

Core Competencies Evaluation

Student: _____

Placement Site: _____

Use the following criteria to rate the student in 10 competency areas. Keep in mind that the rating should reflect the student's progress at this point in the overall internship. If the student's internship experience does not include tasks or activities related to the competency circle NA. There is space for comments after each competency. Please complete the two questions at the end of the evaluation. After you and the student have reviewed the evaluation, sign and send the evaluation to: Field Education Office, School of Social Work, 1010 W Nevada, Urbana, IL 61801.

Rating Scale Criteria

- 0 Demonstrates no competency in this area.
- 1 Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- 2 Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
- 3 Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.
- 4 Demonstrates the competency to begin independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
- NA Does not relate to the student's internship experience or not sufficient experience to evaluate skill level.

LEARNING PLAN Core Competencies

Professionalism

Competence #1: Identify with the social work profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:

Behaviors:

Tasks:

Advocate for client access to services	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Identify client's needs • Identify issues prohibiting access to service • Work within the agency to address issues related to service provision 						
Practice self-reflection and self-correction	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Identify strengths and weaknesses • Integrate feedback from supervision 						
Engage in life-long learning and professional growth	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Attend workshops or trainings • Read suggested reading 						
Attend to professional roles and boundaries	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Maintain boundaries • Demonstrate the understand of the social worker role in practice • Identify the difference from social work practice and other disciplines in agency 						
Use supervision and consultation as needed	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Be prompt for supervision • Prepare for supervision • Take responsibility for one's learning 						

Comments:

Values and Ethics

Competence #2: Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:

Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics 0 1 2 3 4 NA

- Read the NASW Code of Ethics
- Apply the Code of Ethics in practice situations

Recognize and manage personal values in a way that allows professional values to guide practice 0 1 2 3 4 NA

- Identify person values that might impact practice
- Understand the difference between professional and personal values

Tolerate ambiguity and cultural differences in resolving ethical conflicts 0 1 2 3 4 NA

- In supervision identify the influence of culture on behavior
- Use a framework to analyze the conflict with a cultural perspective

Apply ethical reasoning to arrive at principled decisions 0 1 2 3 4 NA

- Identify options when addressing ethical dilemmas
- Use supervision to process options for resolution

Comments:

Critical Thinking

Competence #3: Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to

Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues 0 1 2 3 4 NA

- Use effective communication
- Document according to the internship policies and procedures
- Integrate feedback received from supervisor(s)

Critically appraise and integrate multiple sources of knowledge,

including research-based knowledge and practice wisdom	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Research literature related to issue/area of interest • Read research-based literature 						
Analyze models of assessment, prevention, intervention, and evaluation	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Research various models of assessment, prevention, interventions and evaluation • Read the information on the various models • Select the best model to address issue 						
Use various methods of technology to search for information, critically interpret evidence, and communicate with others	0	1	2	3	4	NA
<ul style="list-style-type: none"> • When appropriate share research based evidence 						

Comments:

Diversity

Competence #4: Engage diversity and difference in practice. Students will demonstrate the ability to:

Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Read evidence-based factual information about diverse groups • Read literature on affective interventions for diverse groups 						
Recognize the ways in which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Use self as a social change agent • Discuss with supervisor the forms of oppression and discrimination in the community • Learn the community advocacy groups that target oppressed and discriminated populations 						
Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Self assess for biases when dealing with diverse and oppressed groups • Identify personal attitudes/beliefs that impact communication with diverse groups • Use behaviors that reflect respect for diversity 						

Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences	0	1	2	3	4	NA
<ul style="list-style-type: none"> Identify the meaning that the client's diverse status has to them In practice, acknowledge and accept the client's perspective 						

View themselves as learners and engage those with whom they work as informants	0	1	2	3	4	NA
<ul style="list-style-type: none"> View the client as a teacher Begin where the client "is" 						

Comments:

Social and Economic Justice

Competence#5: Advance human rights and social and economic justice. Students will demonstrate the ability to:

Understand the forms and mechanisms of oppression and discrimination	0	1	2	3	4	NA
<ul style="list-style-type: none"> Familiarize yourself with the demographics of the community Learn about populations that are oppressed and discriminated against in the community Discuss with your field instructor interventions by the community to address oppression and discrimination 						

Advocate for human rights and social and economic justice	0	1	2	3	4	NA
<ul style="list-style-type: none"> Advocate on behalf of your clients for needed services Identify areas of limited resources and advocate for change 						

