

## COMPETENCY RATING SCALE FOR ADVANCED MAP CONCENTRATION MSW FIELD EDUCATION

**1. Engagement with Individual, Families, Groups, Organizations, and/or 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.

Demonstrates poor awareness of the complex array of stakeholders impacting an agency and/or program; cannot effectively engage with different stakeholder roles; is unable to discern multiple interests and agendas; does not create “buy in” from multiple stakeholders representing different interest groups (program staff, collaborators, funders, policy makers, clients); does not show ability to engage multiple levels of systems (program, agency, community).	Demonstrates emerging awareness of the complex array of stakeholders impacting an agency and/or program; begins to effectively engage with different stakeholder roles; is able to discern multiple interests and agendas in some instances; begins to create “buy in” from multiple stakeholders representing different interest groups (program staff, collaborators, funders, policy makers, clients); demonstrates some ability to engage multiple levels of systems (program, agency, community).	Appears highly attuned to the complex array of stakeholders impacting an agency and/or program; engages with different stakeholder roles highly effectively, discerns multiple interests and agendas; rapidly creates “buy in” from multiple stakeholders representing different interest groups (program staff, collaborators, funders, policy makers, clients); demonstrates strong ability to engage multiple levels of systems (program, agency, community).			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unable to Assess</b>
<b>Not Competent</b>		<b>Proficient</b>		<b>Highly Advanced</b>	

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

<p>Fails to synthesize and integrate information and perspectives from numerous stakeholders; lacks ability to establish collaborative relationships with multiple stakeholders; unable to coordinate information and/or projects with numerous stakeholders; does not convey information to collaterals in a clear and effective way; lacks ability to interact with multiple systems.</p>	<p>Demonstrates ability to synthesize and integrate information and perspectives from numerous stakeholders; demonstrates ability to establish collaborative relationships with multiple stakeholders; begins to coordinate information and/or projects by consulting with a variety of stakeholders; conveys information to collaterals in an increasingly clear and effective way; demonstrates growing ability to interact with multiple systems.</p>	<p>Demonstrates exceptional ability to synthesize and integrate information and perspectives from numerous stakeholders; demonstrates extremely strong ability to establish collaborative relationships with multiple stakeholders; coordinates information and/or projects by consulting effectively with a variety of stakeholders and conveying information to collaterals in a highly clear, concise, efficient and effective way; excellent ability to interact with multiple systems; thinks strategically on behalf of clients, programs and/or systems.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	

**3. Assessment of Individuals, Families, Groups, Organizations, and/or 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.

<p>Does not demonstrate the ability to collect and analyze information about programs, services, communities and/or policies in an effective and/or efficient way; fails to consider a variety of factors (e.g. individual, environmental, social, cultural, community, and/or political landscape); Unable to apply critical thinking for problem analysis; lacks skill at utilizing evidence-informed research and practice wisdom to assess policies and/or programs; cannot make recommendations for program, agency, and/or community needs.</p>	<p>Demonstrates the ability to collect and analyze information about programs, services, communities and/or policies in an effective and efficient way; considers a variety of factors (e.g. individual, environmental, social, cultural, community, and/or political landscape); uses some critical thinking for problem analysis; demonstrates emerging skill at utilizing evidence-informed research and practice wisdom to assess policies and/or programs; makes effective recommendations for program, agency, and/or community needs.</p>	<p>Collects and analyzes information about programs, services, communities and/or policies in a highly nuanced, effective, and efficient way, considering a variety of factors (e.g. individual, environmental, social, cultural, community, and/or political landscape); uses nuanced critical thinking for problem analysis; highly skilled at utilizing evidence-informed research and practice wisdom to assess policies and/or programs; makes excellent recommendations for program, agency, and/or community needs.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	

**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.

<p>Does not demonstrate the ability to apply knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are relevant to stakeholders and/or other sources; lacks ability to critically appraise and apply research and/or practice wisdom to intervention planning; does not use needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level; lacks an awareness of multi-faceted implications (e.g. funding, policy, strategy, relational, social justice) for programs, services, and communities.</p>	<p>Demonstrates emerging ability to apply the best available knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are relevant to stakeholders and/or other sources; appears to have the ability to critically appraise and apply research and/or practice wisdom to intervention planning; applies some needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level; exhibits some awareness of multi-faceted implications (e.g. funding, policy, strategy, relational, social justice) for programs, services, and communities.</p>	<p>Consistently applies the best available knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are highly relevant to stakeholders and/or other sources; critically appraises information; applies needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level; thoroughly considers multi-faceted implications (e.g. funding, policy, strategy, relational, social justice) for programs, services, and communities.</p>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unable to Assess</b>	
<b>Not Competent</b>		<b>Proficient</b>			<b>Highly Advanced</b>	

