

Widener University – Center for Social Work Education

ASSESSMENT RUBRIC FOR BSW FIELD INSTRUCTOR EVALUATION

| EPAS 2008 Accreditation Standards – Core Competencies | Practice Behaviors | <u>Greatly Below Expectations</u> | <u>Below Expectations</u> | <u>Meets Expectations</u> | <u>Exceeds Expectations</u> | <u>Greatly Exceeds Expectations</u> |
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| Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly | 1.1 Advocate for client access to the services of social work; | 1 No discussion or apparent awareness of client advocacy | 2 Discusses need for client advocacy in supervision but has taken no action | 3 Discusses in supervision a plan for client advocacy but no action taken | 4 Student has planned action for client advocacy and executed plan | 5 Student advocates for client access to services on a consistent basis |
| | 1.2 Practice personal reflection and self-correction to assure continual professional development; | 1 Demonstrates a resistance to personal reflection and self-correction in supervision. Does not use personal reflection and self – correction to enhance practice | 2 Personal reflection and self-correction not initiated unless prompted by others (e.g., field instructor, professor, etc.). | 3 Has demonstrated personal reflection and self-correction occasionally in supervision | 4 Student weekly demonstrates (in supervision) the ability to be self-reflective and to take the necessary steps for continued professional development. | 5 Consistently comes to supervision prepared with evidence of on-going personal reflection and self-correcting behavior |
| | 1.3 Attend to professional roles and boundaries | 1 Student seems unaware of professional role (broker, counselor, advocate, and appropriate boundaries, etc.) as well as the role and function of the agency. | 2 When called to his/her attention, the student can identify possible role/boundary and appropriate boundary issues but skill in this area suggests limited ability to transfer to a new situation. | 3 Student recognizes different role and boundary issues (e.g., when to act as a broker rather than as a counselor), although on occasion there has been role confusion and/or understanding of agency’s role seems limited. | 4 Student evidences the knowledge and skill to identify role/boundary issues and to act appropriately in varying situations. | 5 Student demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them professionally. Works within role and function of agency, demonstrating good use of community resources. |

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| Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly Cont. | 1.4 Demonstrate professional demeanor in behavior. | <p style="text-align: center;">1</p> <p>Student frequently does not maintain a calm and objective demeanor and/or time management skills interfere with the work of the agency. Student punctuality and overall dependability is inconsistent. Student has been advised of the need for corrective action.</p> | <p style="text-align: center;">2</p> <p>Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor (according to agency and professional standards).</p> | <p style="text-align: center;">3</p> <p>Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with agency expectations and professional standards.</p> | <p style="text-align: center;">4</p> <p>Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior is consistent with agency expectations and professional standards</p> | <p style="text-align: center;">5</p> <p>Exhibits calm and objectivity even under stressful situations. Always punctual and dependable, consistent with agency expectations and professional standards. Time management skills are exemplary.</p> |
| | 1.5 Demonstrate professional demeanor in appearance; | <p style="text-align: center;">1</p> <p>Student frequently does not maintain a professional appearance and has been advised of the need for corrective action.</p> | <p style="text-align: center;">2</p> <p>Student is inconsistent with regard to appearance being, at times, not in accord with agency and professional standards. This issue has been discussed in supervision.</p> | <p style="text-align: center;">3</p> <p>Appearance is typically in accord with agency expectations and professional standards, including clothing as well as accessories.</p> | <p style="text-align: center;">4</p> <p>Appearance is consistent with agency expectations and professional standards.</p> | <p style="text-align: center;">5</p> <p>Appearance (including clothing and accessories) is always consistent with agency expectations and professional standards.</p> |

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| | 1.6 Demonstrate professional demeanor in communication; | 1 Student frequently does not maintain a professional level of communication (e.g., uses slang, has disregard for titles, uses value-laden language, has poorly written case notes, etc.) Student has been advised of the need for corrective action. | 2 Student is inconsistent with regard to professional oral and written communication (according to agency and professional standards). For example, case notes have errors, value judgments have been discussed in supervision, etc. | 3 Communication is typically in accord with agency expectations and professional standards. There is an on-going need to develop written and oral communication, but improvement is evident. | 4 Communication is consistent with agency expectations and professional standards. Both oral and written communication is generally clear, concise, accurate, and respectful of others. | 5 Communication is always consistent with agency expectations and professional standards. Skill in this area is beyond that typically evident in a baccalaureate level intern. |
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| Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly Cont. | 1.7 Value a commitment in career-long learning; and | 1 Student does not demonstrate an interest in lifelong learning and/or has shown no initiative to engage in learning beyond what is minimally necessary (e.g., does not seek out or attend trainings, research information pertinent to clients and agency, etc.). | 2 Inconsistently attends those learning experiences that are required by the agency or strongly suggested by the field instructor. | 3 Attends those learning experiences that are required by agency or strongly suggested by the field instructor. | 4 Actively explores opportunities for career-long learning and demonstrates a strong, clear sense of personal responsibility for career-long learning. | 5 Takes every opportunity to expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues. |

