

**FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES  
BACHELOR OF SOCIAL WORK SENIOR YEAR**

STUDENT NAME

I.D. NUMBER

FIELD PLACEMENT SITE

FIELD INSTRUCTOR

**TOTAL HOURS COMPLETED FOR THE SEMESTER OF**  FALL 2009  
 WINTER 2010  
 SP/SUM 2010

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**\*\*PLEASE RETURN (UPON COMPLETION) TO THE ASSIGNED  
FACULTY ADVISOR FOR REVIEW\*\***

The undersigned is responsible for the assignment of a  
Satisfactory (S), Marginal (M), or Unsatisfactory (U) grade.

**SEMESTER GRADE**

S  M  U

TOTAL HOURS

\_\_\_\_\_  
Faculty Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor Name Print

Note: Students must maintain their own copy of all field evaluations. The School of Social Work does not maintain copies after graduation.

**FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES  
BACHELOR OF SOCIAL WORK SENIOR YEAR**

PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS  
(If more space is needed please attach additional information)

1) What is the student's role at the agency? (Include population student works with)

2) What are the tasks the student performs at the agency?

3) What are the areas (i.e. tasks, skills) in which the student is excelling at the agency?

4) What are the areas (i.e. tasks, skills) in which the student requires additional knowledge of skills?

## Field Instructor Assessment of Student Competencies Rating Scale

Ratings are distinct for each semester; they are not cumulative. Under each competency, specific practice behaviors are listed along with specific measures to evaluate student performance.

This form may be individualized with comments after each section. If any item within a section has been rated either **Does not meet or Marginally meets minimum competencies**, a specific comment must be made regarding that item in the area provided for comments. In addition, strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts should be noted in the comment sections or narrative summary.

The Rating Scale is as follows:

**Exceeds Minimum Competency:** The student demonstrates knowledge and ability above the criteria set for each practice behavior.

**Meets Minimum Competency:** The student demonstrates both ability and knowledge which meet the basic expectations as listed in the criteria for each practice behavior.

**Marginally Meets Minimum competency:** The student requires intensive redirection. The student demonstrates effort but has difficulty in achieving required expectations for each practice behavior.

**Does not meet minimum competency:** The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.

**Not Applicable/No Opportunity:** Student has little or no opportunity to engage in task.

**I. Core Competency:** Identify as a professional social worker and conduct oneself accordingly

<b>Practice Behavior:</b> Professional Role/Demeanor and Use of supervision	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>1. Displays appropriate behavior with staff and clients</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Demonstrates the importance of appearance and appropriateness in dress</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently display effective communication with others</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently demonstrate effective record keeping and written skills</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is beginning to consistently demonstrate the need to accept and/or initiate projects beyond basic academic requirements</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Is beginning to recognize the expectations of the field instructor</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Is beginning to prepare for and use supervisory sessions to reflect on practice</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior: Client Access to Service</b>					
<b>8. Is beginning to consistently familiarize self with client needs or target population needs</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>9. Is beginning to consistently recognize client or target population concerns related to receiving services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. Is beginning to consistently demonstrate ability to access services for clients</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior: Personal Values</b>					
<b>11. Is beginning to consistently display awareness of personal values and opinions related to the client population</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>12. Is beginning to consistently recognize the need to manage personal values and opinions in order to assist clients or client systems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>13. Is beginning to consistently acknowledges and accept that all individuals have personal values and opinions that need to be recognized and processed in order to be an effective practitioner</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**II. Core Competency:** Apply social work principles to guide professional practice

<b>Practice Behavior:</b> Ethical Decisions	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>1. Is beginning to consistently be able to describe the concept of professional codes, such as the NASW codes of ethics, in guiding ethical decisions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently accept and discuss why professional codes, such as the NASW code of ethics, are created</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently acknowledge the ethical obligations of the professional social worker in fulfilling his/her service roles and responsibilities with clients, other professional, and the community</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Roles, Boundaries, and Values					
<b>4. Is beginning to consistently interact in a professional manner while at the agency</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is becoming aware of and consistently demonstrates the need for professional boundaries</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Is beginning to consistently recognize the concept and importance of self reflection, self monitoring, and self correction</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Is beginning to consistently display ability to distinguish differences among self reflection, self monitoring, and self correction are needed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. Is beginning to consistently recognizes times in which self reflection, self monitoring, and self correction are needed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Ethical Reasoning					
<b>9. Is beginning to consistently recognize the importance of considering ethical behavior in decision making</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. Is beginning to consistently discuss ethical dilemmas with appropriate staff</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**III. Core Competency:** Apply critical thinking to inform and communicate professional judgments

