth and implementing improvements independently. Models reflective practice for peers and embraces lifelong learning with professional humility.</p>

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<p><u>Competency 2:</u> <u>Advance Access and Opportunities for All People</u></p> <ul style="list-style-type: none"> • Apply knowledge, skills, and ethics to promote multidimensional practice 	<p>The student applies a limited or narrow approach to practice, often neglecting ethical considerations or broader systemic factors. Demonstrates little integration of diverse knowledge or skills and fails to address multiple dimensions of client needs.</p>	<p>The student shows partial understanding of multidimensional practice but inconsistently integrates knowledge, skills, or ethics. May focus mainly on individual-level issues without adequately considering environmental, cultural, or systemic influences.</p>	<p>The student begins to incorporate knowledge, skills, and ethical principles to address multiple aspects of client situations. Demonstrates awareness of the complexity of client needs and attempts to integrate different practice dimensions with some guidance.</p>	<p>The student effectively applies a comprehensive approach that includes knowledge, skills, and ethical decision-making across individual, family, community, and systemic levels. Demonstrates ability to analyze and intervene in complex situations with sensitivity to multiple factors.</p>	<p>The student demonstrates sophisticated integration of knowledge, skills, and ethics, promoting multidimensional practice that is culturally responsive and contextually informed. Anticipates and addresses interrelated factors proactively and advocates for systemic change when appropriate.</p>
<ul style="list-style-type: none"> • Apply critical analysis to identify systemic barriers and advocate for policies and practices 	<p>The student fails to recognize systemic barriers affecting clients and does not engage in advocacy efforts. Lacks understanding of policy implications or avoids addressing broader social issues.</p>	<p>The student shows limited ability to identify systemic barriers and struggles to connect these to policies or practices. Advocacy efforts are minimal or superficial and require frequent guidance.</p>	<p>The student begins to critically analyze situations to identify systemic barriers and occasionally engages in advocacy. Demonstrates growing awareness of how policies affect client outcomes and seeks supervision to develop advocacy skills.</p>	<p>The student effectively applies critical thinking to identify systemic barriers and actively advocates for policy or practice changes. Demonstrates understanding of the impact of systemic issues on diverse populations and participates in efforts to promote social justice.</p>	<p>The student demonstrates advanced critical analysis of systemic barriers and takes a leadership role in advocating for equitable policies and practices. Initiates or contributes to policy development, collaborates with stakeholders, and champions systemic change at multiple levels.</p>

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<p><u>Competency 3:</u> <u>Engage in a Broad Representation of Varied Perspectives</u></p> <ul style="list-style-type: none"> • Critically appraise evidence-based knowledge and local wisdom of varied perspectives and contexts to advance integrative practice 	<p>The student disregards or shows little awareness of evidence-based knowledge or local wisdom. Fails to consider diverse perspectives or contexts when planning or delivering services, resulting in one-dimensional or ineffective practice.</p>	<p>The student shows limited ability to evaluate evidence-based information and local knowledge. Applies information inconsistently and may prioritize one source over others without critical reflection. Struggles to integrate diverse perspectives into practice.</p>	<p>The student begins to examine and compare evidence-based research and local wisdom. Shows an increasing ability to appreciate multiple perspectives and contexts and attempts to apply integrative approaches with guidance and reflection.</p>	<p>The student critically evaluates and synthesizes evidence-based knowledge and local wisdom from varied perspectives and contexts. Applies this integrative understanding thoughtfully to inform and adapt practice, promoting culturally relevant and effective interventions.</p>	<p>The student demonstrates sophisticated appraisal skills, blending diverse evidence-based knowledge and local wisdom to innovate and lead integrative practice. Actively contributes to developing culturally nuanced, contextually appropriate models that enhance service delivery.</p>
<ul style="list-style-type: none"> • Recognize and manage personal and system-level perspectives as they affect the client-worker relationship within advanced integrative practice 	<p>The student is unaware of or dismisses how personal biases and systemic influences affect interactions with clients. Reacts defensively or fails to consider the impact of these perspectives on the client-worker relationship.</p>	<p>The student shows some awareness of personal and system-level perspectives but struggles to manage their influence effectively. May recognize bias but has difficulty adapting behavior or addressing systemic factors in practice.</p>	<p>The student increasingly recognizes how personal beliefs and systemic dynamics affect client interactions. Begins to apply strategies to manage these influences with supervision and reflects on their impact during practice.</p>	<p>The student consistently identifies and manages personal biases and systemic issues affecting the client-worker relationship. Demonstrates skill in addressing these factors thoughtfully to promote trust and effective engagement in advanced integrative practice.</p>	<p>The student exhibits advanced insight and proactive management of personal and systemic perspectives. Models reflective practice and uses this understanding to navigate complex relationships, advocate for systemic change, and mentor others in managing these dynamics.</p>