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| <p>Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p>Cont.</p> | <p>1.8 Use supervision and consultation.</p> | <p>1</p> <p>Doesn't appear to utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seeming pre-occupied, and/or has poor follow-through)</p> | <p>2</p> <p>Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.</p> | <p>3</p> <p>Consistently prepared for supervision and sometimes evidences good follow-through on feedback.</p> | <p>4</p> <p>Consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through</p> | <p>5</p> <p>Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through</p> |
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| <p>Competency EP2.1.2 Apply social work ethical principles to guide professional practice.</p> | <p>2.1 Recognize and manage personal values in a way that allows professional values to guide practice;</p> | <p>1</p> <p>Allows personal values to interfere with practice (e.g., restricting services or options to clients due to personal values, not advocating in support of legislation beneficial to clients due to personal prejudices). Appears unaware of the values of the profession.</p> | <p>2</p> <p>Recognizes possible conflicts in personal and professional values but has not shown sufficient skill in either identifying conflicts in values or actively working to manage them. Passive compliance. Appears to have a limited knowledge of professional values and/knows the values but finds application difficult.</p> | <p>3</p> <p>Once personal/professional value conflicts have been identified, student appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.</p> | <p>4</p> <p>Initiates efforts to identify conflicts in personal and professional values before openly exploring in supervision ways of managing conflicts.</p> | <p>5</p> <p>Readily identifies personal/professional value conflicts and is frequently able to plan effective ways to manage them.</p> |

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| Competency EP2.1.2 Apply social work ethical principles to guide professional practice. | 2.2 Make ethical decisions by applying standards of the NASW Code of Ethics. ² | 1 Decisions seem to be unrelated to the ethical standards set forth by the profession. Student appears to have limited knowledge of the Code of Ethics and/or how the Code relates to practice. | 2 Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge | 3 Student has demonstrated a working knowledge of the NASW Code of Ethics and has, applied them in formulating a plan for client work | 4 Student has demonstrated, through consistent reference to the Code of Ethics, an understanding and appreciation for the values of the profession. The student typically refers to the values and ethics of the profession in formulating decisions. | 5 The student appears to have internalized the values and ethics of the profession so well that all decisions can be directly traced to one or more core values and/or ethical principles. |
| | 2.3 Tolerate ambiguity in resolving ethical conflicts; and, | 1 Student appears uncomfortable not having one clear, direct answer to each ethical dilemma. Fails to embrace the opportunities for professional growth presented by encountering ethical dilemmas. Stymied when confronted by ethical dilemmas. | 2 Student is aware of ethical dilemmas and able to discuss them but often finds ambiguity stressful, which negatively impacts the helping process. | 3 Student can readily identify ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives. | 4 Student can engage in dialogue relative to ethical conflicts, appreciating existing ambiguities, without resulting in undue stress on their practice. | 5 Student not only recognizes ethical conflicts but often frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development. |

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| | 2.4 Apply strategies of ethical reasoning to arrive at principled decisions | 1 Student does not evidence sufficient knowledge of strategies of ethical reasoning in the practice setting Student is unable to differentiate various approaches to reaching principled, ethical decisions. | 2 Student appears to have general knowledge of strategies of ethical reasoning but is limited in applying them to make principled decisions in the practice setting. | 3 Student is able to discuss strategies of ethical reasoning and apply them in routine practice situations. | 4 Student appears to have a command of strategies of ethical reasoning and can consistently apply them, even in more challenging practice situations. | 5 Student often takes a leadership role in initiating discussion of, and applying, strategies of ethical reasoning in all areas of practice. |
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| Competency EP2.1.3 Apply critical thinking to inform & communicate professional judgments. | 3.1 Synthesize multiple sources of knowledge, including research-based knowledge, and practice wisdom; | 1 Student is unaware of various sources of knowledge on which they can draw and/or cannot effectively integrate learning from multiple sources into professional practice. | 2 While the student seems to have a general understanding of multiple sources of knowledge, s/he has difficulty applying it to improve practice. | 3 The student has been able on occasion to demonstrate the ability to draw upon various knowledge bases, with consideration given to their relative value. | 4 Student consistently applies knowledge from various sources differentially, dependent on the client system and the weight of evidence to support each perspective. | 5 Student readily integrates knowledge from various sources after carefully appraising each. Student initiates opportunities to enhance practice by investigating additional sources of knowledge appropriate for various client population. |
| | 3.2 Analyze different models of assessment, prevention, | 1 Student has not demonstrated an | 2 Student has demonstrated | 3 Student has demonstrated the ability | 4 Student routinely analyzes various | 5 Student is well informed about various |

