**Student’s Self Assessment**

**Social Work Skills**

**Name ………………………………………… Date ………………………**

Assess your skills: circle how you would rate your skills

Rating: 1 = Poor 3 = Okay / average 5 = Good

2 = Sometimes ok but not consistently 4 = occasionally good 6 = Excellent

*It is important to stress that practitioners are unlikely to become competent in all the skills listed below. Some areas of social work and social care will require some of the skills and interventions indicated in this list, whilst others will not.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core skills: the ability to - | Basic Skills | | | | Intermediate  Skills | | | | Advanced/  specialist skills | | | |
| Establish and maintain a sound professional relationship | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Work in partnership in ways that are collaborative and inclusive of others | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Demonstrate accurate observation skills | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Demonstrate attentive and perceptive listening skills | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Demonstrate sound assessment skills | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Arrive at sound judgements based on evidence and critical thinking | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Demonstrate problem-solving skills | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Demonstrate decision making skills | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Be open in ways that mean you can be changed by the reactions of others | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Have good verbal communication skills (the ability to find the ‘right’ words) | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Be aware of your own and other’s non-verbal communication (body language) | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Be able to transfer knowledge and skills between one situation and another | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Organise your own workload systematically | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Set up ways to monitor and evaluate progress and effectiveness | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Work under instruction when required | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Organise, co-ordinate, direct and manage services (care management) | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Interviewing skills: the ability to - | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Plan and prepare for an interview | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Create a climate and rapport of trust and confidence | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Communicate a sympathetic, concerned and kind approach | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Communicate an empathic understanding (accurate empathy) | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Use self-disclosure in ways that take the interview forward | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Use open questions | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Use closed questions | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Use ‘what’ questions | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Adopt an appropriate tone, timing and choice of words | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Paraphrase | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Clarify | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Summarise | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Prompt | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
| Probe | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Allow and use silences appropriately | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Translate intuitive and tacit knowledge into action | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Stick to the point and purpose of the interview (avoid drifting off course) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use self-disclosure appropriately | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Give feedback in ways that are clear, honest and helpful | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Receive feedback without becoming defensive | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| End and interview well | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| General skills: the ability to – | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use counselling skills when appropriate | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use reframing skills | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use humour sensitively and appropriately | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Give advice in ways that give clarity and enable choices to be made | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide information in ways that are clear and accessible | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide explanations in ways that describe and clarify the picture | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide encouragement (before an event) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide validation (after an event) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Manage your own anxiety (without becoming defensive) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Manage other’s anxiety (without becoming defensive) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Make sense of and use transference and counter-transference reactions | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Network with others | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Negotiate with others | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Persuade to another viewpoint or direction | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Be directive when appropriate | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Draw up a contract working agreement/action plan to support the goals/outcomes to be achieved | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide practical and material care and assistance | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Provide emotional support | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Teach and demonstrate specific skills | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Offer interpretation when appropriate and required | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Act to empower and motivate others | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Act in the role of mediator | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Act in the role of advocate | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Act in the role of mentor | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Demonstrate facilitative skills | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Demonstrate leadership (eg the ability to chair meetings) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Demonstrate assertiveness skills | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Challenge and confront | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Deal with hostility and aggression (eg bullying behaviour) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Break ‘bad news’ in ways that are sensitive, comforting and thoughtfully communicated | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Work with reluctant and ‘involuntary’ individuals | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Deal with, and sometimes diffuse, potentially violent situations | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Balance the provision of protection and control | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Manage professional boundaries | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Update records and keep abreast of other paperwork | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Writing skills (particularly report and letter writing skills) | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Translate the law, legal requirements and agency policy into practice | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use different types of knowledge in ways that lead to practice effectiveness | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Critically reflect and analyse your own practice | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Use supervision and training creatively to guide practice | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Interpret and use the findings of research in practice contexts | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Write up your practice experience in policy guidelines and articles for publication | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
| Close the case and end the relationship in ways that enable people to move forward | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |

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