

COMPETENCY RATING SCALE FOR FOUNDATION MSW FIELD EDUCATION

1. Engagement with Individual, Families, Groups, Organizations, and Communities: Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.

a.	<input type="radio"/> Avoids contact or establishes contact in an uninviting manner	<input type="radio"/> Initiates contact with others in a reasonable and inviting manner	<input type="radio"/> Initiates contact with others in a nuanced, creative manner	<input type="radio"/> Unable to assess
b.	<input type="radio"/> Unable to introduce self, role and goals clearly	<input type="radio"/> Introduces self, role and goals	<input type="radio"/> Clearly and concisely introduces self, role and goals	<input type="radio"/> Unable to assess
c.	<input type="radio"/> Unable to alter approach for different individuals and/or contexts; does not demonstrate cultural humility	<input type="radio"/> Recognizes the importance of difference and can often adjust approach for different individuals and/or contexts	<input type="radio"/> Quickly adjusts approach to fit a wide range of diverse people and contexts, balancing humility and confidence	<input type="radio"/> Unable to assess
d.	<input type="radio"/> Unsuccessful at forming effective working relationships on many occasions	<input type="radio"/> Usually forms an effective working relationship	<input type="radio"/> Almost always forms highly effective working relationships	<input type="radio"/> Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *engagement*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

2. Consultation, Coordination, and Collaboration: Obtains information from a variety of collaterals, stakeholders, and/or other environmental sources, both formal and informal, and integrates into a coordinated service and/or project plan.

a.	○ Fails to obtain information provided by a variety of collaterals, stakeholders, and/or sources	○ Obtains general information from most collaterals, stakeholders, and sources	○ Obtains the most relevant information from all key collaterals and/or sources	○ Unable to assess
b.	○ Does not integrate information	○ Integrates most of the information received	○ Integrates the information in a complete, nuanced way	○ Unable to assess
c.	○ Does not provide effective input into service or project plan	○ Occasionally provides some helpful information to collaborators, coordinates, and/or advocates	○ Provides instrumental information to other collaborators in a persuasive way	○ Unable to assess
d.	○ Develops hostile or antagonistic relationships with some collaborators	○ Develops relationships with collaborators from different disciplines, communities, and perspectives	○ Exhibits ability to lead partnerships with a wide range of collaborators from different disciplines, communities, and perspectives	○ Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *consultation, coordination, and collaboration*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

3. Assessment of Individuals, Families, Groups, Organizations, and Communities: Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

a.	o Unable to collect essential information	o Collects most of the relevant information	o Consistently collects the most relevant information	o Unable to assess
b.	o Overlooks biological, developmental, psychological, social, cultural, community, and/or spiritual factors	o Considers factors on multiple levels including biological, developmental, psychological, social, cultural, community, and spiritual factors	o Selects the most critical factors on biological, developmental, psychological, social, cultural, community, and spiritual levels	o Unable to assess
c.	o Ignores or undervalues the client system's experience of diversity including poverty, oppression, and discrimination	o Considers some diversity factors including poverty, oppression, and discrimination	o Thoughtfully considers the most relevant diversity factors including subtle factors like micro-aggression	o Unable to assess
d.	o Unable to balance strengths and needs	o Balances appraisal of strengths and needs in most instances	o Consistently balances strengths and needs	o Unable to assess
e.	o Fails to organize and analyze information	o Organizes and analyzes information sufficiently	o Efficiently organizes, analyzes, and condenses information	o Unable to assess
f.	o Draws spurious or inaccurate conclusions	o Draws conclusions that are mostly well-founded and well-supported	o Draws accurate conclusions and applies understanding in a creative manner	o Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

4. Intervention Planning: Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.

a.	○ Fails to establish goals that are relevant to the client system or systems; may impose personal or majority values	○ Identifies goals that match the values, interests, and needs of clients, stakeholders, and/or other sources	○ Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources	○ Unable to assess
b.	○ Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	○ Identifies goals that are mostly specific, measurable, and /or achievable	○ Consistently selects goals that are specific, measurable, and achievable	○ Unable to assess
c.	○ Does not understand and/or is uninterested in identifying intervention approaches supported by available evidence	○ Considers some available evidence to guide approach including practice wisdom and research	○ Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan	○ Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *intervention planning*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

