

# PERSONAL ASSESSMENT QUESTIONNAIRE “CAN DO”

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## GENERALIST AND DIRECT HUMAN SERVICES

The following is a copy of the Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. Its use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, “I can ...” For example, Item 1 would read “(I can) prepare a program proposal.” Thus, the form has been nicknamed the “Can Do” form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO** “I do not know,” or “I have never done it.”
- **YES** “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.

If you answer **YES**, then you must also circle **1, 2, or 3**.

- **1** “Yes, but I need more practice.”
- **2** “Yes, I can do this adequately.”
- **3** “Yes, I can do this well enough to teach others.” (This response implies that you are also familiar with the literature or other teaching resources.)
- **A** **ACADEMIC EXPERIENCE** means “I have had classroom/workshop experience.”

Sharing your completed “Can Do” form with your field instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the “Can Do” form can help you take the first step towards meeting your educational/career needs.

*Provided by Portland State University School of Social Work*

**Assessment Rating Scale**  
**NO**.... “I do not know.” or “I have never done it.”  
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## GENERALIST AND DIRECT HUMAN SERVICES

### PROFESSIONAL GROWTH AND DEVELOPMENT

#### USE OF SUPERVISION

#### Assessment

- |   |                |
|---|----------------|
| 1. Use supervision to critically examine my own professional growth.                                | NO YES 1 2 3 A |
| 2. Identify those areas of learning where I need supervisory help and ask for it.                   | NO YES 1 2 3 A |
| 3. Plan ahead for supervisory conferences.  | NO YES 1 2 3 A |
| 4. Organize and plan my work so that assigned responsibilities are carried out in a timely fashion. | NO YES 1 2 3 A |
| 5. Apply the skills and concepts I learn in one situation to another.                               | NO YES 1 2 3 A |

#### ROLE OF SOCIAL WORKER

- |   |                |
|---|----------------|
| 6. Explain the role and function of a social worker to a non-social worker.                 | NO YES 1 2 3 A |
| 7. Apply social work values and ethics in work with clients and colleagues.                 | NO YES 1 2 3 A |
| 8. Work with other professionals/para-professionals as a member of a team.                  | NO YES 1 2 3 A |
| 9. Differentiate between representing a personal, professional, or organizational position. | NO YES 1 2 3 A |
| 10. Consult with persons from other disciplines on behalf of clients.                       | NO YES 1 2 3 A |

#### SELF-AWARENESS

- |  |                |
|--|----------------|
| 11. Assess how my values, attitudes, and beliefs affect my perception of and my relationships with other people. | NO YES 1 2 3 A |
| 12. Recognize the influence my personal feelings have on my relationships with other people.                     | NO YES 1 2 3 A |

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Name \_\_\_\_\_  
Date \_\_\_\_\_

13. Examine and change my own behavior when it interferes with successful client work. NO YES 1 2 3 A
14. Articulate and clarify my personal values, stereotypes, and biases about my own and others' race and ethnicity, sexual orientation, gender, and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups other than my own. NO YES 1 2 3 A
15. Work effectively with people in sub-ordinate positions. NO YES 1 2 3 A
16. Work effectively with persons in positions of authority. NO YES 1 2 3 A
17. Work effectively with persons from cultural groups other than my own. NO YES 1 2 3 A

### **COMMUNICATION SKILLS**

18. Express myself clearly when speaking. NO YES 1 2 3 A
19. Express my ideas clearly in writing. NO YES 1 2 3 A
20. Utilize computer technology for written and visual presentation. NO YES 1 2 3 A
21. Present and defend my own point of view orally and in writing. NO YES 1 2 3 A
22. Openly discuss racial, class, gender, ethnic, sexual orientation, disability, and other differences and be able to respond to culturally-based cues. NO YES 1 2 3 A

## **ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE**

### **FIELD PLACEMENT SETTING**

23. Identify the goals and purposes of an agency or organization. NO YES 1 2 3 A
24. Interpret formal organizational charts. NO YES 1 2 3 A
25. Locate and use informal communication channels in an organization. NO YES 1 2 3 A
26. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help-seeking behaviors of clients from cultures different from my own. NO YES 1 2 3 A
27. Differentiate between interpersonal and organizational conflict. NO YES 1 2 3 A

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Name \_\_\_\_\_  
Date \_\_\_\_\_

### INTER-AGENCY RELATIONSHIPS

28. Locate information about the formal social services that exist in a community. NO YES 1 2 3 A
29. Locate informal services (e.g., individuals, neighborhood networks) which can be used as resources. NO YES 1 2 3 A
30. Identify linkages, (e.g., contractual, procedural) that exist between agencies. NO YES 1 2 3 A

### SERVICE POPULATION

31. Describe the characteristics of an agency's client population. NO YES 1 2 3 A
32. Identify techniques for learning the cultures of client groups who differ from me due to race, class, gender, ethnicity, sexual orientation, or disability. NO YES 1 2 3 A
33. Identify the unique demographic characteristics of the community or geographical area that an agency or organization serves. NO YES 1 2 3 A
34. Identify gaps in an agency's services and the clientele's needs. NO YES 1 2 3 A

### POLICIES AND PROCEDURES

35. Describe how an agency's policies and procedures are developed. NO YES 1 2 3 A
36. Determine how an agency's policies or procedures will affect service delivery to a client or client group. NO YES 1 2 3 A
37. Identify different approaches for service delivery to a client or client group. NO YES 1 2 3 A
38. Recognize and combat racism, sexism, heterosexism, classism, and the related stereotypes, and myths within individuals and institutions. NO YES 1 2 3 A

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