Assessment of Competencies

Tool to Assess your Intern on

Competency 2
Engage Diversity and Difference in Practice

Competency 3
Advance Human Rights and Social, Economic and Environmental Practice

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How do you assess your intern’s level of competence?

The following slides include charts to help assess your intern’s level of competence, specifically on Competencies 2 and 3

- Focus on the *external expression of learning*, such as language, action and behavior.
- Include what your intern says/does in a client interview, agency/community meeting, role play, intervention plan, grant presentation, evaluation report, in supervision etc.
- The charts are a guide; your intern does not need to demonstrate all behaviors for a certain level.
Why these two competencies?

Competency 2 – “Engaging diversity and difference in practice”
Competency 3 – “Advancing human rights and social, economic, and environmental justice”

These are difficult competencies to assess –

How do you know if your intern understands and applies these concepts in practice?

- Each competency has several practice indicators or components
- Evaluate competence based on observations, conversations, and application in practice
Assessing Competence

- The following slides provide examples of how competence can be assessed for a specific practice indicator associated with Competencies 2 and 3.

- The examples should guide you in assessing your intern’s ability to demonstrate that they understand and have applied the concepts.
## Competency 2
### Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Practice Indicators</th>
<th>Pre competence</th>
<th>Emerging Competence</th>
<th>Competence</th>
<th>Advanced Competence</th>
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<tbody>
<tr>
<td>Apply and communicate the importance of diversity and difference in shaping life experiences in practice</td>
<td>Never or rarely engages in conversations around diversity or difference; shows little to no comprehension of concepts</td>
<td>Sometimes engages in talk about diversity and the impact on clients, providers and systems</td>
<td>Consistently talks about diversity; addresses power and privilege; initiates conversations; discusses intersectionality</td>
<td>Applies strategies to address the impact of oppression and racism</td>
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<td>Articulates role of oppression; reaches out for help understanding and addressing racism</td>
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<td>Identifies and addresses oppression and/or inequity when seen in practice</td>
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<td>Consistently asks questions exploring identities and life experience; assessment includes sociopolitical context</td>
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<td>Reaches out to supervisor on how to reduce oppression in the setting</td>
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<td>Acknowledges that personal experiences, histories, and identities shape our views</td>
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## Engage Diversity and Difference in Practice

### Competency 2 (cont’d.)

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<td>Presents as learner and engages clients/constituencies as experts of their own experience</td>
<td>Often close-minded, defensive, uncomfortable with mistakes and critiques</td>
<td>Open to feedback, shows curiosity without preconceived notions</td>
<td>Seeks feedback, consistently integrates feedback into changed behavior</td>
<td>Responds to others' mistakes empathically in a way that teaches others</td>
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<tr>
<td>Makes assumptions, doesn't ask questions; fails to acknowledge the impact of various identities e.g., age, race, gender identity</td>
<td>Asks open-ended questions, actively listens to clients, acknowledges identities, suspends judgment, speaks from own identity, not others</td>
<td>Seeks out further education/information on clients' culture and identity, explores differences, asks more refined culturally aware questions</td>
<td>Seeks out practitioners from other backgrounds for consultation; consistently and openly engages with clients around identity intersectionality</td>
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<tr>
<td>Apply self-awareness and self-regulation to manage personal biases and values in work with diverse clients/constituencies</td>
<td>Never or rarely demonstrates self-reflection or self-awareness, resistant to critique</td>
<td>Identifies identities and positionality - e.g., explicitly talks about being of color/white in relation to others, identifies some personal values</td>
<td>Recognizes and discusses struggles with biases; openly recognizes power differentials; takes risks to grow; consistently identifies identities and values</td>
<td>Articulates and critiques understanding of relative power and oppression within context of society, internship, and the profession; makes attempts to reduce power inequalities as feasible</td>
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<td>Sometimes aware of impact of self - e.g., Critiques how one presents physically, verbally, demographically, etc. Asks for and receives critique of work with clients from whom they significantly differ</td>
<td>Seeks out critique and self-critiques work with clients; critiques experience based on ability, ethnicity, culture, class etc.</td>
<td>Consistently aware and critical of impact of self; shares growth and self-awareness with others; continuously works to recognize and prevent biases</td>
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## Advance Human Rights and Social, Economic & Environmental Justice – Competency 3

### Practice Indicators
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systemic levels

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<td>Never or rarely engages in conversations around these concepts</td>
<td>Sometimes questions systems: why policies work for some and not others</td>
<td>Consistently articulates concepts and connection to social work practice</td>
<td>Engages with and supports empowerment of marginalized and vulnerable people to access community resources, opportunities and decision-making</td>
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<td>Does not have a working definition of these concepts and/or does not articulate connection to social work practice</td>
<td>Integrates right to basic needs as foundation of practice, e.g., advocates for housing, food stamp policy change</td>
<td>Identifies and articulates global, historical and current injustices, e.g., ethnic cleansing, colonial expansionism, and xenophobia</td>
<td>Brokers strategies to further equitable access to resources/services for clients/communities</td>
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<td>Articulates barriers to justice and access to various “goods”</td>
<td>Articulates awareness of systemic injustices and consequences on well-being</td>
<td>Incorporates strategies to address injustices in client/community interventions</td>
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<td>Articulates awareness of systemic injustices and consequences on well-being</td>
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## Advance Human Rights and Social, Economic & Environmental Justice – Competency 3

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<td>Engage in practice that advances social, economic, and environmental justice</td>
<td>Never or rarely discusses methods to eliminate oppressive structural barriers</td>
<td>Articulates how practice and/or policies affect clients and how to engage in change efforts even at small levels</td>
<td>Participates in advocacy efforts, e.g., attends marches, meets with elected official, writes op-ed letter, drafts policy with justice underpinning</td>
<td>Leads advocacy efforts through community, policy, and/or research methods</td>
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<td>Articulates the role of advocacy in addressing injustices</td>
<td>Partners with client/community or its systems for advocacy</td>
<td>Actively assists others in addressing discriminatory structural and cultural barriers on local, national or global levels</td>
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Feedback on Guidelines

- Please let us know if you used these guidelines to assess your intern’s competence.
- Would similar guidelines be helpful in assessing your intern on the other 7 competencies?
- Let us know what you found helpful in our 1-minute survey!