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<p><u>Competency 4:</u> Engage in Practice-Informed Research and Research-Informed Practice</p> <ul style="list-style-type: none"> • Develop a literature review to intervene at the appropriate level (micro, mezzo, or macro) 	<p>The student is unable to locate or identify relevant literature and does not understand the distinctions between micro, mezzo, and macro levels. The literature review is incomplete, unfocused, or irrelevant to the intended intervention level.</p>	<p>The student locates some relevant literature but has difficulty organizing or synthesizing information appropriately. Demonstrates limited understanding of how to target interventions at the micro, mezzo, or macro levels, resulting in a literature review that lacks clear focus.</p>	<p>The student develops a basic literature review, identifying relevant sources and beginning to distinguish between intervention levels. The review shows an emerging ability to synthesize information but requires supervision to clearly align literature with the intervention level.</p>	<p>The student effectively develops a well-organized literature review with relevant and credible sources. Demonstrates clear understanding of micro, mezzo, and macro levels and aligns the review to support interventions at the appropriate level.</p>	<p>The student produces a comprehensive and critical literature review that integrates diverse perspectives and complex evidence. Clearly justifies the selected intervention level(s) with sophisticated synthesis, contributing to innovative or evidence-informed practice approaches.</p>
<ul style="list-style-type: none"> • Integrate practice and research knowledge for effective decision-making 	<p>The student relies solely on personal opinion or anecdotal experience, ignoring research evidence. Makes decisions without considering best practices or fails to justify decisions with any relevant knowledge.</p>	<p>The student shows limited ability to incorporate research findings into practice. Decisions may inconsistently reference evidence or rely on outdated or incomplete information. Struggles to balance theory and practical realities.</p>	<p>The student begins to integrate research knowledge with practice experience in decision-making. References current evidence when guided and shows awareness of the need to balance theory and context but may require support to apply this consistently.</p>	<p>The student consistently integrates up-to-date research and practice knowledge to make well-informed decisions. Demonstrates critical thinking and justifies decisions with evidence while considering client and situational factors.</p>	<p>The student skillfully synthesizes research and practice insights to make nuanced, innovative decisions. Leads evidence-informed approaches and mentors others in integrating knowledge for effective, contextually appropriate outcomes.</p>

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<p><u>Competency 5:</u> Engage in Policy Practice</p> <ul style="list-style-type: none"> Analyze an organization’s policies, procedures, and resources to ensure best client service delivery 	<p>The student shows little or no effort to understand or review organizational policies, procedures, or resources. Fails to identify gaps or issues that impact client services.</p>	<p>The student makes a basic attempt to review policies and procedures but misses key elements or fails to connect them to client service outcomes. Analysis is superficial or incomplete.</p>	<p>The student begins to identify relevant policies, procedures, and resources and recognizes their impact on client service. Demonstrates developing ability to analyze how these factors support or hinder service delivery with some guidance.</p>	<p>The student thoroughly analyzes organizational policies, procedures, and resources. Identifies strengths and areas for improvement and makes practical recommendations to enhance client service delivery.</p>	<p>The student conducts comprehensive, critical analysis of organizational systems and advocates for policy or procedural changes to optimize client services. Collaborates with stakeholders and integrates best practices to drive organizational improvement.</p>
<ul style="list-style-type: none"> Critically appraise social work policy in regard to workforce and leadership 	<p>The student lacks awareness of social work policies related to workforce and leadership. Shows no effort to analyze or critique policy implications, and does not recognize their impact on practice or organizational leadership.</p>	<p>The student demonstrates limited understanding of relevant policies and provides superficial or inaccurate analysis. Struggles to connect policies to workforce issues or leadership dynamics.</p>	<p>The student begins to identify and evaluate key social work policies affecting workforce and leadership. Provides basic critique with emerging awareness of policy implications for practice and organizational management.</p>	<p>The student critically appraises social work policies, clearly articulating their impact on workforce development and leadership. Demonstrates ability to analyze policy strengths and weaknesses and implications for effective practice and administration.</p>	<p>The student offers sophisticated, evidence-informed critique of social work policies influencing workforce and leadership. Proposes innovative recommendations for policy reform and leadership strategies that promote equity, effectiveness, and sustainability within organizations.</p>