5. Intervention Implementation and Evaluation: Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).

a.	o Unable or unwilling to execute activities that support goal acquisition and fit the context	o Selects activities, techniques, and/or intervention methods that generally support goal acquisition and fit the context	o Selects the best available and most relevant activities, techniques, and methods	o Unable to assess
b.	o Over-relies on resource-related strategies or psychologically-oriented strategies; unable to balance approaches	o Generally able to provide resource and psychological supports to meet client system needs	o Demonstrates superior ability to blend resource and psychological approaches to meet client system needs	o Unable to assess
c.	o Intervention approach is not prioritized or sequenced well; may be excessively rigid or lacking structure	o Mostly balances structure and flexibility when implementing; prioritizes, sequences, and paces intervention	o Sequences and guides the intervention process in a flexible, structured, expert manner	o Unable to assess
d.	o Does not gather feedback or establish or review indicators; does not modify approach	o Periodically gathers feedback from key sources, reviews basic indicators, modifies, and discusses	o Consistently elicits feedback from key sources, reviews key indicators, synthesizes, modifies, and communicates	o Unable to assess
e.	o Demonstrates impatience and/or lack of persistence	o Usually demonstrates patience and persistence with the intervention process	o Consistently demonstrates high levels of patience and persistence	o Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *implementation and evaluation*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

6. Systemic Intervention: Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts that shape the delivery of social work services to vulnerable populations.

a.	o Lacks interest in how systems work and sees role in individual terms only	o Appears aware of and interested in how systems work	o Demonstrates a high degree of knowledge about and passion for how systems work	o Unable to assess
b.	o Does not recognize social trends or technological advances	o Recognizes emerging social trends and technological advances	o Forecasts future social trends and technological advances	o Unable to assess
c.	o Does not assess assets and barriers related to systems change	o Utilizes available assets and supports and identifies barriers to system change	o Creatively capitalizes on system assets and overcomes obstacles to change	o Unable to assess
d.	o Does not engage with others about policy and systems change	o Participates in discussions about how systems or policies could change	o Makes significant contributions to changing systems and policies through collaboration with others	o Unable to assess
e.	o Does not participate in advocacy efforts to promote social and economic justice	o Participates in advocacy efforts to promote social and economic justice	o Initiates or leads efforts to promote social and economic justice	o

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *systemic intervention*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

7. Evaluation of Systemic Efforts and/or Interventions: Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.

a.	o Lacks interest in collecting or analyzing data or information related to program or community-level effectiveness	o Is aware of and/or interested in collecting or analyzing data or information related to program or community-level effectiveness	o Demonstrates a high degree of passion for collecting and analyzing data or information related to program or community-level outcomes	o Unable to assess
b.	o Evaluates work only in individual terms, often using weak or unreliable sources	o Accurately and critically appraises data from a few key sources	o Seeks, appraises, and applies knowledge and practice wisdom from a wide variety of sources	o Unable to assess
c.	o Cannot identify theoretical or conceptual framework(s)	o Identifies and uses a few relevant theoretical or conceptual frameworks	o Actively seeks out and utilizes the best available knowledge from multiple disciplines	o Unable to assess
d.	o Unable to identify or discuss how agency could improve or modify approach	o Considers and recommends how agency could improve or modify approach	o Works with a variety of partners and stakeholders to actively modify agency's approach and improve outcome attainment	o Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *evaluation of systemic efforts*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

8. Planning for Completion or Transition: Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.

a.	<ul style="list-style-type: none"> Lacks sufficient capacity to plan, prioritize, organize, manage time, and/or meet deadlines 	<ul style="list-style-type: none"> Generally plans, prioritizes, manages time, organizes self; meets most deadlines 	<ul style="list-style-type: none"> Demonstrates exceptional planning, prioritization, time management, and organization skills; always completes work in advance or on time 	<ul style="list-style-type: none">
b.	<ul style="list-style-type: none"> Avoids thinking about or planning for transitions 	<ul style="list-style-type: none"> Thinks about and plans for endings in advance, anticipates most needs 	<ul style="list-style-type: none"> Thoroughly plans for endings and transitions from the beginning, anticipating and meeting all needs 	<ul style="list-style-type: none"> Unable to assess
c.	<ul style="list-style-type: none"> Fosters dependency when unnecessary or unhelpful 	<ul style="list-style-type: none"> Promotes appropriate level of independence and/or sustainability 	<ul style="list-style-type: none"> Actively fosters independence and/or sustainability 	<ul style="list-style-type: none"> Unable to assess
d.	<ul style="list-style-type: none"> Client or administrative project needs go unmet because of failure to communicate 	<ul style="list-style-type: none"> Communicates sufficiently to most affected parties during transitions 	<ul style="list-style-type: none"> Makes certain client or administrative project needs are well-communicated 	<ul style="list-style-type: none"> Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *planning for completion or transition*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