<b>Practice Behavior:</b> Organizing Knowledge	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>1. Is beginning to consistently display ability to organize information in an appropriate format</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently demonstrate an ability to express creative ideas</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Assessment and Intervention					
<b>3. Is beginning to consistently identify and distinguish different assesment tools</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently identify and distinguish different intervention models</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is beginning to consistently recognize the importance of analyzing data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Knowledge Integration					
<b>6. Is beginning to consistently demonstrate awareness of the importance of using different sources of information</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Is beginning to consistently demonstrate familiarity with how research-based knowledge affects the client or target population</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. Is beginning to consistently demonstrate familiarity with how to evaluate personal experience when working with the client or target population</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Oral and Written Communication					
<b>9. Is beginning to consistently demonstrate effective oral and written skills when working with different populations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. Is beginning to consistently demonstrate ability to work with groups</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>11. Is beginning to consistently recognize that practice styles need to change when working with different populations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>12. Is beginning to consistently demonstrate effective written skills</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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#### IV. Core Competency: Engage diversity and difference in practice

<b>Practice Behavior:</b> Cultural Awareness/Diversity	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>1. Is beginning to consistently demonstrate awareness of the extent to which mainstream culture structures and values may oppress others</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently demonstrate awareness of the manner in which the oppressed recognize and perceive mainstream culture structures and values</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Values and Biases					
<b>3. Is beginning to consistently demonstrate awareness of the importance of knowing personal biases and values related to different groups</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently recognize why acknowledging personal biases and values is helpful</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is beginning to consistently recognize the importance of fostering a respect for diversity</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Recognize and Communicate Life Experiences					
<b>6. Is beginning to consistently recognize and discuss the impact(s) of different life experiences with others</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Is beginning to consistently demonstrate awareness of appropriate life experiences to share with clients, groups and other individuals</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. Is beginning to consistently acknowledge the importance that life experiences play in regards to behaviors and opinions.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Engaged Learner					
<b>9. Is beginning to consistently view self as a learner who requires guidance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. Is beginning to consistently view and utilize staff as helpful sources of information</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>11. Is beginning to consistently recognize that the profession requires all social workers be lifelong learners</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**V. Core Competency:** Advance human rights and social and economic justice

<b>Practice Behavior:</b> Oppression and Discrimination	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
1. Is beginning to consistently recognize and understand different forms of oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is beginning to consistently distinguish the difference between oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is beginning to consistently display comfort in detecting factors related to oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Practice Behavior:** Human Rights and Social and Economic Justice

4. Is beginning to consistently recognize the need for advocacy related to human rights and social economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is beginning to discuss and understand the terms human rights and social economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is beginning to consistently describe how human rights violations and social economic injustices have affected others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is beginning to consistently describe the need for supporting activities which advance social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Is beginning to consistently demonstrate how they may do effective work to advance social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**VI. Core Competency:** Engage in research-informed practice and practice informed research

<b>Practice Behavior:</b> Practice Experience and Scientific Inquiry					
1. Is beginning to consistently recognize why research evidence is used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is beginning to consistently acknowledge how research affects the tasks performed at the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**VI. Core Competency:** Engage in research-informed practice and practice informed research

<b>Practice Behavior:</b> Research Evidence	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>3. Is beginning to consistently recognize the need for ongoing and existing or evidence based research and evidence related to the field</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently recognize the importance of practice experience</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**VII. Core Competency:** Apply knowledge of human behavior and the social environment

<b>Practice Behavior:</b> Environment/Assessment					
<b>1. Is beginning to consistently demonstrate familiarity with the processes of assessment, intervention, and evaluation</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently recognize the importance of understanding others in their own environment</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently demonstrate familiarity self with how to gain information about others in their own environment</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**VIII. Core Competency:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services

<b>Practice Behavior:</b> Policies and Societal Well-Being					
<b>1. Is beginning to consistently recognize the need in which to be aware of policies that advance societal well-being</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently demonstrate familiarity with policies effecting client systems at the agency</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently display the ability to discuss the impact of collaborations in order to foster change</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently acknowledge the manners in which to advocate for effective policy change</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**IX. Core Competency:** Respond to contexts that shape practice

<b>Practice Behaviors:</b> Social Trends and Related Services/Leadership Roles	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>1. Is beginning to consistently recognize the need in which to make changes to their service delivery in order to provide effective services (i.e. different location, different population, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently recognize how societal trends affect personal biases towards certain services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently acknowledge the importance and effects of societal trends</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Is beginning to consistently recognize the role of social workers in providing leadership to support effective changes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is beginning to consistently demonstrate awareness of the profession's history and commitment to improving the lives of those served or their communities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**X. Core Competency:** Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

