To begin each semester, students will work with their field instructors to develop a list of activities that allow them to demonstrate each competency as part of their Learning Contracts. Students are encouraged to list on-going activities from previous semesters where appropriate. Identify at least 2 activities per each behavior of the competency. Some activities may fit with more than one behavior, so duplication is possible.

Students must submit the Competency-Based List of Activities and Learning Contract cover sheet (page 1 of Evaluation Form) by the due date listed in the Field Seminar syllabus.

Students are encouraged to use the Evaluation Form for examples of activities and levels of expected performance. The Competency-Based List of Activities may be updated before midterm and final completion of the attached Evaluation Form. If you update the form, note those changes. For instance, in the Learning Contract, you might have listed an activity of “making three home visits to clients.” At the midterm, you could note a change as “Changes agency services mean that interns cannot make home visits. I substituted increased direct services at the agency as noted below.”

**EP2.1.1: Identify as a professional social worker and conduct oneself accordingly**

1) advocate for client access to the services of social work;
2) practice personal reflection and self-correction to assure continual professional development;
3(a) attend to professional roles (*see Field Manual for list of roles*);
3(b) attend to professional boundaries;
4(a) demonstrate professional demeanor in behavior in calm and objective approach;
4(b) demonstrate professional demeanor in behavior in dependability and punctuality;
4(c) demonstrate professional demeanor in appearance;
4(d) demonstrate professional demeanor in oral communication;
4(e) demonstrate professional demeanor in written communication;
5) engage in career-long learning; and
6) use supervision and consultation.
7) recognize the unique role of social work in working with the multicultural, bi-national populations and client systems of the border region. (*Concentration objective*)

**EP 2.1.2 Apply social work ethical principles to guide professional practice.**

1) recognize and manage personal values in a way that allows professional values to guide practice;
2) make ethical decisions by applying standards of the NASW Code of Ethics\(^2\) and, as applicable, of the IFSW/ IASSW Ethics in Social Work, Statement of Principles;\(^3\)
3) tolerate ambiguity in resolving ethical conflicts; and,
4) apply strategies of ethical reasoning to arrive at principled decisions.
5) recognize that ethical reasoning will be influenced by the differing values held by diverse populations (*Concentration objective*)

**EP2.1.3: Apply critical thinking to inform & communicate professional judgments.**

1) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2) analyze models of assessment, prevention, intervention, and evaluation;
3) generalize plans for interventions from one case to multiple situations;
4 (a) demonstrate effective oral communication in working with individuals, families,
groups, organizations, and communities (varied audiences); and
4 (b) demonstrate effective written communication in working with individuals, families, groups, organizations, and communities.
5) demonstrate effective oral and written communication in working with multi-cultural and bi-national individuals, families, groups, organizations, communities, and colleagues (various audiences). (Concentration objective)
6) understand how the context of practice within the Border region will shape the types of problems that social workers encounter (e.g., health, mental health, poverty, immigration, substance abuse, violence, etc.). (Concentration objective)

EP2.1.4: Engage diversity and difference in practice.
1) recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power;
2) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3) recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4) view themselves as learners and engage those with whom they work as informants.
5) are aware of the intersectionality of factors in shaping the strengths and challenges of diverse populations in the Border region. (Concentration objective)

EP2.1.5: Advance human rights and social and economic justice.
1) understand the forms and mechanisms of oppression and discrimination;
2) advocate for human rights and social and economic justice; and
3) engage in practices that advance social and economic justice.
4) recognize that oppression and social and economic injustice are embedded in our culture and manifest in societal institutions that perpetuate social and economic injustice. (Concentration objective)

EP 2.1.6: Engage in research-informed practice and practice-informed research.
1) use practice experiences to inform scientific inquiry; and
2) use research evidence to inform practice and use evidence-based intervention strategies whenever possible.
3) knowledgeable about evidence-based practice (EBP) models that have been culturally adapted to service the multi-cultural, bi-national populations that reside in the border region including Native Americans, military personnel and their families, veterans, bilingual populations and other groups. (Concentration objective)
4) able to design and implement evidence-based research designs to test the effectiveness of interventions. (Concentration objective)
5) can identify and use valid and reliable measurement tools that are culturally sensitive. (Concentration objective)

EP2.1.7: Apply knowledge of human behavior and the social environment.
1) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2) critique and apply knowledge to understand person and environment.
3) demonstrate knowledge of migration theory and patterns of internal and external
migration and mobility as they affect practice. *(Concentration objective)*

**EP2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
1) analyze, formulate, and advocate for policies that advance social well-being; and
2) collaborate with colleagues and clients for effective policy action.
3) understand how policies and service delivery systems influence the client’s experiences in accessing needed services. *(Concentration objective)*

**EP2.1.9: Respond to contexts that shape practice.**
1) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
2) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
3) understand the unique environment of the border region in shaping practice, policies, and the service delivery system. *(Concentration objective)*

**EP2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**EP2.1.10(a) – Engagement**
1) substantively & effectively prepare for action with individuals, families, groups, organizations, and communities;
2) use empathy and other interpersonal skills; and
3) develop mutually agreed-upon focus of work & desired outcomes.

**EP2.1.10(b) – Assessment**
1) collect, organize, and interpret client data;
2) assess client strengths and limitations;
3) develop mutually agreed-upon intervention goals & objectives; and
4) select appropriate intervention strategies.

**EP2.1.10(c) – Intervention**
1) initiate actions to achieve organizational goals;
2) implement prevention interventions that enhance client capacities;
3) help clients resolve problems;
4) negotiate, mediate, and advocate for clients; and
5) facilitate transitions and endings.

**EP2.1.10(d) – Evaluation**
1) critically analyze, monitor, and evaluate interventions.
2) develop effective professional relationships with diverse groups, particularly with the multi-cultural, bi-national populations within the border region. *(Concentration objective)*