**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).

Lacks ability to develop and use logic models, theory of change, data collection processes and/or techniques; does not differentiate between process and outcome evaluation; does not select relevant activities and/or methods for program implementation and evaluation; does not effectively elicit feedback from key stakeholders; lacks ability to revise and respond to feedback from stakeholders.	Demonstrates some ability to develop and use logic models, theory of change, data collection processes and/or techniques; demonstrates emerging ability to differentiate between process and outcome evaluation; selects relevant activities and/or methods for program implementation and evaluation; elicits feedback from key stakeholders; able to revise and respond to feedback from stakeholders.	Demonstrates strong ability to develop and use logic models, theory of change, data collection processes and/or techniques; demonstrates high differentiation between process and outcome evaluation; selects most relevant activities and/or methods for program implementation and evaluation; effectively elicits feedback from all key stakeholders; revises strategically in response to feedback from stakeholders.			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unable to Assess</b>
<b>Not Competent</b>		<b>Proficient</b>		<b>Highly Advanced</b>	

**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.

<p>Lacks knowledge of systems and does not understand agency’s mission, organizational structure, funding streams, policies as they relate to function in the community; does not have skills in utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning and developing interventions; does not demonstrate ability for strategic thinking, program planning and/or resource acquisition; does not work well with partners to initiate or carry out systemic improvement for the benefit of underserved populations.</p>	<p>Demonstrates some knowledge of systems and a growing understanding of agency’s mission, organizational structure, funding streams, policies as they relate to function in the community; shows developing skills at utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning and developing interventions; uses some technology to convey information; demonstrates some ability for strategic thinking, program planning and/or resource acquisition; works well with some partners to initiate or carry out systemic improvement for the benefit of underserved populations.</p>	<p>Demonstrates high degree of knowledge about systems; understands clearly how agency’s mission, organizational structure, funding streams, policies and procedures impact its function in the community; displays effectiveness at utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning, developing interventions, and communicating; thinks strategically about program planning and/or resource acquisition; works effectively with a variety of partners toward systemic improvement for underserved populations.</p>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unable to Assess</b>	
<b>Not Competent</b>		<b>Proficient</b>			<b>Highly Advanced</b>	

**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.

<p>Lacks skill at program and/or systems evaluation and program improvement; unable to use a variety of data collection strategies (e.g. focus groups, surveys, key informant interviews and/or literature reviews); has minimal ability to analyze data using a variety of means that are relevant to the program, agency and/or community; displays minimal ability to accurately interpret results for program/policy implications and/or systemic improvement efforts.</p>	<p>Demonstrates some skill at program and/or systems evaluation and program improvement; displays developing skill at using a variety of data collection strategies (e.g. focus groups, surveys, key informant interviews and/or literature reviews); demonstrates some ability to analyze data using a variety of means that are relevant to the program, agency and/or community; accurately interprets most results for program/policy implications and/or systemic improvement efforts.</p>	<p>Demonstrates a high level of skill related to program and/or systems evaluation and program improvement; effectively uses a variety of data collection strategies (e.g. focus groups, surveys, key informant interviews and/or literature reviews); displays excellent ability to analyze data using a variety of means that are relevant to the program, agency and/or community; accurately interpret results for program/policy implications and/or systemic improvement efforts.</p>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unable to Assess</b>	
<b>Not Competent</b>		<b>Proficient</b>			<b>Highly Advanced</b>	

**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.

<p>Does not plan for completion of most work, unable to meet most deadlines effectively and does not plan for a transition to maintain progress with programs, services, policies, and/or stakeholders that extend beyond the student’s timeframe; fails to communicate well with all impacted parties in advance, leading to poor results for client or administrative projects; does not transition work to agency staff effectively for sustainability.</p>	<p>Plans effectively for completion of most work, meets most deadlines effectively, and plans for a transition to maintain progress with programs, services, policies, and/or stakeholders that extend beyond the student’s timeframe; communicates fairly well with all impacted parties in advance; makes concerted effort for client or administrative project needs to be well-communicated and well-met with adequate results; transitions work to agency staff fairly effectively for sustainability.</p>	<p>Thoroughly plans for completion of all work, meets deadlines effectively and plans for a smooth transition to maintain progress with programs, services, policies, and/or stakeholders that extend beyond the student’s timeframe; communicates well with all impacted parties in advance and throughout; makes certain client or administrative project needs are well-communicated and well-met; transitions work to agency staff effectively for maximum sustainability.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	