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| | intervention, and evaluation; | awareness of models of assessment, prevention, intervention and evaluation and is unable to apply them in the practice setting | limited ability to analyze models of assessment, prevention, intervention and evaluation and to apply them in a well planned practice approach. | to analyze models on several occasions but has not routinely used results to inform judgments. | models and accurately applies them to the practice setting. | models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area. |
| Competency EP2.1.3 Apply critical thinking to inform & communicate professional judgments. Cont. | 3.3 Demonstrate effective oral communication consistent with professional social work standards | <p style="text-align: center;">1</p> <p>Student is not able to articulate clearly and use appropriate language. Communication is not consistent with professional standards.</p> | <p style="text-align: center;">2</p> <p>Student has limited oral ability to communicate clearly even with support.</p> | <p style="text-align: center;">3</p> <p>Student’s oral communication is clean and meets professional standards.</p> | <p style="text-align: center;">4</p> <p>Oral communication is clear, concise, cogent and always timely.</p> | <p style="text-align: center;">5</p> <p>Oral communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.)</p> |
| | 3.4 Demonstrate effective written communication consistent with professional social work standards | <p style="text-align: center;">1</p> <p>Written communication is not consistent with professional standards. Communication is not accurate and contains grammatical and/or typographical errors and/or deadlines are not met.</p> | <p style="text-align: center;">2</p> <p>Student has limited ability to write clearly and in a professional manner.</p> | <p style="text-align: center;">3</p> <p>Written communication is clear and professional.</p> | <p style="text-align: center;">4</p> <p>Written communication is clear, concise, cogent and professionally appropriate.</p> | <p style="text-align: center;">5</p> <p>Written communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.) and of the highest quality.</p> |

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| Competency EP2.1.4 Engage diversity and difference in practice. | 4.1 Treat clients with dignity and respect | 1 Student does not respect the inherent dignity and worth of the individual. | 2 When called to his/her attention, the student at times demonstrates respect for clients. | 3 Student has demonstrated the ability to treat clients with dignity and respect. | 4 Even under stressful situations student consistently demonstrates the ability to treat clients with dignity and respect. | 5 Student consistently demonstrates the ability to treat all clients with dignity and respect, mindful of individual differences and diverse backgrounds. |
| | 4.2 Practice in a way that demonstrates the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power; | 1 Student has evidenced little or no ability to understand possible links between culture, power and privilege. | 2 Student can identify oppressed populations, marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege in practice. | 3 Student has demonstrated the ability to identify several specific cultural values/structures that have served to enhance or reduce power/privilege for a client population in her/his practice. | 4 Student demonstrates a good working knowledge of differences in cultural values/structures and has used that knowledge to engage clients in practice. Consideration of power/privilege is consistent in that engagement. | 5 Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to enhance service delivery. |
| | 4.3 Articulate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; | 1 Student seems reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse client populations. | 2 Student seems to be aware of personal biases and values but has had difficulty in supervision addressing how they will be managed in the practice setting. | 3 Student's awareness of personal biases and values is consistent. Student demonstrates in supervision an ability to discuss openly ways to work on eliminating their influence on practice. | 4 Student comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in | 5 Student is able to anticipate how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client. |

