

Assessing Competencies 2 & 3

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

The charts below help to 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.

The examples should guide you in assessing your intern’s ability to demonstrate that they understand and have applied the concepts.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Indicators	Pre-Competence	Emerging Competence	Competence	Advanced Competence
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systemic levels	Never or rarely engages in conversations around these concepts Does not have a working definition of these concepts and/or does not articulate	Sometimes questions systems: why policies work for some and not others Integrates right to basic needs as foundation of practice, e.g., advocates for	Consistently articulates concepts and connection to social work practice Identifies and articulates global, historical and current injustices, e.g., ethnic	Engages with and supports empowerment of marginalized and vulnerable people to access community resources, opportunities and decision-making

	connection to social work practice	housing, food stamp policy change Articulates barriers to justice and access to various “goods” Articulates awareness of systemic injustices and consequences on well-being	cleansing, colonial expansionism, and xenophobia Incorporates strategies to address injustices in client/community interventions	Brokers strategies to further equitable access to resources/services for clients/communities
Engage in practice that advances social, economic, and environmental justice	Never or rarely discusses methods to eliminate oppressive structural barriers	Articulates how practice and/or policies affect clients and how to engage in change efforts even at small levels Articulates the role of advocacy in addressing injustices	Participates in advocacy efforts, e.g., attends marches, meets with elected official, writes op-ed letter, drafts policy with justice underpinning Partners with client/community or its systems for advocacy	Leads advocacy efforts through community, policy, and/or research methods Actively assists others in addressing discriminatory structural and cultural barriers on local, national or global levels

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice Indicators	Pre-Competence	Emerging Competence	Competence	Advanced Competence
<p>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p>	<p>Never or rarely engages in conversations around diversity or difference; shows little to no comprehension of concepts of anti-oppressive practice</p> <p>Often close-minded, defensive, uncomfortable with mistakes and critiques</p> <p>Makes assumptions, doesn't ask questions; fails to acknowledge the impact of various identities e.g, age, race, gender identity</p>	<p>Sometimes engages in talk about diversity and the impact on clients, providers and systems</p> <p>Articulates role of oppression; reaches out for help understanding and addressing racism</p> <p>Acknowledges that personal experiences, histories, and identities shape our views</p> <p>Open to feedback, shows curiosity without preconceived notions</p> <p>Asks open-ended questions, actively listens to clients, acknowledges identities, suspends judgment, speaks from own identity, not others</p>	<p>Consistently talks about diversity; addresses power and privilege; initiates conversations; discusses intersectionality</p> <p>Identifies and addresses oppression and/or inequity when seen in practice</p> <p>Consistently asks questions exploring identities and life experience; assessment includes sociopolitical context</p> <p>Seeks feedback, consistently integrates feedback into changed behavior</p> <p>Seeks out further education/information on clients' culture and identity, explores differences, asks more refined culturally aware questions</p>	<p>Applies strategies to address the impact of oppression and racism</p> <p>Utilizes/creates interventions that consider culture and impact of difference</p> <p>Reaches out to supervisor on how to reduce oppression in the setting</p> <p>Responds to others' mistakes empathically in a way that teaches others</p> <p>Seeks out practitioners from other backgrounds for consultation; consistently and openly engages with clients around identity intersectionality</p>
<p>Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as</p>	<p>Never or rarely demonstrates self-reflection or self-awareness, resistant to critique</p>	<p>Identifies identities and positionality - e.g., explicitly talks about being of color/white in relation to others, identifies some personal values</p> <p>Sometimes aware of impact of self- e.g., Critiques how</p>	<p>Recognizes and discusses struggles with biases; openly recognizes power differentials; takes risks to grow; consistently identifies identities and values</p> <p>Seeks out critique and self-critiques work with clients;</p>	<p>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</p>

experts of their own lived experiences.		one presents physically, verbally, demographically, etc. Asks for and receives critique of work with clients from whom they significantly differ	critiques experience based on ability, ethnicity, culture, class etc.	Consistently aware and critical of impact of self; shares growth and self-awareness with others; continuously works to recognize and prevent biases
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