

Personal Assessment Questionnaire Instructions

Attached is a copy of a Personal Assessment Questionnaire that will help you clarify the social work knowledge and skills that you already have. This questionnaire inquires of students their experience level and knowledge base about a wide variety of social work concepts. Students are not expected to have training or experience in all of these areas. This tool is designed to help students assess where they are in the growth process towards being a professional social worker. Try to be fair to yourself as you use the rating scale to assess what you know in a given area.

PRACTICAL EXPERIENCE

- 1 = "I have had no experience"
- 2 = "I have had some practical experience." You can draw on any paid or volunteer experience that you have had in a social work or related setting.
- 3 = "I have had experience in this area and can perform this skill adequately."
- 4 = "I have had a significant amount of experience and can do this well enough to teach others." (This response implies that you are also familiar with the literature or other teaching resources)

ACADEMIC EXPERIENCE

Academic experience includes classroom/workshop experience. Circle "yes" if you have had coursework or other training.

Sharing your completed form with your Field Instructor is a useful way to establish a supervisory relationship. Careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you have never worked with other professionals as a team member (see Item 8), a specific learning objective and related activities could be designed for this area of your professional growth and development. In this way, the format helps you take the first step towards meeting your educational/career needs.

PERSONAL ASSESSMENT QUESTIONNAIRE

Goal I: Professional Growth and Development

<u>Use of Supervision</u>		Practical Experience				Academic Coursework	
1.	Use supervision to critically examine my own professional practice	1	2	3	4	Y	N
2.	Identify those areas of learning where I need supervisory help and ask for it	1	2	3	4	Y	N
3.	Plan ahead for supervisory conferences	1	2	3	4	Y	N
4.	Organize and plan my work so that assigned responsibilities are carried out in a timely fashion	1	2	3	4	Y	N
5.	Apply the skills and concepts I learn in one situation to another	1	2	3	4	Y	N
<u>Role of Social Worker</u>		Practical Experience				Academic Coursework	
6.	Explain the role and function of a social worker to a non-social worker	1	2	3	4	Y	N
7.	Apply social work values and ethics in work with clients and colleagues	1	2	3	4	Y	N
8.	Work with other professionals/para-professionals as a member of a team	1	2	3	4	Y	N
9.	Differentiate between representing a personal, professional or organizational position	1	2	3	4	Y	N
10.	Consult with persons from other disciplines on behalf of clients	1	2	3	4	Y	N
<u>Self-Awareness</u>		Practical Experience				Academic Coursework	
11.	Assess how my values, attitudes, and beliefs affect my perception of any my relationships with other people	1	2	3	4	Y	N
12.	Recognize the influence my personal feelings have on my relationships with other people	1	2	3	4	Y	N
13.	Examine and change my own behavior when it interferes with successful client work	1	2	3	4	Y	N

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		Practical Experience				Academic Coursework	
14.	Work effectively with people in subordinate positions	1	2	3	4	Y	N
15.	Work effectively with persons in positions of authority	1	2	3	4	Y	N
<u>Communication Skills</u>		Practical Experience				Academic Coursework	
16.	Express myself clearly when speaking	1	2	3	4	Y	N
17.	Express my ideas clearly in writing	1	2	3	4	Y	N
18.	Present and defend my own point of view orally or in writing	1	2	3	4	Y	N
<u>Research</u>		Practical Experience				Academic Coursework	
19.	Evaluate my own practice	1	2	3	4	Y	N
20.	Evaluate a program or program component	1	2	3	4	Y	N

Goal II: Organizational and Community Context of Practice

<u>Field Placement Setting</u>		Practical Experience				Academic Coursework	
21.	Identify the goals and purposes of an agency or organization	1	2	3	4	Y	N
22.	Interpret formal organization charts	1	2	3	4	Y	N
23.	Locate and use informal communication channels in an organization	1	2	3	4	Y	N
24.	Evaluate the impact of agency goals, structure, process, and physical environment on the services provided	1	2	3	4	Y	N
25.	Differentiate between interpersonal and organizational conflict	1	2	3	4	Y	N

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<u>Inter-Agency Relations</u>		Practical Experience				Academic Coursework	
26.	Locate information about the formal social services that exist in a community	1	2	3	4	Y	N
27.	Locate informal services (individuals, neighborhood networks) which can be used as resources	1	2	3	4	Y	N
28.	Identify linkages, i.e.: contractual, procedural, that exist between agencies	1	2	3	4	Y	N
<u>Service Population</u>		Practical Experience				Academic Coursework	
29.	Identify the unique demographic characteristics of the community or geographical area an agency or organization serves	1	2	3	4	Y	N
30.	Identify gaps in an agency's services and the clientele's needs	1	2	3	4	Y	N
<u>Policies and Procedures</u>		Practical Experience				Academic Coursework	
31.	Describe how an agency's policies and procedures are developed	1	2	3	4	Y	N
32.	Determine how an agency's policies or procedures will affect service delivery to a client or client group	1	2	3	4	Y	N
33.	Identify different approaches for improving service delivery to a client or client group	1	2	3	4	Y	N