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| Competency EP2.1.4 Engage diversity and difference in practice. Cont. | 4.4 Articulate his/her understanding of the importance of difference in shaping life experiences; and, | 1 Student appears to have little understanding of the impact of difference in shaping life experiences. Student seldom, if ever, references client differences in designing or implementing plans or evaluations. | 2 Student seems to appreciate how difference may shape life experiences but seldom integrates that appreciation into their plans for work with clients. | 3 Student has demonstrated an ability to understand how client differences have impacted life experiences. Student is able to provide concrete examples. | 4 Student consistently demonstrates an understanding of how client differences shape life experiences and has routinely been able to discuss several ways in which this is evident in his/her clients. | 5 Student understands very well the importance of difference in shaping the human experience that s/he actively investigates resources useful in selecting assessment, intervention and evaluation strategies that are most appropriate for the client. |
| | 4.5 View him/herself as learner and engages those with whom he/she works as informants. | 1 Student uses few, if any, opportunities to learn from others (colleagues, clients and/or other professionals.) | 2 Student is open to learning what is provided but seldom, if ever, shows initiative in seeking out learning opportunities (e.g., student may attend a recommended training but has not | 3 Student is open to participating in recommended trainings or other learning activities and has, on occasion sought information from colleagues, clients, or other professionals to enhance his/her practice. | 4 Student routinely engages in activities and discussions with informants at the agency (clients, workers, supervisors) to learn more about the client populations served, thereby enhancing | 5 Student consistently engages all appropriate resources at the agency (clients, workers and supervisors) as informants and has demonstrated how information gleaned from others has shaped his/her practice with |

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| | | | sought out learning opportunities to enhance his/her work with clients). | | practice. | clients. |
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| Competency EP2.1.5 Advance human rights and social and economic justice. | 5.1 Identify the forms and mechanisms of oppression and discrimination; | 1 Student appears to have little or no knowledge of the forms and mechanisms of oppression and discrimination that may have impacted clients. | 2 Student appears to identify the forms and mechanisms of oppression and discrimination but has had only limited success in demonstrating how it has impacted clients served by the agency. | 3 Student evidences an identification of the forms and mechanisms of oppression and discrimination and has clearly articulated how clients served have been negatively impacted. | 4 Student has evidenced the ability to consistently apply his/her identification of the forms and mechanisms of oppression and discrimination through an empowerment based approach to working with clients. | 5 Student has evidenced the ability to use his/her understanding of the form and mechanisms of oppression and discrimination to help mobilize others at the agency (clients, co-workers, supervisors) to take some action to advance human rights and social and economic justice. |
| | 5.2 Advocate for human rights and social and economic justice; and | 1 Student has not demonstrated the ability and/or desire to advocate for human rights and social and economic justice. | 2 Student has demonstrated an openness to advocating for human rights and social and economic justice but has not taken the initiative | 3 Student has participated in an activity advocating for human rights and social and economic justice although the student did not initiate or plan the activity. | 4 Student has consistently taken advantage of opportunities to advocate for human rights and social and economic justice. | 5 Student has consistently taken advantage of opportunities to advocate for human rights and social and economic justice and has engaged others |

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| | | | to participate fully in a planned activity. | | | (clients, co-workers and supervisors) to also participate in these activities. |
| Competency EP2.1.5 Advance human rights and social and economic justice. | 5.3 Engage in practices that advance social and economic justice | 1 Student has not engaged in practices that advance social and economic justice. | 2 Student has engaged in practices that advance social and economic justice, participating when called upon. | 3 Student has engaged in activities to advance social and economic justice. | 4 Student has engaged in practices that advance social and economic justice and encouraged others to do so. | 5 Student initiated activities with the goal of advancing social and economic justice, serving as a leader (planner and organizer) for the activity. |
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| Competency EP2.1.6 Engage in research-informed practice and practice-informed research. | 6.1 Apply practice experiences to inform scientific inquiry; and | 1 Student has been unable to demonstrate how practice experience has informed their scientific inquiry. | 2 Student has been able to discuss practice experience as a source of knowledge useful in planning scientific inquiry. | 3 Student has been able to present examples of ways in which practice experience would shape scientific inquiry (e.g., in formulating a research plan, constructing a survey). | 4 Student consistently provides examples of how practice experience would be used by him/her to inform scientific inquiry. | 5 Student has demonstrated the ability to fully integrate into a research proposal considerations gleaned from their practice experience (e.g., cross-cultural considerations, best practices with specific client populations, etc.) |

