One of the first Competency-Based Evaluation Tools in social work was developed at the Faculty of Social Work, University of Toronto using a consensus building model with faculty members and field instructors. Eight domains of practice and associated competencies were identified and expressed as behavioral skills. The domains consisted of: Practice within a Professional Context, Practice within an Organizational Context, Practice within a Community Context, Assessment, Planning, Intervention, and Evaluation. Revisions have been made to reflect changes in practice. Field instructors rate student performance for each competency indicator on a 5 point scale that identifies stages in skill acquisition, from understanding to behavioral integration.

A study was conducted to examine the reliability and validity of this instrument for students in direct service practicum (Bogo, Regehr, Hughes, Power, & Globerman, 2002). Two of the domains, Practice within an Organizational Context and Practice within a Community Context, were not used in the study as they rated student comprehension rather than practice behavior. Data for the study consisted of ratings on Year 1 and Year 2 Masters’ students final field evaluation of 249 students. Results demonstrated a consistent factor structure with excellent internal consistency. However, there was inadequate consistency between ratings of individual students in their first and second field education experiences. The measure had some predictive validity in that it could differentiate between students identified as having difficulty in Year 1 of the program, but not in Year 2. Scores were significantly associated with academic grades.

SCORING

The revised Competency-Based Evaluation (CBE) Tool consists of 7 domains or sub scales with associated items expressed as behavioral skills. The overall score is calculated by averaging across all 57 items. The sub-scores are calculated by averaging across items listed under each domain. An average value of less than 3.5 for a particular student implies a student in potential difficulty in general or in a particular domain.
Reliability and validity data for the scale can be found in:

Use of the measure can be found in:


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COMPETENCY-BASED EVALUATION (CBE) TOOL

SOCIAL WORK PRACTICUM EVALUATION OF SOCIAL WORK PRACTICE
COMPETENCY ELEMENTS--MICRO

INSTRUCTIONS FOR RATING

For each skill instructors are asked to assign a rating from 1 to 5 by circling one of the numbers as follows:

1. Unacceptable: The student can demonstrate little understanding of what the skill means or of its purposes.

2. The student understands the skill, but there is limited evidence of the skill in practice.

3. The student understands the skill and offers evidence of tentative appropriate attempts to put it into practice. More practice is needed.

4. The student has demonstrated effective use of the skill.

5. The student uses this skill regularly and appropriately, as part of his/her interpersonal style.

The ratings are intended to identify stages in skill acquisition, starting with understanding and ending with behavioral integration.

PLEASE CIRCLE ONLY THE HIGHEST APPROPRIATE NUMBER

1

(Bogo, Regehr, & Power, 2002)
Social Work Practice Competency Elements

A. Values and Ethics

1. Demonstrate congruence between one's activities and professional values and ethics.  1 2 3 4 5
2. Take into account all value systems, including one's own, that impinge on the practice situation.  1 2 3 4 5
3. Demonstrate respectful behavior for various cultural norms, value systems, ethics and moral beliefs in interaction with colleagues and client groups.  1 2 3 4 5
4. Be accountable to the client system, the agency, and the profession.  1 2 3 4 5
5. Describe behavior in non-judgmental terms.  1 2 3 4 5

B. Differential Use of Self

1. Identify and deal with personal, interpersonal, and structural/institutional barriers to change.  1 2 3 4 5
2. Use a range of techniques and roles to achieve planned outcomes.  1 2 3 4 5
3. Use the organization’s policies and procedures flexibly.  1 2 3 4 5
4. Accurately assess interaction between self and others  1 2 3 4 5
5. Use an awareness of culture and diversity to accurately assess the verbal and non-verbal interaction between self and others.  1 2 3 4 5
6. Establish purposeful, culturally competent interpersonal relationships with clients and other professionals.  1 2 3 4 5
7. Use oneself differentially with client or colleagues as required.  1 2 3 4 5
8. Probes for significant information, reactions, sensitivities, and feelings relevant to the situation but not verbalized by the client.  1 2 3 4 5
9. Advocate on behalf of the client/organization/community to facilitate service delivery.  1 2 3 4 5
10. Understand, explain, and implement the agency's social work roles.  1 2 3 4 5

(Bogo, Regehr, & Power, 2002)
11 Identify the social, institutional, cultural and ethno-specific contexts within which the problem is presented and how these impact on the problem.

12 Respond to field instructor request for feedback about his/her instructional style/method so that optimal learning can take place.

C. Empathy and Alliance

1 Express warmth non-verbally.

2 Express warmth verbally.

3 Express acceptance verbally.

4 Reflect information about positives about the client or the situation.

5 Provide support through use of realistic reassurance.

6 Reflect affective information skillfully.

7 Reflect cognitive (beliefs, meanings) information skillfully

D. Assessment

1 Collect relevant data from primary and secondary sources.

2 Observe behavior in relation to the context in which it occurs.

3 Define the problem from the perspective of all involved.

4 Consult with appropriate informal and formal resources.

5 Use theoretical concepts to analyze data and formulate an assessment

6 Identify the resources necessary to solve the problem.

7 Reformulate the problem as new or revised data are obtained.

8 Articulate the desired goals and particular outcomes to be achieved.
### E. Intervention Planning and Implementation

1. Seek and use evidence and best practices to provide a rationale for planned interventions
   
2. Identify clients’ attempts to cope with or change the situation
   
3. Identify potential obstacles
   
4. Break complex or overwhelming problems into manageable parts.
   
5. Develop a mutual agreement (contract) between those involved in the problem definition and resolution.
   
6. Develop and use an appropriate time frame in the implementation process
   
7. Prioritize the activities of the helping strategy according to importance and feasibility.
   
8. Identify and confront a reluctance to recognize viable options.
   
9. Appropriately challenge the client system when required.
   
10. Give feedback on above in a manner, which conveys respect and understanding.

11. Give information, or correct misinformation, to help clients/systems develop new perspectives on their problems.

12. Respond effectively to inappropriate client behavior

13. Recognize and accept a diverse range of behaviors.


### F. Report Writing

1. Write clear, organized, and succinct reports, assessments, and notes
   
2. Use agency guidelines accurately to write reports, assessments, and notes
   
3. Organize and present data in a comprehensive and well-written assessment.
   
4. Submit written material on time.

(Bogo, Regehr, & Power, 2002)
G. Presentation Skills

1. Prioritize information to be delivered.
2. Focus on relevant information.
3. Pace the presentation skillfully.
4. Select the most effective method to communicate information while taking into account who the audience is and how the information will be used.
5. Make use of appropriate non-verbal communication.
6. Respond to questions effectively (by accurate listening, responding with confidence, clarity, acknowledging validity of questions).
7. Use the skill of persuasion appropriately.