2017-03-24 Social Work Competency Evaluation Rubric

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| PRESENTER NAME | | DATE |
|  | |  |
| OBSERVER NAME | OBSERVER ROLE | |
|  | Social Work Faculty Student  Advisor Liberal Arts Faculty | |

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| --- | --- | --- | --- | --- |
| Thorough | Considerable | Moderate | Limited | Inadequate |
| Confident presentation identifying concepts articulating application of learning. | Timid, but autonomous presentation of concepts and application of learning. | Presentation of concepts and application of learning with prompting. | Requires leading and outlining in order to articulate  Concepts and application of learning. | Knowledge, value, and skills are expressed in unsupported contradiction to social work ethics. |

For each criterion in the rubric, check the box that best describes your assessment of the student.

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|  |  | Thorough | Considerable | Moderate | Limited | Inadequate |
| 1 | Demonstrate Ethical and Professional Behavior |  |  |  |  |  |
| a | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; | 4 | 3 | 2 | 1 | 0 |
| b | Use reflection and self-regulations to manage personal values and maintain professionalism in practice situations. | 4 | 3 | 2 | 1 | 0 |
| c | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | 4 | 3 | 2 | 1 | 0 |
| d | Use technology ethically and appropriately to facilitate practice outcomes | 4 | 3 | 2 | 1 | 0 |
| e | Use supervision and consultation to guide professional judgement and behavior | 4 | 3 | 2 | 1 | 0 |
| 2 | Engage Diversity and Difference in Practice |  |  |  |  |  |
| a | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo and macro level | 4 | 3 | 2 | 1 | 0 |
| b | Present themselves as learners and engage clients and constituencies as experts of their own experiences | 4 | 3 | 2 | 1 | 0 |
| c | Apply self-awareness and self- regulation to manage the in the influence of personal biases and values in working with diverse client’s constituencies | 4 | 3 | 2 | 1 | 0 |
| 3 | Advance Human Rights and Social, Economic and Environmental Justice |  |  |  |  |  |
| a | Apply their understanding of social and economic, and environmental justice to advocate for human rights at the individual and systems levels | 4 | 3 | 2 | 1 | 0 |
| b | Engage in practices that advance social, economic, and environmental justice | 4 | 3 | 2 | 1 | 0 |
| 4 | Engage in Practice-Informed Research and Research-Informed Practice |  |  |  |  |  |
| a | Use practice experiences and theory to inform scientific inquiry and research | 4 | 3 | 2 | 1 | 0 |
| b | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 4 | 3 | 2 | 1 | 0 |
| c | Use and translate research evidence to inform and improve practice, policy and service delivery | 4 | 3 | 2 | 1 | 0 |
| 5 | Engage in Policy Practice |  |  |  |  |  |
| a | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | 4 | 3 | 2 | 1 | 0 |
| b | Assess how social welfare and economic policies impact the delivery of and access to social services | 4 | 3 | 2 | 1 | 0 |
| c | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | 4 | 3 | 2 | 1 | 0 |
| 6 | Engage with Individuals, Families, Groups, Organization, and Communities | |  |  |  |  |
| a | Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| b | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| 7 | Assess Individuals, Families, Groups, Organizations, and Communities | |  |  |  |  |
| a | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| b | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| c | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| d | Select appropriate intervention strategies base on the assessment, research knowledge, and values and preferences of clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities | | | |  |  |
| a | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| b | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| c | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 4 | 3 | 2 | 1 | 0 |
| d | Negotiate, mediate, and advocate with and on behalf of clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| e | Facilitate effective transitions and endings that advance mutually agreed-on goals | 4 | 3 | 2 | 1 | 0 |
| 9 | Evaluate practice with Individuals, Families, Groups, Organizations, and Communities | | | | | |
| a | Select and use appropriate methods for evaluations of outcomes | 4 | 3 | 2 | 1 | 0 |
| b | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | 4 | 3 | 2 | 1 | 0 |
| c | Critically analyze, monitor, and evaluate intervention process and outcomes | 4 | 3 | 2 | 1 | 0 |
| d | Apply evaluation findings improve practice effectiveness at the micro, mezzo and macro levels | 4 | 3 | 2 | 1 | 0 |