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| <p>Competency EP2.1.6 Engage in research-informed practice and practice-informed research.</p> | <p>6.2 Demonstrate skill in using research findings to improve practice</p> | <p style="text-align: center;">1</p> <p>Student has been unable to demonstrate how evidence gleaned from research could be useful in shaping their work with clients (e.g., findings from research suggesting best practice intervention).</p> | <p style="text-align: center;">2</p> <p>Student has been able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating such information into his/her work.</p> | <p style="text-align: center;">3</p> <p>On occasion student has been able to successfully demonstrate the ability to use research evidence to inform practice (e.g., in selecting a best-practice assessment instrument or intervention).</p> | <p style="text-align: center;">4</p> <p>Student has demonstrated the ability to integrate into their practice plan information gleaned from research.</p> | <p style="text-align: center;">5</p> <p>The student understands very well the relationship between research and practice that s/he frequently initiates discussions and activities with supervisor and colleagues to better incorporate research evidence into agency practice.</p> |
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| <p>Competency EP2.1.7 Apply knowledge of human behavior and the social environment.</p> | <p>7.1 Utilize conceptual frameworks to guide the process of assessment.</p> | <p style="text-align: center;">1</p> <p>Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide practice. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients.</p> | <p style="text-align: center;">2</p> <p>Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate assessment, is limited (e.g., student fails to consider stages of human development in developing an intake assessment).</p> | <p style="text-align: center;">3</p> <p>Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways</p> | <p style="text-align: center;">4</p> <p>Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing assessments.</p> | <p style="text-align: center;">5</p> <p>Student consistently integrates into the design and implementation of his/her assessment plan, with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).</p> |

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| <p>Competency EP2.1.7 Apply knowledge of human behavior and the social environment.</p> <p>Cont.</p> | <p>7.2 Utilize conceptual frameworks to guide the process of intervention.</p> | <p>1</p> <p>Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide intervention. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients</p> | <p>2</p> <p>Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate intervention, is limited (e.g., student fails to consider stages of human development in developing an intervention</p> | <p>3</p> <p>Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways (e.g. in selecting an intervention appropriate for a teenage girl.)</p> | <p>4</p> <p>Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing interventions.</p> | <p>5</p> <p>Student consistently integrates into the design and implementation of his/her intervention plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).</p> |
| | <p>7.3 Utilize conceptual frameworks to guide the process of evaluation.</p> | <p>1</p> <p>Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide evaluation. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients</p> | <p>2</p> <p>Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate evaluation, is limited (e.g., student fails to consider stages of human development in the evaluation process.</p> | <p>3</p> <p>Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways</p> | <p>4</p> <p>Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing evaluation. (e.g., using asset-based community development approaches to gather information re: a community).</p> | <p>5</p> <p>Student consistently integrates into the design and implementation of his/her evaluation plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).</p> |

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| <p>Competency EP2.1.7 Apply knowledge of human behavior and the social environment.</p> <p>Cont.</p> | <p>7.4 Synthesize and apply knowledge to understand person and environment.</p> | <p style="text-align: center;">1</p> <p>Student has not provided evidence of being able to synthesize knowledge of human behavior in the social environment in his/her work with clients (e.g., fails to consider all dimensions of the human experience in making assessments).</p> | <p style="text-align: center;">2</p> <p>Student has been able to synthesize some knowledge from HBSE in working with clients but has not done so consistently or has only done so when prompted (e.g., culture not considered on a consistent basis).</p> | <p style="text-align: center;">3</p> <p>Student has been able to synthesize knowledge from HBSE, applying only what is appropriate to a given client system.</p> | <p style="text-align: center;">4</p> <p>Student routinely demonstrates the ability to accurately synthesize knowledge from HBSE and apply pertinent information in his/her work with clients.</p> | <p style="text-align: center;">5</p> <p>Student consistently and accurately synthesize knowledge from HBSE, applying valuable knowledge in all facets of his/her work with clients (e.g., assessments, interventions and evaluations)</p> |
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| <p>Competency EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> | <p>8.1 Analyze, policies that advance social well-being; and</p> | <p style="text-align: center;">1</p> <p>Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is generally not seen as part of his/her work with clients (e.g., student makes referrals for heating</p> | <p style="text-align: center;">2</p> <p>Skill in analyzing policy has been demonstrated but the student has not demonstrated skill in applying those skills within the practice setting at the agency.</p> | <p style="text-align: center;">3</p> <p>Student is able to discuss ways of using his/her knowledge of policy analysis, in this practice setting but has been unable to engage in policy practice thus far.</p> | <p style="text-align: center;">4</p> <p>Student has been able to accurately apply techniques to analyze policies and their impact on social well-being. Alternative policies that would further enhance client social well-being have also been offered by the student in</p> | <p style="text-align: center;">5</p> <p>Student has integrated into his/her practice on-going analysis of policies in terms of social well being.</p> |

