

Competency Based Education

Translating Everyday Practice for the MSW Student

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Why a Social Work Competency Session?

- To identify how social work practice aligns with CSWE competencies
- To translate social work practice and CSWE competencies to educational agreement assignments.
- To affirm social work practice and ethical standards.

The Purpose of the Social Work Profession

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (CSWE, 2015)

CSWE & NASW



CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.



[NASW](#) works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

2008 Educational Policy and Accreditation Standards

From Curriculum-Based Learning



To Practice-Based Learning



CSWE COMPETENCIES

Social work competence is the ability to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional and professional manner to promote human and community well-being.

PROFESSIONAL IDENTITY

Identifies as a professional social worker and conducts oneself accordingly.

HBSE

Apply knowledge of human behavior and the social environment.

CRITICAL THINKING

Apply critical thinking to inform and communicate professional judgments.

DIVERSITY

Engage diversity and difference in practice.

SOCIAL & ECONOMIC JUSTICE

Advance human rights and social and economic justice.

RESEARCH

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

VALUES & ETHICS

Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/International Association of Social Work Ethics in Social Work Statement of Principles.

CSWE COMPETENCIES

Social work competence is the ability to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional and professional manner to promote human and community well-being.

SOCIAL POLICY

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

ORGANIZATIONAL CONTEXT

Respond to contexts that shape practice.

ENGAGEMENT

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

ASSESSMENT

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

INTERVENTION

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

EVALUATION

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

VALUES & ETHICS

Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/International Association of Social Work Ethics in Social Work Statement of Principles.

Field Education Practice Levels

Foundation

- First term of placement
- Generalist in focus
- Introduction to the social work profession
- Access and develop BEGINNING level skills
- Typically requires more supervision and support

Advanced

- Subsequent terms
- Concentration specific work within same competencies
- Complex and advanced skill development
- Function more independently
- Supervision to enhance advanced demonstrated practice

Brainstorming



The Practice and Competency Connection

- Notice the Competency Sheets Around the Room & the sticky pads at your table.
- On 2-3 sticky notes, write down a few of the assignments from your list
 - One task per sticky
 - Duplicates OKAY
- Walk around the room and post your sticky under the competency you feel matches what you have written.

Discussion

- What did you notice as you added your assignments to the competency sheets?
- Similarities?
- Differences?
- What surprised you?
- What concerned you?



SMART Goals in Field Education

S

Specific: Who? What? Where? Why? Which constraints/requirements dictate the goal (agency scope of practice, student need, other regulations)?

M

Measurable: How many? How much? How will I know when this goal is met? How will the student be able to gauge their progress?

A

Attainable: Is the goal reasonable enough to be achieved considering all other elements? Is the goal at an appropriate standard of performance for the student's level of knowledge and experience?

