COMPETENCY ASSESSMENT FORM FOR ADVANCED STANDING

(To be completed by the senior year BSW Field Instructor or a MSW Clinical Supervisor in the social service agency where the applicant is employed and attach it to the MSW APPLICANT REFERENCE FORM instead of a Letter of Reference)

Please rate the applicant’s achievement of the foundation competencies as defined by the Council on Social Work Education. Please circle the number that corresponds to your rating for each of the 10 competencies, using the following scale:

0 = not assigned/did not observe
1 = did not meet the expected performance
2 = marginally met the expected performance
3 = met the expected performance
4 = exceeded the expected performance

For any competency where an assessment of 1 or 2 was assigned, the field instructor or supervisor must explain why this assessment was given and what is needed to improve their performance.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>DEFINITION OF COMPETENCY</th>
<th>BEHAVIORS ASSOCIATED WITH THE COMPETENCY</th>
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| EP2.1.1: Identify as a professional social worker and conduct oneself accordingly | Professional social work is committed to high quality practice in a multicultural, bi-national environment. We accomplish this through career-long learning, adherence to professional roles and boundaries, and compliance with standards and values that define professional behavior. | o advocate for client access to the services of social work  
o practice personal reflection and self-correction to assure continual professional development  
o attend to professional roles and boundaries  
o demonstrate professional demeanor in behavior, appearance, and communication  
o engage in career-long learning and  
o use supervision and performance | 0 1 2 3 4 |
| EP2.1.2: Apply social work ethical principles to guide professional practice | Social workers recognize that professional values must govern professional practice. We use social work codes of ethics to guide professional activities and ethical decision making. | o recognize and manage personal values in a way that allows values to guide practice  
o make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles  
o tolerate ambiguity in resolving ethical conflicts  
o apply strategies of ethical reasoning to arrive at principled decision | 0 1 2 3 4 |
|---|---|---|---|
| Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. | Critical thinking requires the analysis, synthesis and integration of relevant information. Social workers are knowledgeable about and able to apply principles of logic, scientific inquiry, and reasoned judgment in decision making. Social workers augment the process by using creative and innovative approaches to problem solving. | o distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  
o analyze models of assessment, prevention, intervention, and evaluation; and  
o demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | 0 1 2 3 4 |
| Educational Policy 2.1.4—Engage diversity and difference in practice. | Social workers understand how diversity characterizes and shapes the human experience, including the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, race, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, religion, and spirituality. Social workers appreciate that, as a consequence of individual differences, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and prestige. | o recognize the extent to which a culture’s structures and values may oppress, marginalize,  
o alienate, or create or enhance privilege and power;  
o gain sufficient self-awareness to eliminate the influence of personal biases and values in  
o working with diverse groups;  
o recognize and communicate their understanding of the importance of difference in shaping  
o life experiences; and  
o view themselves as learners and engage those with whom they work as informants | 0 1 2 3 4 |
**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

The program affirms people's strengths as a means to create change in their lives and in society. The ability to create change is premised on access to basic human rights, such as freedom, privacy, an adequate standard of living, access to health care, equality in education, and safety. Social workers are knowledgeable about theories of justice and strategies to promote human and civil rights at all levels of the global community. This knowledge translates into social work practice at the micro, mezzo, and macro levels of intervention to ensure that basic human rights are distributed equitably and without prejudice.

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers employ a reciprocal relationship between practice and research to promote the development of knowledge, the provision of effective practice and service delivery, and the development of policy that supports human rights and promotes social justice. Knowledge development is grounded in both qualitative and quantitative epistemologies while incorporating ethical principles of research.

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life span. The program applies theories and knowledge from the liberal arts and sciences to understand biological, social, cultural, psychological, and spiritual development. Students understand the range of social systems in which people live and the ways these systems promote or deter people in achieving and maintaining health and well-being. Particular emphasis is given to the cultural adaptation of the theories to the unique populations of the Paso del Norte region.

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.
| Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | Social workers understand how policy shapes service delivery. The program critically examines the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Students are actively engaged in policy practice, giving emphasis to policies that promote social and economic well-being within our communities. | o analyze, formulate, and advocate for policies that advance social well-being and o collaborate with colleagues and clients for effective policy action | 0 1 2 3 4 |
| Educational Policy 2.1.9—Respond to contexts that shape practice. | Social workers recognize that the context of practice is dynamic. Students are informed, resourceful, and proactive in assessing and then responding to evolving organizational, community, and societal contexts. Contextual awareness is utilized in shaping practice interventions to promote positive outcomes. | o continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, and o provide leadership in promoting sustainable changes in service delivery and practice to o improve the quality of social services | 0 1 2 3 4 |
| Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | Professional practice involves the dynamic, multi-cultural, multi-level processes of engagement, assessment, intervention, and evaluation. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. This occurs within a border context that recognizes the importance of diversity in shaping practice at all levels. | o substantively and affectively prepare for action with individuals, families, groups, o organizations, and communities; o use empathy and other interpersonal skills, and outcomes o develop a mutually agreed-on focus of work and desired collect, organize, and interpret client data; o assess client strengths and limitations; o develop mutually agreed-upon intervention goals and objectives; and o select appropriate intervention strategies o initiate actions to achieve organizational goals; o implement prevention interventions that enhance client capacities; o help clients resolve problems; o negotiate, mediate, and advocate for clients; and o facilitate transitions and endings o critically analyze, monitor, and evaluate | 0 1 2 3 4 |