Engage in practices that advance social and economic justice	0	1	2	3	4	NA
<ul style="list-style-type: none"> Identify inequalities within various populations Attend community forums that address inequalities 						

Describe international human rights issues	0	1	2	3	4	NA
<ul style="list-style-type: none"> Read about international human rights issues 						

Comments:

Research Informed Practice

Competence #6: Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to:

Use research evidence to inform practice • Read literature on affective interventions • Apply evidenced informed interventions to address client’s issue	0	1	2	3	4	NA
Use practice experience to inform scientific inquiry • Identify issues related to practice • Formulate a research question to guide literature search	0	1	2	3	4	NA
Understand the process of evidence-informed practice • Apply knowledge gained in the classroom on the process for obtaining evidence Informed practice	0	1	2	3	4	NA
Use practice experience to inform scientific inquiry • Identify client issues • Explore with others potential evidence informed interventions	0	1	2	3	4	NA
Conduct systematic research reviews • Search research to obtain information on issues related to practice	0	1	2	3	4	NA
Demonstrate basic understanding of research design, methods, and statistics	0	1	2	3	4	NA

Comments:

Human Behavior and Social Environment

Competence #7: Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:

Utilize conceptual frameworks to guide the process of assessment,

intervention, and evaluation	0	1	2	3	4	NA
<ul style="list-style-type: none"> Review frameworks learning in the classroom related to assessment, intervention and evaluation Apply frameworks in practice 						

Critique and apply knowledge to understand the reciprocal interactions between people and their environments	0	1	2	3	4	NA
<ul style="list-style-type: none"> Use supervision to discuss how the reciprocal interaction between people and their environment has impacted the client population 						

Comments:

Policy

Competence #8: Engage in policy practice to address social and economic well-being and to deliver effective social work services. Students will demonstrate the ability to:

Analyze, formulate and advocate for policies that advance social well-being	0	1	2	3	4	NA
<ul style="list-style-type: none"> Read agency policies Learn about policies that impact the agency 						

Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action	0	1	2	3	4	NA
<ul style="list-style-type: none"> Attend meetings that address policy issues that impact agency services Participate on committees that address policy issues 						

Comments:

Shaping Practice

Competence #9: Respond to contexts that shape practice. Students will demonstrate the ability to:

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and

emerging social trends to provide relevant social services	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Read current literature on social work practice • Join and participate in professional organizations 						

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	0	1	2	3	4	NA
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Comments:

Practice

Engagement.

Students will demonstrate the ability to

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Learn how agency’s “clientele” are referred for services • Identify strengths and weaknesses for intervention 						

Use empathy and other interpersonal skills	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Demonstrate the use of basic social work skills 						

Develop a mutually agreed-on focus of work and desired outcomes	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Formulate with the client treatment objectives • Write treatment goals and review with client 						

Assessment

Students will demonstrate the ability to:	0	1	2	3	4	NA
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Collect, organize, and interpret client data	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Use interview skills to gather data • Obtain necessary documents to gather information from collaterals • Interpret oral communication and body language 						

Assess client strengths and limitations	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Identify strengths and limitations • Maintain focus on relevant information • Complete a written assessment 						
Develop mutually agreed-on intervention goals and objectives	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Discuss with client appropriate interventions to address identified issues 						
Select appropriate evidence informed intervention strategies	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Use case consultation to identify evidence informed intervention • Review literature related to identified issues 						
Intervention						
Students will demonstrate the ability to	0	1	2	3	4	NA
Initiate actions to achieve organizational goals	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Plan a strategy for an intervention ground in evidence-informed practice • Refer client to appropriate community resources 						
Implement prevention interventions that enhance client capabilities	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Identify areas of prevention that will assist client • Identify prevention resources appropriate to address client need • Refer client to identified resources 						
Help clients resolve problems	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Learn to “begin where the client is?” • Develop therapeutic relationship 						
Negotiate, mediate, and advocate for clients	0	1	2	3	4	NA
<ul style="list-style-type: none"> • When appropriate advocate on behalf of the client • Use negotiation and mediation skills when advocating for client 						
Facilitate transitions and endings	0	1	2	3	4	NA
<ul style="list-style-type: none"> • Use flexibility with intervention as situations change 						

Comments:

Primary Field Instructor or Day to Day Supervisor:

Name: _____
(Print) (Signature) (Date)

MSW Supervisor or Secondary Field Instructor:

Name: _____
(Print) (Signature) (Date)