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| | | assistance but does not avail him or herself of opportunities to promote policies to expand assistance). | | | supervision. | |
| Competency EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Cont. | 8.2 Advocate for policies that advance social well-being | 1 Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is generally not seen as part of his/her work with clients (e.g., student makes referrals for heating assistance but does not avail him or herself of opportunities to promote policies to expand assistance). | 2 Skill in advocating for policy change has been demonstrated but the student has not demonstrated skill in applying those skills within the practice setting at the agency. | 3 Student is able to discuss ways of using his/her knowledge of advocacy in this practice setting but has been unable to engage in policy practice thus far. | 4 Student has been able to apply techniques to advocate for policies that advance social well-being. Alternative policies that would further enhance client social well-being have also been offered by the student in supervision. | 5 Student has integrated into his/her practice on-going advocacy for policies that advance social well being. |
| | 8.3 Collaborate with colleagues and clients for effective policy action. | 1 Student has been unable to contribute to effective policy action with colleagues (e.g., if the agency was undertaking a letter-writing | 2 Student has engaged in discussions with colleagues around effective policy action. | 3 Student has worked with colleagues to effect policy change | 4 Student has worked with colleagues to effect policy change and has occasionally assumed a leadership role in that effort. | 5 Student actively seeks opportunities to engage colleagues in effective policy action and assumes a key leadership role in planning and executing supportive activities (e.g., student initiates a |

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| | | campaign, student has not been a contributor). | | | | letter writing campaign to support a bill to increase benefits to low-income citizens). |
| EPAS 2008 Accreditation Standards – Core Competencies | Practice Behaviors | <u>Greatly Below Expectations</u> | <u>Below Expectations</u> | <u>Meets Expectations</u> | <u>Exceeds Expectations</u> | <u>Greatly Exceeds Expectations</u> |
| Competency EP2.1.9 Respond to contexts that shape practice. | 9.1 Is skilled at discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and, | 1 Student does not appear to attend to, or incorporate into his/her work with clients changing realities, new trends, or other relevant information to improve services (e.g., possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments. | 2 Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into his/her practice at the agency (e.g., new information on working with clients with PTSD). | 3 Student is readily able to identify and to discuss shifting contexts and their impact on work with clients. S/he has demonstrated skill in applying new information in working with clients. | 4 Student evidences skill in acquiring, evaluating and incorporating new information, technologies and trends into his/her practice with due consideration for providing the most appropriate services. | 5 Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in acquiring and evaluating its relative value in providing quality services to clients (e.g., incorporating knowledge from classes). |
| | 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to | 1 Student has not yet worked towards promoting sustainable changes in service delivery. | 2 Student has been supportive of others at the agency working towards effecting changes in service delivery that | 3 Student has worked cooperatively with others at the agency to promote changes in service delivery and has played a significant role in | 4 Student has worked in a leadership role to develop and implement sustainable changes in service delivery. | 5 Student continually plays a leadership role in promoting sustainable changes in service delivery, engaging others in |

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| | improve the quality of social services | | can be maintained over time, but has been unable to participate in this area. | effecting those changes, although has not assumed a leadership role. | | making modifications that would qualitatively improve client services (e.g., assists in identifying ways to make the agency more user-friendly and welcoming to diverse populations) |
| EPAS 2008 Accreditation Standards – Core Competencies | Practice Behaviors | <u>Greatly Below Expectations</u> | <u>Below Expectations</u> | <u>Meets Expectations</u> | <u>Exceeds Expectations</u> | <u>Greatly Exceeds Expectations</u> |
| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | EP2.1.10(a) – Engagement 10.1 Substantively & effectively prepare for action with clients/ consumers; | 1 Student approaches his/her work with client systems without sufficient preparation and planning, as evidenced by discussions in supervision. | 2 Student has a general working knowledge of effective planning/ preparation needed for work with clients but has, at times, been unable to articulate that knowledge in developing a plan for work with a given client system. | 3 Student evidences an understanding of good planning processes but has, at times, been inadequately prepared for action with clients (e.g., failed to bring needed materials, failed to read case notes in advance, etc.) | 4 Student meets the expectation of work with clients although all preparation has been within the range of that normally required. | 5 Student is consistently well prepared, beyond what is normally required, for action with clients as evidenced by the quality of service delivery and planning discussions. |
| | 10.2 Effectively utilize empathy and other interpersonal skills with clients/ consumers; | 1 Student has not been able to approach his/her work with clients with empathy and | 2 Student has been able to make a human connection with clients but has had difficulty in | 3 Student generally engages well with clients, evidencing good interpersonal skills, but has not been consistent | 4 Student has effectively used empathy and other interpersonal skills (e.g., attending skills, | 5 Student’s high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, |