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<p><u>Competency 6:</u> Engage with Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Identify and implement trauma-informed strategies for engagement with clients and stakeholders 	<p>The student does not recognize trauma or its impact and uses approaches that may retraumatize or disengage clients and stakeholders. Fails to consider trauma-informed principles in interactions.</p>	<p>The student shows limited awareness of trauma-informed strategies and applies them inconsistently or superficially. May require frequent supervision to avoid harmful practices.</p>	<p>The student begins to identify trauma-informed principles and attempts to apply appropriate strategies in client and stakeholder engagement with guidance. Shows growing sensitivity to trauma effects.</p>	<p>The student consistently implements trauma-informed strategies that foster safety, trust, and collaboration. Effectively engages clients and stakeholders while recognizing and responding to trauma-related needs.</p>	<p>The student demonstrates expertise in trauma-informed practice, tailoring engagement strategies to diverse populations and complex trauma histories. Advocates for trauma-informed organizational policies and trains others in these approaches.</p>
<ul style="list-style-type: none"> • Build mutual trust by engaging in responsive practices throughout the engagement process with clients and constituencies 	<p>The student fails to respond to client or constituency needs, demonstrating inconsistent or unprofessional communication. Trust is not established, and relationships may be damaged or superficial.</p>	<p>The student shows limited responsiveness, sometimes missing cues or failing to adapt engagement strategies. Trust-building is inconsistent, requiring significant supervisor intervention.</p>	<p>The student begins to recognize the importance of responsiveness and makes efforts to adjust interactions based on client or constituency feedback. Trust is developing but may still be fragile or uneven.</p>	<p>The student consistently engages responsively with clients and constituencies, actively listening and adapting to needs. Builds and maintains mutual trust that supports effective collaboration throughout the engagement process.</p>	<p>The student exemplifies exceptional responsiveness, anticipating client and constituency needs and fostering deep mutual trust. Models these practices for peers and contributes to improving organizational engagement strategies.</p>

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<p><u>Competency 7:</u> Assess Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Conduct multidimensional assessments that incorporate strengths, assets, and trauma-informed perspective focused on understanding the client or stakeholders' environment, preferences, and needs 	<p>The student conducts assessments that are superficial, one-dimensional, or neglect key elements such as strengths and trauma history. Fails to gather adequate information about client environment, preferences, or needs.</p>	<p>The student attempts to include multiple dimensions but misses important factors or inconsistently applies a trauma-informed lens. Assessment may lack depth or fail to fully consider client context and preferences.</p>	<p>The student conducts basic multidimensional assessments including some strengths and trauma considerations. Demonstrates growing ability to understand client environment and preferences with support and guidance.</p>	<p>The student consistently conducts thorough, multidimensional assessments that integrate strengths, assets, and trauma-informed perspectives. Demonstrates clear understanding of client or stakeholder environment, preferences, and needs.</p>	<p>The student excels in conducting nuanced, culturally sensitive, and trauma-informed assessments that holistically capture client or stakeholder strengths and context. Uses assessment findings to inform innovative, client-centered interventions.</p>
<ul style="list-style-type: none"> • Develop, select, and adapt assessment methods and tools that respond to dynamic needs of clients and stakeholders 	<p>The student uses outdated, inappropriate, or rigid assessment tools without considering the unique or changing needs of clients and stakeholders. Shows little to no effort to adapt or select suitable methods.</p>	<p>The student demonstrates limited ability to choose or adapt assessment methods, often relying on standard tools without tailoring them to client or stakeholder contexts. Needs frequent guidance to make appropriate adjustments.</p>	<p>The student begins to select and adapt assessment tools to better fit client and stakeholder needs. Shows developing awareness of how different methods may be more or less effective depending on the situation, with some supervisory support.</p>	<p>The student consistently develops, selects, and adapts assessment methods and tools that effectively address the evolving needs of clients and stakeholders. Demonstrates thoughtful consideration of context, culture, and preferences.</p>	<p>The student expertly creates and customizes innovative assessment methods and tools that are highly responsive to complex and dynamic client and stakeholder needs. Leads efforts to evaluate and improve assessment practices within the organization.</p>