<b>Engagement</b>					
<b>Practice Behavior:</b> Engagement with Systems					
<b>1. Is beginning to consistently recognize the need to actively prepare for clients and working with systems of change</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently recognize the role he/she plays with clients/groups/ organizations/communities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Is beginning to consistently acknowledge that all participants enter the agency/ organization at different stages and with different needs</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Interpersonal Skills					
<b>4. Is beginning to consistently recognize and can employ the appropriate uses of empathy</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Is beginning to consistently recognize and demonstrates other interpersonal skills needed when working with clients</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**X. Core Competency:** Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

<b>Engagement</b> <b>Practice Behavior:</b> Focus and Outcome with Field Instructor	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>6. Is beginning to consistently recognize and understands the importance of developing a learning plan with the field instructor</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Is beginning to consistently recognize the importance of supervision and is prepared at such meetings</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. Is beginning to consistently acknowledge why work goals and desired outcomes are created and used during field work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Assessment</b>					
<b>Practice Behavior:</b> Interpreting Client Data					
<b>9. Is beginning to consistently recognize and understands manners in which to collect, organize, and interpret client data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. Is beginning to consistently recognize the importance of collecting accurate client data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>11. Is beginning to consistently recognize the importance of recording (organizing) accurate client data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>12. Is beginning to consistently acknowledge how other service providers interpret client data in order to authorize services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>13. Is beginning to consistently demonstrate the ability to access and utilize client data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Assessing Clients					
<b>14. Is beginning to consistently recognize and demonstrates manners in which to assess client strengths and limitations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>15. Is beginning to consistently recognize and can interpret the reason(s) for which client systems present with different strengths and limitations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Intervention Goals and Objectives					
<b>16. Is beginning to consistently acknowledge the importance of goals and objectives</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>17. Is beginning to consistently demonstrate knowledge of how to create effective goals and objectives</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**X. Core Competency:** Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

<b>Assessment</b> <b>Practice Behavior:</b> Selecting Intervention Strategies	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>18. Is beginning to consistently recognize and employs the different types of intervention strategies</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>19. Is beginning to consistently recognize and knows the times in which to use intervention strategies</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Intervention</b> <b>Practice Behavior:</b> Client(Individual, Group, Communities) Capacities					
<b>20. Is beginning to consistently recognize and demonstrates intervention strategies that promote client best interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>21. Is beginning to consistently acknowledge how to gauge client capacities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>22. Is beginning to consistently recognize and demonstrates how to assist clients in resolving problems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>23. Is beginning to consistently recognize the reasons for client concerns</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>24. Is beginning to consistently recognize and knows when to negotiate, mediate, and advocate for clients</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>25. Is beginning to consistently distinguish the differences among negotiate, mediate, and advocate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>26. Is beginning to consistently recognize and demonstrates the skills needed in order to negotiate, mediate, and advocate for clients</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Behavior:</b> Transition and Endings					
<b>27. Is beginning to consistently recognize the importance of transitions and endings</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>28. Is beginning to consistently recognize personal feelings related to transitions and endings</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>29. Is beginning to consistently recognize client feelings related to transitions and endings</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**X. Core Competency:** Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

<b>Evaluation</b> <b>Practice Behavior:</b> Evaluation of Work and Services	Exceeds Minimum Competency (4)	Meets Minimum Competency (3)	Marginally Meets Minimum Competency (2)	Does not Meet Minimum Competency (1)	Not Applicable/ No Opportunity (0)
<b>30. Is beginning to consistently recognize the need in which to evaluate work and services provided</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>31. Is beginning to consistently demonstrate the skills needed in order to evaluate work and services provided</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>32. Is beginning to consistently recognize personal feelings related to the evaluation or work and services provided</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>33. Is beginning to consistently recognize the need in which to critically examine interventions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>34. Is beginning to consistently display the skills needed in order to critically examine interventions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>35. Is beginning to consistently acknowledge why and how intervention processes are created</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**XI. Core Competency:** Analyze the impact of the urban context on a range of client systems, including practice implications

<b>Practice Behavior:</b> Urban Context and Social Work					
<b>1. Is beginning to consistently recognize the challenges within an urban environment and the impact of these on client systems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Is beginning to consistently recognize characteristics of the urban context and the need to develop effective programs, interventions and services for client systems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments