

FOUNDATION COMPETENCY ACTIVITY EXAMPLES from 12/6/10 PI Training

COMP. 1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER: Activity Examples

Keep a reflective journal log of professional development and challenges; submit to PI weekly for discussion in supervision.

Summarize learning from Ethics training and classes; relate to current agency policies and client/system issues in weekly supervision or written reports.

Attend multidisciplinary staff meetings and discuss social work perspective and roles regarding projects and/or cases; observe and analyze different disciplines' roles and viewpoints with supervisor.

Present cases/issues according to professional presentation guidelines in team meetings and supervision. Review and discuss social work theories and principles that apply to student agency work.

Create a weekly agenda for supervision that includes reports on clients/projects, integration of classroom learning, and personal reflections regarding professional development.

Review agency legislative agenda and discuss with supervisor key issues, themes, and factors affecting social policies, organizational service delivery, and clients/projects from a strengths, systems and structural perspective.

2. ETHICS: Competency Activity Examples

Apply NASW Code of Ethics to agency practice: identify potential areas of conflict; review Code of Ethics, keep reflection journal regarding standards and issues. Prioritize standards as related to agency risks in written format. Submit and discuss in supervision.

Informally interview agency professionals regarding ethical issues faced in practice, and how these were handles; discuss in supervision.

Review ethics guidelines of other professions (nursing, attorneys, etc.) and discuss with supervisor differences of viewpoints, potential conflicts, and ethical decision-making processes.

Review recovery principles and least restrictive treatment setting alternatives; identify potential risks to specific clients versus the value of self-determination.

Relate ethical principles to case consultations in team meetings and supervision.

Review agency case practice examples, role-play those or specific client ethical issues with supervisor in preparation for casework.

Identify agency and client ethical dilemmas that may be caused by funding cuts; discuss with supervisor.

Attend interagency meetings and in-service presentations on aspects of ethical service; report learnings in written memo or in supervision.

3. CRITICAL THINKING Competency Activity Examples

MICRO:

1. Observe and participate in health and safety in home visit; prepare shadow (unofficial) documentation per agency guidelines; compare casenotes with accompanying professional, make possible case recommendations.
2. Interview members of a treatment team for different perspectives and make recommendations for future treatment based on all information, in writing or through discussions with supervisor.
3. Meet with PI to determine needs and goals of evaluation of self and clients/projects; identify assumptions, cultural beliefs, previous experience and other factors influencing decision-making.

MEZZO

1. Participate in and observe Child Protective Team Staffing; review values, goals, outcomes, dynamics, and team effectiveness in strengths-based interventions and planning.
2. Interview stakeholders to evaluate program effectiveness; create interview questions, interview at least 5 consumers/constituents, submit written report to PI, to include recommendations for improvements and/or internal policy changes.

MACRO:

1. Analyze DCFS' policy and programs addressing disproportionality of children of color in the foster care system, develop recommendations for addressing this issue, present report to team.
2. Attend agency meetings that address upcoming changes due to legislative budget cuts; analyze effects on agency and clients/constituents, develop and submit written analysis to include recommendations for service reorganization or reprioritization.

4. DIVERSITY: Competency Activity Examples:

Student will be assigned a diverse caseload and work with a task supervisor of differing ethnicity and/or gender; discuss with PI the perspectives and issues that arise in working across difference.

Maintain a caseload of Native American clients; attend relevant trainings to learn about generational trauma, tribal language, cultural practice; apply knowledge in work with clients, documentation of case notes, team meetings; discuss insights with PI.

Keep a reflective journal log in which to record observations of practice, cultural considerations, personal reactions, and ideas for using strengths-based and empowerment perspectives. Discuss these learnings with PI in supervision.

5. HUMAN RIGHTS/SOCIAL & ECONOMIC JUSTICE

Familiarize him/herself with current political events and their effects on clients. Discuss with PI.

Reflect on their (students') own experiences of oppression and discrimination and discuss with PI.

Contact legislators about a current advocacy need and assist clients to do the same. Discuss process with PI.

Attend Lobby Day and write in journal about key learning experiences; share with PI.

6. RESEARCH

Research effective engagement interventions with Latino families and present to PI and staff.

Review demographic data of selected ethnic group in the community and examine childcare vs. pre-school attendance to prepare for kindergarten; discuss results with PI.

Interview parents about negative experiences with special education and social service providers and discuss with PI.

Engage extended family in the planning for the child by completing a genogram with family.

Examine Access to ECEAP services and discuss disproportionally with PI.

Examine targeted interventions for school attendance/engagement and discuss with PI.