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| | | interpersonal skills. Student may, for example, mistake sympathy for empathy. | some areas, or with specific client populations. | across groups or situations (e.g., engages readily with children but appears intimidated by some adults) | reflective listening, etc.) on a consistent basis to engage clients in the helping process. | confrontation, etc.) has been a key determinant of the student's success in working with clients. |
| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Cont. | 10.3 Develop mutually agreed-upon focus of work & desired outcomes with clients/ consumers. | 1 Student appears to have limited skill in being able to identify, with the client, a plan for work (e.g., discussions lose focus, client is able to deter worker from the task, or student appears to independently determine focus of work and planned outcomes). | 2 Student has been able, in supervision, to discuss an approach to developing a mutually agreeable plan for work with the client system but has not carried out such a plan with a client system. | 3 While the student appears to be focused on developing a plan for work with the client system, an actual focus of work and desired outcomes are seldom identified in a timely manner with the client system | 4 The focus of work and desired outcomes are completed in a timely manner but appear to lack sufficient client input, reflecting limited client system engagement. | 5 The student has demonstrated skill in developing a mutually agreed-upon focus of work and desired outcomes that are relevant, culturally sensitive, timely, and supportive of attempts to engage the client system in the helping process. |
| | EP2.1.10(b) – Assessment 10.4 Demonstrate ability to collect, organize, and interpret client/consumer data; | 1 Student appears to have limited skill in gathering necessary client data, organizing information and interpreting client data. Assessments do not meet agency or professional standards as demonstrated through case notes or DAPs. | 2 Student has, in supervision, discussed data collection, organization and interpretation, but has been unsuccessful in demonstrating this skill on a consistent basis with client systems. Data have been inaccurate and/or incomplete. | 3 The student has demonstrated skill in gathering and organizing data, although the accuracy of interpretations has been inconsistent at times, requiring follow-up discussion in supervision. | 4 The student has demonstrated, the ability to gather, organize and accurately interpret client data | 5 The student has demonstrated skill in developing, gathering, organizing, and interpreting client data; |

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| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Cont. | 10.5 Assess client/consumer strengths and limitations; | 1 Student seems unable to assess client strengths/limitations, resulting in inaccurate or inappropriate assessments as demonstrated through case notes or DAPs. | 2 Student has discussed attempts to assess client strengths and limitations in supervision but assessments are not generally reflective of client strengths and/or not completed in a timely manner. | 3 The student has demonstrated skill in assessing client strengths/limitations but has been inconsistent at times, requiring follow-up discussion in supervision. | 4 The student has demonstrated skill in accurately assessing client strengths and limitations, providing this evidence in case notes or DAPs. | 5 The student has demonstrated, multiple times, skill in assessing client strengths and limitations |
| | EP2.1.10(b) – Assessment cont. 10.6 Develop mutually agreed-upon intervention goals & objectives with clients/consumer s; and | 1 Student has had difficulty working on goals and objectives with clients. Student appears unclear about how goals differ from objectives or how to develop either with the client system. | 2 Student has limited skill in developing goals and objectives with clients. The process seems to inhibit, rather than facilitate, further work with the client system. | 3 Student has demonstrated skill in crafting goals and objectives with clients that are clear, comprehensive and appropriate. | 4 Student has demonstrated the ability to engage clients in developing mutually agreed-upon goals and objectives that are relevant, clear and comprehensive. | 5 Student is able to work very effectively with clients in developing mutually agreed-upon goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client in each step of the process. |
| | 10.7 Select appropriate intervention strategies. | 1 Student knowledge of intervention strategies is limited and/or student is not able to select an appropriate strategy for the situation. | 2 Student has knowledge of various strategies but has difficulty making the connection between client need and an effective strategy to employ. | 3 On occasion, student has been able to appropriately connect client needs to an appropriate strategy. More practice needed. | 4 Student typically demonstrates an ability to discern and to use an appropriate strategy to meet client needs. | 5 Student is very discerning, choosing from among a repertoire of strategies the most appropriate one to meet client needs. |