9. Written and Verbal Communication Skills: Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.

a.	<ul style="list-style-type: none"> o Verbal communication is late, absent, disorganized, incomplete, aggressive, or delivered ineffectively 	<ul style="list-style-type: none"> o Verbal communication is mostly timely, organized, complete, assertive, and effective 	<ul style="list-style-type: none"> o Verbal communication skillfully presents information in a complete, organized, concise, and persuasive manner 	<ul style="list-style-type: none"> o Unable to assess
b.	<ul style="list-style-type: none"> o Written work is not completed to standard and requires excessive amounts of time and multiple revisions 	<ul style="list-style-type: none"> o Completes written work in a reasonably efficient and complete manner 	<ul style="list-style-type: none"> o Written work is exceptional in its quality, clarity, comprehensiveness, brevity, and timeliness 	<ul style="list-style-type: none"> o Unable to assess
c.	<ul style="list-style-type: none"> o Fails to respond to email or phone calls 	<ul style="list-style-type: none"> o Responds to communication from others in a timely manner 	<ul style="list-style-type: none"> o Consistently responds to communication from others in a timely and complete manner 	<ul style="list-style-type: none"> o Unable to assess
d.	<ul style="list-style-type: none"> o Electronic communication lacks judgment or respect for client system privacy 	<ul style="list-style-type: none"> o Utilizes electronic sources of communication appropriately with respect to client system and agency context 	<ul style="list-style-type: none"> o Utilizes electronic sources of communication in an efficient, thoughtful, and ethical way to promote coordinated work 	<ul style="list-style-type: none"> o Unable to assess
e.	<ul style="list-style-type: none"> o Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and/or cultural proficiency 	<ul style="list-style-type: none"> o Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts 	<ul style="list-style-type: none"> o Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness 	<ul style="list-style-type: none"> o Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *communication*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

10. Professional Ethics: Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.

a.	○ Fails to understand, adopt, and/or abide by key ethical values and principles	○ Understands, adopts, and/or abides by key ethical values and principles	○ Seamlessly integrates ethical values and principles into daily practice	○ Unable to assess
b.	○ Fails to recognize or manage personal values or biases	○ Able to recognize most ethical dilemmas, review standards, and initiate consultation	○ Provides others with consultation and training on key ethical values and principles	○ Unable to assess
c.	○ Unable to tolerate ambiguity and/or to engage in appropriate resolution strategies	○ Able to tolerate ambiguity and discomfort so as to explore sensitive topics during instructional and consultation processes	○ Accepts ambiguity and fully engages in consultative conversations about highly sensitive matters	○ Unable to assess
d.	○ Unable to identify or discuss diversity and social justice factors including oppression, privilege, power, and discrimination	○ Identifies and discusses relevant diversity and social justice factors including oppression, privilege, power, and discrimination	○ Highly aware of and initiates conversations about relevant diversity and social justice factors in a sophisticated manner	○ Unable to assess
e.	○ Makes decisions that are reflexive, secretive, and/or unethical	○ Able to openly weigh, consider, and balance competing needs and arrive at a principled decision	○ Consistently resolves complex dilemmas through a reasoned, principled, and interactive process	○ Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *ethics*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

11. Professional Conduct: Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

a.	○ Poor attendance, punctuality, and preparation for tasks	○ Meets standards of attendance, punctuality, and preparation for tasks for agency context	○ Seen by others as a role model for attendance, punctuality, and task preparation	○ Unable to assess
b.	○ Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	○ Manages emotions, communication, behavior, and boundaries well in most situations	○ Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	○ Unable to assess
c.	○ Unable to maintain constructive collegial relations	○ Able to maintain constructive interpersonal relations in most instances	○ Handles conflicts in a skillful, diplomatic, professional manner	○ Unable to assess
d.	○ Demonstrates professional behavior, appearance, or communication that is inappropriate to context	○ Meets standards of professional behavior, appearance, and communication for agency context	○ Seen by others as a role model of professional behavior, appearance, and communication	○ Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional conduct*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

12. Professional Growth and Development: Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

a.	o Approaches learning in an overly anxious or overly confident manner	o Demonstrates an appropriate level of initiative and independence	o Challenges self with diverse assignments that are within reach	o Unable to assess
b.	o Unprepared for the instructional hour; participates passively	o Prepares for the instructional hour most of the time; actively participates	o Prepares thoughtful questions for the instruction; links conceptual and practical aspects of social work	o Unable to assess
c.	o Fails to sufficiently review own work; lacks insight	o Able to reflect on thoughts, feelings, values, strengths, and challenges related to performance	o Consistently demonstrates rigorous self-reflection and high levels of accurate insight	o Unable to assess
d.	o Appears personally wounded by feedback and responds defensively or with helplessness	o Receptive to suggestions and accepts constructive feedback when offered	o Consistently invites feedback from others and demonstrates high levels of emotional maturity and responsiveness	o Unable to assess
e.	o Unwilling or unable to correct performance at expected rate	o Demonstrates observable improvements at expected rate	o Consistently integrates feedback and improves performance at a faster than expected rate	o Unable to assess
f.	o Strives only to meet the minimum standards	o As mastery advances, seeks out additional learning activities	o Often inspires or facilitates learning in others	o Unable to assess

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *professional development*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mastery	

Berkeley Social Welfare
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