Goal III. Practice Knowledge and Skills

<u>Problem Identification and Assessment</u>		Practical Experience				Academic Coursework	
34.	Understand a problem(s) from the client's point of view	1	2	3	4	Y	N
35.	Figure out the key people who are involved in a problem	1	2	3	4	Y	N
36.	Determine what specific information I need to understand a problem better	1	2	3	4	Y	N
37.	Relate a client's current problem to relevant past history	1	2	3	4	Y	N

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		Practical Experience				Academic Coursework	
38.	Distinguish between what is inferred or "seems to be" and what is factual information	1	2	3	4	Y	N
39.	Systematically collect information within a theoretical framework	1	2	3	4	Y	N
40.	Examine alternative explanations about the possible causes of a problem and its solutions) after considering all of the known facts	1	2	3	4	Y	N
41.	Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors	1	2	3	4	Y	N
42.	Assess the dynamics of a small group	1	2	3	4	Y	N
43.	Assess how characteristics such as race, ethnicity, economic status, sex, age, or lifestyle affect a client's situation	1	2	3	4	Y	N
44.	Assess a client's needs, capacities, and readiness to benefit from intervention	1	2	3	4	Y	N
45.	Synthesize information so that a clear intervention plan can be developed	1	2	3	4	Y	N
46.	Change my mind about a problem based on new information	1	2	3	4	Y	N
<u>Intervention Plan</u>		Practical Experience				Academic Coursework	
47.	Examine more than one solution (outcome) to a problem and choose the one that's most feasible	1	2	3	4	Y	N
48.	Use research findings to assess the utility of alternative intervention approaches	1	2	3	4	Y	N
49.	Work with a client to select goals for change	1	2	3	4	Y	N
50.	Write outcome objectives in clear, behavioral terms so that results can be evaluated	1	2	3	4	Y	N
51.	Negotiate a contract (working agreement) with a client	1	2	3	4	Y	N
52.	Develop and justify a detailed intervention plan which "fits with a problem assessment	1	2	3	4	Y	N

		Practical Experience				Academic Coursework	
53.	Actively involve a client in the intervention (change) process	1	2	3	4	Y	N
54.	Pace the tempo of intervention to a client's capacity to change and handle change	1	2	3	4	Y	N
<u>Intervention Modes</u>		Practical Experience				Academic Coursework	
55.	Make changes in the scope and focus of the client's contract when they are indicated	1	2	3	4	Y	N
56.	Provide supportive counseling for an individual	1	2	3	4	Y	N
57.	Provide long-term counseling for an individual	1	2	3	4	Y	N
58.	Provide short-term (crisis intervention) counseling for an individual	1	2	3	4	Y	N
59.	Provide marital or couple counseling	1	2	3	4	Y	N
60.	Provide conjoint family therapy	1	2	3	4	Y	N
61.	Provide supportive services to the family of a client	1	2	3	4	Y	N
62.	Lead or co-lead a support or educationally-focused group	1	2	3	4	Y	N
63.	Lead or co-lead a psychotherapeutic group	1	2	3	4	Y	N
64.	Facilitate the development of a self-help group	1	2	3	4	Y	N
65.	Act as a case advocate on behalf of a client	1	2	3	4	Y	N
66.	Act as a case manager to plan and coordinate services for a client	1	2	3	4	Y	N
67.	Act as a social broker to locate and match clients to appropriate community resources	1	2	3	4	Y	N
68.	Provide consultation, in an area of expertise I have, to other professionals or non-professionals	1	2	3	4	Y	N
<u>Termination and Evaluation</u>		Practical Experience				Academic Coursework	
69.	Determine when to end a contract with a client	1	2	3	4	Y	N
70.	Terminate with a client and other persons invited	1	2	3	4	Y	N
71.	Compare the client's progress with what was originally planned	1	2	3	4	Y	N

<u>Human Relations Skills</u>		Practical Experience				Academic Coursework	
72.	Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing	1	2	3	4	Y	N
73.	Show genuine interest in a client by use of congruent attending behavior	1	2	3	4	Y	N
74.	Demonstrate respect by accepting the client's point of view as a valid perspective	1	2	3	4	Y	N
75.	Use concreteness to assist a client to be more specific about personally relevant concerns	1	2	3	4	Y	N
76.	Usually read non-verbal communication accurately	1	2	3	4	Y	N
77.	Respond appropriately to pertinent non-verbal communication	1	2	3	4	Y	N
78.	Respond to clients in a manner that is perceived as useful and relevant to their concerns	1	2	3	4	Y	N
79.	Use appropriate self-disclosure to help clients explore and understand their concerns more clearly	1	2	3	4	Y	N
80.	Use immediacy to focus on the here-and-now of worker/client relationships	1	2	3	4	Y	N
<u>Interviewing Skills</u>		Practical Experience				Academic Coursework	
81.	Open a helping (counseling) interview and clearly establish its context	1	2	3	4	Y	N
82.	Use a range of questioning skills in a timely manner	1	2	3	4	Y	N
83.	Demonstrate diverse and appropriate responding skills	1	2	3	4	Y	N
84.	Guide the direction and provide focus during an interview	1	2	3	4	Y	N
85.	Close an interview and give direction for future contacts	1	2	3	4	Y	N