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| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | EP2.1.10(c) – Intervention 10.8 Initiate actions to achieve organizational goals; | 1 Student is unaware of agency mission and goals and, therefore, has difficulty initiating actions to achieve stated organizational goals. | 2 Student has knowledge of agency mission and goals, but has shown no initiative in acting to achieve goals. | 3 On several occasions, student has worked with colleagues in the agency to initiate some action to achieve agency goals. | 4 Student initiates actions to achieve agency goals on a fairly consistent basis. | 5 Student has been proactive in initiating actions and has taken a leadership role. |
| | EP2.1.10(c) – Intervention cont. 10.9 Implement prevention interventions that enhance client/consumer capacities; | 1 Student does not use appropriate prevention interventions with clients (e.g., educate regarding dangers of drinking and smoking while pregnant; recommend a stress reduction class when seeing client stress escalating, etc.) | 2 Student shows some initiative in using prevention interventions, especially when suggested by supervisor, but under-utilizes prevention as an intervention strategy. | 3 Student has shown initiative to implement prevention interventions that support client capacities (e.g., referred client for smoking cessation class). | 4 Student typically is able to anticipate client needs and ways to support the client through prevention strategies. Good follow-through in designing and implementing plans. | 5 Student actively investigates available prevention interventions with clients on a consistent basis and takes a leadership role in promoting opportunities to expand prevention interventions available to clients. |
| | 10.10 Assist clients/ consumer in resolving problems; | 1 Student has limited ability to recognize client problems and to employ a strengths- based approach in resolving them. | 2 Student is able to recognize client problems and strengths but fails to include the client in the process. | 3 Student has been able to demonstrate skill in working with clients to identify and resolve problems. | 4 Student typically encourages the client and supports the client in resolving the problem. | 5 Student consistently supports the client in resolving the problem, using a strengths-based perspective. |

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| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Cont. | 10.11 Negotiate, as appropriate with clients; and | <p style="text-align: center;">1</p> Student appears to be unaware of the roles of a social work as broker. | <p style="text-align: center;">2</p> Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to negotiate for clients. | <p style="text-align: center;">3</p> Student has negotiated with clients. Comfort level with these skills is developing. | <p style="text-align: center;">4</p> Student is readily able to negotiate with clients and does so effectively. | <p style="text-align: center;">5</p> Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable. |
| | 10.12 Mediate, as appropriate with (and on behalf of) clients | <p style="text-align: center;">1</p> Student appears to be unaware of the role of a social work as mediator. | <p style="text-align: center;">2</p> Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to mediate with clients. | <p style="text-align: center;">3</p> Student has mediated with clients. Comfort level with these skills is developing. | <p style="text-align: center;">4</p> Student is readily able to mediate on behalf of clients and does so effectively. | <p style="text-align: center;">5</p> Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable. |
| | 10.13 Advocate, as appropriate with (and on behalf of) clients | <p style="text-align: center;">1</p> Student appears to be unaware of the role of a social work as advocate. | <p style="text-align: center;">2</p> Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to advocate for clients. | <p style="text-align: center;">3</p> Student has advocated, for clients. Comfort level with these skills is developing. | <p style="text-align: center;">4</p> Student is readily able to advocate on behalf of clients and does so effectively. | <p style="text-align: center;">5</p> Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable. |
| | EP2.1.10(c) – Intervention cont. 10.14 Facilitate transitions and | <p style="text-align: center;">1</p> Student lacks the knowledge and skill to recognize and plan for transitions | <p style="text-align: center;">2</p> Student has the knowledge but avoids transitions and endings (e.g., | <p style="text-align: center;">3</p> Student is able to plan for transitions and endings in supervision but has difficulty fully executing | <p style="text-align: center;">4</p> Student can plan and execute transitions and endings, appropriately | <p style="text-align: center;">5</p> Student has developed sufficient skill to be able to use transitions and endings as |

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| | endings, as appropriate with (and on behalf of) clients. | and endings. | has difficulty discussing endings in supervision, procrastinates in telling client of pending need to terminate, or transfer the client, etc.). | the plan. | facilitating the process for the client as well as for his/her colleagues. | opportunity for both client and worker growth. |
| Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Cont. | EP2.1.10(d) – Evaluation 10.15 Critically analyze, monitor, and evaluate interventions. | 1 Student does not acknowledge assessment as an on-going process and therefore does not monitor and evaluate interventions. | 2 Student recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions. | 3 Student has been able to use supervision to discuss and enhance their knowledge of evaluation. | 4 Student demonstrates on-going ability to analyze, monitor and evaluate interventions in practice and within supervisory process. | 5 Student shows excellent evaluative skills, critically and accurately analyzing, monitoring and evaluating interventions on an on-going basis. |

Adapted from: Salve Regina University, Department of Social Work