**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.

<p>Lacks skills in presenting and describing information in a clear and concise way; written work is not completed in an efficient and effective manner; lacks confidence in presenting ideas to others orally and in writing; communications are not tailored to intended audience; does not respond to communication from others in timely, complete manner; lacks diplomacy skills, cross-cultural, and/or cross-situational effectiveness in informal and formal settings with a wide variety of stakeholders.</p>	<p>Displays emerging skills in presenting and describing information in a clear and concise way; submits written work in a fairly efficient and effective manner; exhibits developing confidence in presenting ideas to others orally and in writing; often tailors communication to intended audience; responds to most communication from others in timely, complete manner; demonstrates growing diplomacy skills, cross-cultural, and/or cross-situational effectiveness in informal and formal settings with a wide variety of stakeholders.</p>	<p>Skillfully describes and presents information in a clear and concise way; submits written work completed in a most efficient and effective manner; exhibits confidence in presenting ideas to others orally and in writing; consistently tailors communication to intended audience; consistently responds to communication from others in timely, complete manner; demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness in informal and formal settings with a wide variety of stakeholders.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	

**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.

<p>Fails to understand, adopt, and/or abide by key values and ethics; fails to recognize or manage personal values; unable to tolerate ambiguity and/or unable to apply strategies of ethical reasoning; unable or unwilling to engage in consultation processes related to resolving ethical dilemmas; makes decisions that are reflexive and/or unethical.</p>	<p>Strives to integrate values and ethics into multiple levels of practice including issues related to funding, policy, politics, personnel, agency management, human diversity and social justice concerns; explores continued access to services for underserved groups; tolerates some ambiguity; tries to explore complex dilemmas through a reasoned, principled process.</p>	<p>Conscientiously integrates values and ethics into all levels of practice including issues related to funding, policy, politics, personnel, agency management, human diversity and social justice concerns; advocates for continued access to services for underserved groups; comfortable with ambiguity; consistently seeks to explore, and resolve complex dilemmas through a reasoned, principled process.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>

**Not Competent**

**Proficient**

**Highly Advanced**

**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.

<p>Demonstrates behavior, appearance, or communication that is inappropriate to the context; unable to maintain constructive interpersonal relations; demonstrates poor emotional self-management, and poor judgment regarding communication, interpersonal behavior, or boundaries; fails to disclose or misrepresents essential information.</p>	<p>Meets standards of professional behavior, appearance, and communication for the agency, community or program context; able to maintain constructive interpersonal relations in most instances; consults field instructor when uncertain about professional judgment; manages emotions, communication, behavior, and boundaries well in most situations; shares essential information with instructors.</p>	<p>Seen by multiple stakeholders as a role model for the agency; demonstrates exceptional behavior and communication skills that meet purpose and context; handles conflicts in a skillful manner; displays consistently excellent judgment; manages emotions, behavior, and boundaries well even in difficult situations; demonstrates exceptional levels of emotional maturity and personal integrity; infuses the values of social work into a systems approach.</p>			
<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	

**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.

<p>Approaches learning in an overly passive manner or already sees self as expert and does not believe he or she needs to improve; appears personally wounded by feedback; responds to feedback defensively or adopts a helpless stance; unwilling or unable to improve or correct performance; strives only to meet the minimum standards or requirements.</p>	<p>Demonstrates an appropriate level of initiative and independence; assumes an active approach to learning without overestimating knowledge or ability level; generally seeks to improve; prepares for supervision most of the time; willing to review work with instructor openly; receptive to suggestions and corrective feedback; demonstrates observable improvements at expected rate; as mastery advances, continuously seeks out additional learning challenges and opportunities.</p>	<p>Challenges self with diverse assignments; prepares thoughtful questions for supervision; links theory, research, and practice whenever possible; consistently integrates feedback and improves performance at a faster than expected rate; proactively seeks out additional professional training, mentorship, and/or other educational resources; often inspires or facilitates the learning of others.</p>			
<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;"><b>5</b></p>	<p style="text-align: center;"><b>Unable to Assess</b></p>
<p><b>Not Competent</b></p>		<p><b>Proficient</b></p>		<p><b>Highly Advanced</b></p>	