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).	
1	**2**	**3**	**4**	**5**	**Unable to Assess**
Not Competent		**Proficient**		**Highly Advanced**	

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.

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.	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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**
Not Competent		**Proficient**		**Highly Advanced**	

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.

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.		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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

Not Competent   **Proficient**   **Highly Advanced**

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.

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.		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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

Not Competent   **Proficient**   **Highly Advanced**

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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

Not Competent   **Proficient**   **Highly Advanced**

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.

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.	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.	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.	
1	2	3	4	5	Unable to Assess

Not Competent   **Proficient**   **Highly Advanced**

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.

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.	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.	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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**
Not Competent		**Proficient**		**Highly Advanced**	

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.

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.	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.	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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

Not Competent   **Proficient**   **Highly Advanced**

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.

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.		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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

Not Competent   **Proficient**   **Highly Advanced**

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.

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.		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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**

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.

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.		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.		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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**
Not Competent		**Proficient**		**Highly Advanced**	

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.

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.	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.	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.	
1	**2**	**3**	**4**	**5**	**Unable to Assess**
Not Competent		Proficient		Highly Advanced	