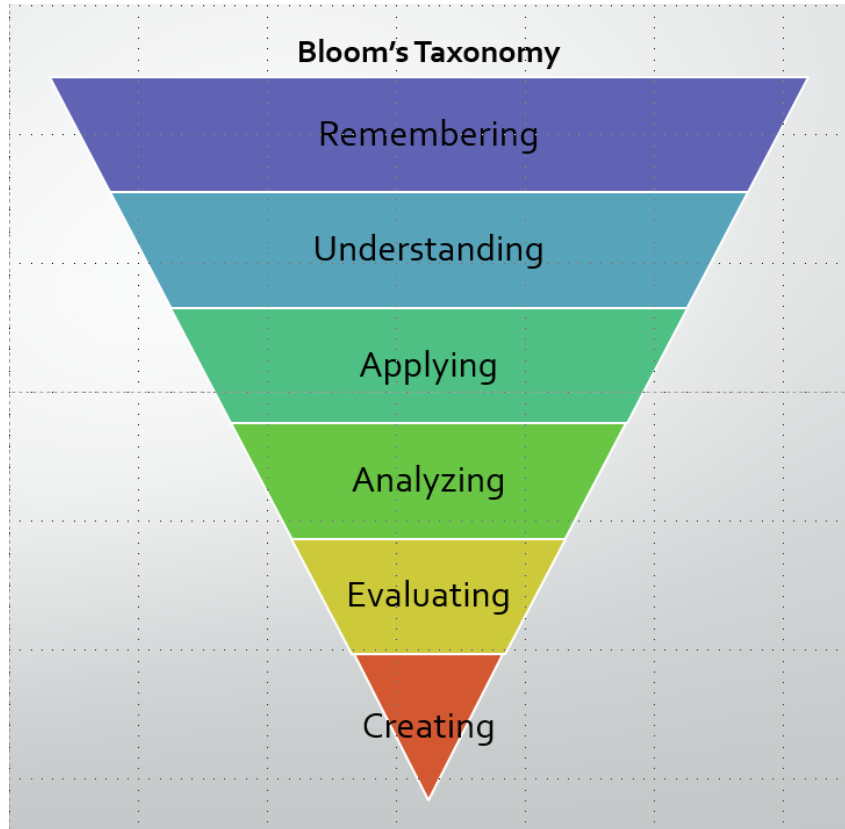
R

Relevant: Is it a worthwhile goal that meets a real need (for student/agency/client)? Does this goal fit an overall plan?

T

Timely: Is it achievable in the 30-45 days of the term? Does this goal need to be broken into more manageable components? Can time management skills be incorporated to ensure it is met?

Starting with Learning



→ **Beginner:** Remembering & Understanding

◆ Identify, List, Examine, Shadow, Review, Observe, Discuss, Ask

→ **Experienced:** Applying and Analyzing

◆ Use, Experiment, Relate, Prepare, Produce, Select, Plan, Interview

→ **Advanced:** Evaluating and Creating

◆ Judging, Discriminating, Measuring, Debating, Integrating, Producing

Translating Tasks into Educational Goals

For your table's assigned competency:

1. Write 2 assignments for a Foundation Field student based on the work tasks identified for that competency
 - a. 1 Macro focused
 - b. 1 Micro focused
2. Write 2 Advanced Field assignments (make sure you are increasing the rigor!)
 - a. 1 Macro focused
 - b. 1 Micro focused
3. Individually, write an agency-specific goal that would be essential for a student placed with you.

Discussion & Share Out



Common Challenges

- Connecting the field experiences to a competency
- Evolving field placements
- Macro vs. Micro work
- Increasing the rigor of assignments each term



Student Resources

- Educational Agreement Help Sessions
 - Tuesday, September 18, 5pm-7pm & Thursday, September 20, 12pm-2pm
- Field Seminar
- Office of Field Instruction & the Field Liaison
- Remember that each field liaison will review and approve the educational agreement and give opportunities for revisions



Field Instructor Wisdom in the room....

What else do our new Field Instructors need to know about educational agreements ?



Evaluation Process

The final grade of Satisfactory (S), Marginal (M), or Unsatisfactory (U) is determined by the assigned Field Faculty and include an assessment of the following:

- The student's Educational Agreement Form and the points earned on the Practice Behavior ratings. Points are assigned by the Field Instructor. This may also include written comments from the Field Instructor.
- The Field Instructor's written narrative at the last term of the student's placement regarding the student's performance.
- Records, reports, logs, and other written materials produced by the student.
- Verbal assessments of specific aspects of the student's performance provided by the Field Instructor and/or secondary Field Instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.
- Completion of Tab 3 (End of Term section) on the Educational Agreement.
- The Online Educational Agreement must be completed by the stated deadline. Missing this deadline could impact the student's grade or ability to graduate on time.

Evaluation Pro Tips

- DO NOT WAIT until the end of the term to talk about concerns regarding your student's performance!
- Consider asking your student to do a self evaluation and then discuss it in supervision.
- Provide ongoing feedback so that the evaluation is not the first time they are getting feedback from you. Positive feedback is also appreciated!
- Schedule a time to review the evaluation with the student.
- Use the evaluation process as a tool to guide the next semester's educational agreement

References

Council on Social Work Education. (2015). Educational policy and accreditation standards. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

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