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<p><u>Competency 8:</u> Intervene with Individuals, Families, Groups, Organizations and Communities</p> <ul style="list-style-type: none"> • Engage with clients to critically select and apply responsive, evidence-informed interventions, including appropriate crisis intervention strategies, to effectively address and achieve client goals 	<p>The student fails to consider client needs or evidence when selecting interventions. Uses inappropriate or ineffective methods and is unprepared for crisis situations, potentially causing harm or disengagement.</p>	<p>The student attempts to apply evidence-based interventions but does so inconsistently or without fully understanding their appropriateness. Struggles to respond effectively in crisis situations, needing frequent supervision.</p>	<p>The student begins to apply evidence-informed interventions thoughtfully and shows growing ability to adapt them based on client feedback. Demonstrates basic crisis intervention skills with guidance.</p>	<p>The student consistently engages clients to select and apply suitable, evidence-informed interventions that align with client goals. Demonstrates effective crisis intervention and adapts approaches responsively.</p>	<p>The student expertly integrates client input and current evidence to design and implement innovative, tailored interventions, including advanced crisis strategies. Serves as a resource or mentor for others in intervention planning.</p>
<ul style="list-style-type: none"> • Critically apply the most relevant, evidence-informed knowledge to incorporate the most appropriate methods to effectively negotiate, mediate, and advocate with and on behalf of clients 	<p>The student does not demonstrate understanding of negotiation, mediation, or advocacy concepts and applies ineffective or inappropriate methods. Fails to use evidence-based knowledge and struggles to represent client interests.</p>	<p>The student shows limited understanding of evidence-informed negotiation and advocacy strategies, applying them inconsistently or without critical analysis. Requires frequent guidance to effectively represent clients.</p>	<p>The student begins to use relevant evidence-informed approaches to negotiation, mediation, and advocacy, with developing skill in selecting appropriate methods based on client needs and context, often with supervision.</p>	<p>The student consistently applies critical thinking and relevant evidence to choose and implement effective negotiation, mediation, and advocacy methods. Demonstrates confident, client-centered representation.</p>	<p>The student skillfully integrates advanced evidence-informed knowledge and innovative strategies to negotiate, mediate, and advocate effectively across diverse and complex situations. Leads and mentors others in these practices.</p>

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<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>The student does not involve clients or stakeholders in evaluating interventions or outcomes and makes decisions independently without seeking feedback.</p>	<p>The student rarely engages clients or stakeholders in the evaluation process and overlooks their perspectives or feedback, resulting in incomplete or biased assessments.</p>	<p>The student begins to seek input from clients and stakeholders about interventions and outcomes but does so inconsistently or with limited depth and follow-up.</p>	<p>The student regularly collaborates with clients and stakeholders to gather meaningful feedback, incorporating their perspectives effectively into evaluating interventions and practice outcomes.</p>	<p>The student leads collaborative evaluation efforts, actively facilitating shared decision-making with clients and stakeholders. Uses innovative methods to integrate diverse perspectives for continuous improvement.</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>The student disregards or is unaware of ethical guidelines during evaluations, leading to breaches of confidentiality, disrespect, or harm to clients or stakeholders.</p>	<p>The student inconsistently applies ethical principles during evaluation, sometimes neglecting confidentiality, informed consent, or cultural sensitivity, requiring frequent supervision.</p>	<p>The student demonstrates basic awareness and application of ethical principles in evaluation, ensuring protection and dignity, though may need reminders or support to fully adhere.</p>	<p>The student consistently applies ethical principles in evaluations, upholding confidentiality, informed consent, cultural respect, and client dignity, safeguarding individuals and communities.</p>	<p>The student proactively identifies and addresses complex ethical dilemmas during evaluations, models ethical best practices, and advocates for policies that protect and honor client and community dignity.</p>