7. HUMAN BEHAVIOR/SOCIAL ENVIRONMENT

Review student's syllabi for current theoretical underpinnings; contextualize relevance to agency through supervision meetings. Discuss application of theory (person in the environment; strengths recovery model, etc).

Make connections between referral process and how it connects to theory (e.g. Maslow's hierarchy of needs).

Become familiar with two to three different assessment tools including understanding strengths and limitations of each tool.

Learn human developmental stages ages 6 through 13; integrate understanding of human development to case examples; discuss with PI

Write process recordings for two clients. Discuss in supervision with PI.

8. **POLICY** Competency Activity examples

Watch video presentation and participate in facilitated discussion on history, race, and power; relate this to departmental policies in supervision

Observe and analyze effectiveness of organization/department policies and procedures in serving target population. Discuss in supervision.

Examine link between federal, state, and local funding to agency and the services to mission population. Create a matrix of Federal/State/Local laws and policies affecting clients/constituents, and service programs they influence. Apply information on history and funding to client/constituent cases or projects via a short paper or presentation of findings to staff during a meeting.

Relate in supervision Federal laws (housing, health care, education, etc.) to client status (e.g., immigration, eligibility for services, psychosocial histories, and intersection with needs and service eligibility).

Participate in student field seminar to discuss role of agency policies related to students.

Review history of housing policies and needs in the International District (e.g., Section 8); discuss in supervision; prepare fact sheet for clients to explain housing procedures/resources.

Analyze gaps in services related to current budget projections; make written recommendations for meeting client needs, submit to supervisor.

9. **CONTEXT**

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10. ENGAGE, ASSESS, INTERVENE, EVALUATE

ENGAGE

Introduce self and role to clients in informal settings such as common room, front lobby, meal service; get to know clients as people without focus on problems; during supervision identify areas of comfort and discomfort in client engagement

Contact constituents by telephone and in focus groups to learn about community needs and questions, introduce agency and student role, and explore possibilities for greater involvement, focusing on listening, reflective paraphrasing, and clear communications..

Interview constituents, clients, and/or colleagues in the agency setting to identify factors important to others in your working relationships; discuss in supervision.

Seek feedback from supervisor, clients, and colleagues about ways to build rapport and trust in interpersonal interactions, and methods of setting goals that are mutually agreeable.

ASSESS

Review examples of community/client assessments through agency documents; compare to assessment formats in the literature, and discuss in supervision.

Shadow supervisor or colleague to observe assessment implementation, noting formal/informal style, areas of priority, cultural factors, analysis of meaning re agency mission and scope of practice; write up a shadow assessment, compare with staff assessment; debrief with supervisor.

Role play an assessment with client/constituent/community with supervisor or colleague, and report on areas of confidence and discomfort, strengths-based perspectives, and goal-planning options.

Conduct at least three client/program/community assessments as lead interviewer with a supervisor or colleague present; review areas of strength and difficulty, documentation accuracy, priorities and implications for intervention/next steps. Conduct, document, and review at least two assessments independently once fully trained, reporting progress in supervision.

Research group/education/planning models in the literature to meet service needs of agency, assess feasibility for the agency through interviews with staff and clients/constituents, write report to supervisor of findings and recommendations.

INTERVENTION

Build a caseload of up to x clients to monitor progress towards goals, provide agency-recommended models of intervention, and review contacts and documentation with supervisor. In supervision, compare and contrast agency methodologies with models of intervention found in the literature from research or classroom learning..

Develop and implement a public educational workshop to address legislative agendas of importance to community and agency, focusing on information needed for advocacy efforts and advocacy training.

Review client/group/community services to analyze possibilities for prevention services that might enhance treatment-oriented approaches or address community needs (e.g., anti-bullying education in schools, domestic violence education, culturally sensitive models of independent living supports, gathering information to counter proposed budget cuts).

Participate in community/field of practice coalition meetings to analyze trends and needs, develop coordinated approaches to advocating for improved laws or standards, and assist in writing reports or articles to communicate plans and results to larger community.

EVALUATION

Review each client contact and file for progress toward mutually-agreed upon goals; discuss with client and supervisor ways to maximize supportive counseling/services for goal attainment.

Identify and utilize pre-post assessment/evaluation or data collection tools recommended by agency for use with clients/programs/community initiatives; discuss themes with supervisor.

Review agency program evaluations via annual reports, quality assurance committee targets for improvement, social work database information, etc. to analyze service effectiveness; present themes and learnings to supervisor and in staff meetings.

Develop and implement evaluation questions and format for clients/constituents/groups, program, or community assessment, identifying issues and needs with supervisor and participants; analyze results with supervisor, write a summary report.