



First Semester, SWU 412 (1 of 2) BSW Learning Contract and Evaluation

*This is the first of **two** Learning Contract and Evaluation forms that are required to complete the BSW internship requirements.
The second form will be uploaded after the start of the second semester.*

Placement Information:

Current Field Course:	SWU 412									
Student Name:										
Student ID:										
Internship Placement Semesters/Year:										
Agency Name:										
Is the Student an Employee of the Placement Agency?	<input type="radio"/> Yes <input type="radio"/> No									
Date Work Variance was Approved by Field Team: (type "N/A" if not applicable)										
Street Address:					City:		State:		Zip Code:	
Field Instructor Name:					Task Instructor Name:			Field Liaison Name:		

Internship Schedule:

If additional days or times:		

Supervision Schedule: (ASU SSW policy requires 1 hour of supervision per week)

Supervision Type: (check all that apply)	Supervision Format: (check all that apply)
<input type="checkbox"/> One on One <input type="checkbox"/> Group Supervision	<input type="checkbox"/> In Person/On-Site <input type="checkbox"/> Video/Virtual Meeting <input type="checkbox"/> Phone Conference <input type="checkbox"/> Email <input type="checkbox"/> Co-Facilitation with Task Instructor

Certificates: (check all that apply)

Domestic Violence Certificate Program	Downtown Only	
N/A		

Form Instructions:

Please Note: There will be 2 sections with 6 submit buttons (Student x2, Field Instructor x2, Field Liaison x2) to complete for the entire Learning Contract and Evaluation Form. The evaluation sections will be "opened" up as the internship progresses. The first section is your Learning Contract

and the second section is the Semester Evaluation (see Field Calendar for due dates).

It is imperative that the form is completed **IN ORDER** and all parties follow their specific directions below to avoid errors and delays in submissions.

Learning Contract Instructions:

Student Intern: At the beginning of each semester of the field placement internship, the student intern, with assistance from the Field Instructor, reviews, and drafts the form. Field Instructors will use the learning activities to evaluate the student intern's mastery of each learning core competency at the end of each semester.

For each competency, the student must add one **STUDENT CREATED ADDITIONAL ACTIVITY** that will measure skill attainment in that area. These activities should be specific to the agency, align with student intern goals, and provide a clear picture of the work being completed. Activity must also include how it will be measured. **[SMART Goals]**

Please note: if the activity is completed in the first semester, plan to create a new activity in the second semester form. If an activity or project is set to span both semesters, copy and paste the activity into the second semester form.

For each activity, the student intern must set a **TARGET COMPLETION DATE**. Target dates need to be unique to the learning activity and there should be a variety of dates spread throughout the first and second semesters. Target dates should be chosen in the semester that matches the target semester selected in the drop down.

Please note: if the activity will be completed in the first semester the target date should fall in the first semester. If the activity will be completed in the second semester, the target date should fall in the second semester. If an activity or project is set to span both semesters, a first semester target date should be set in the first semester form and a second semester target date should be set in the second semester form.

For each activity, the student must select a **TARGET SEMESTER** from the drop down.

Please note: If the activity is set to be completed in the first semester, select "First Semester" from the drop down and list a first semester target date. If the activity is set to be completed in the second semester, select "Second Semester" from the drop down and list a second semester target date. If the activity is set to span both semesters, select "First and Second Semester" from the drop down and list a first semester target date in the first semester form and list a second semester target date in the second semester form.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

DO NOT click the Student Learning Contract Submit button at the bottom of the form to forward the Learning Contract to your Field Instructor until **AFTER** the Initial Field Liaison Meeting is completed with the Field Liaison and they have reviewed the form.

Field Instructor: Work with the student to help draft additional activities, identify target dates, and target semester for each competency.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

DO NOT click the Field Instructor Learning Contract Submit button at the bottom of the form to forward the form to the Field Liaison until **AFTER** the Initial Field Liaison Meeting is completed with the Field Liaison and they have reviewed the form.

Field Liaison: Review the drafted Learning Contract and prepare notes for the Initial Field Liaison Meeting. After any needed revisions are made, ask both the Field Instructor and student to submit the final version of the Learning Contract by clicking their prospective Learning Contract Submit buttons.

Click the Field Liaison Learning Contract Submit button at the bottom of the form to finalize the form.

Semester Evaluation Instructions:

Field Instructor: At the end of the semester, rate your student intern for each learning activity using the rating scale listed below. First semester students should be routinely (50%) demonstrating expectations. Provide comments in the comment box below each competency. The comments should provide justification and/or support the scores.

Please note: this evaluation form follows the same learning objectives as outlined in the student intern's Learning Contract. Be sure to evaluate the student intern's performance and progress towards competency within the context of the evaluation criteria found in the Learning Contract.

For each activity, if target date is "First Semester," activities are scored based on exposure and progress.

For each activity, if target date is "Second Semester," activities are scored based on partial completion and progression from first semester.

N/As should be used only in the case the student has had zero exposure or opportunity to that specific activity.

A score of "5" indicates a student has fully mastered a skill and does not allow the student intern to demonstrate advanced skills in the second semester.

-If a First Semester student receives a "5" please include justification in the comment section below the specific competency.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

DO NOT click the Field Instructor Semester Evaluation Submit button at the bottom of the form to forward the form to the Student Intern until **AFTER** the End of the Semester Meeting is completed with the Field Liaison and they have reviewed the form.

Student Intern: After your Field Instructor has filled out the evaluation, review the form. Please provide comments in the comment box below each competency.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

DO NOT click the Student Semester Evaluation Submit button at the bottom of the form to forward the form to your Field Liaison until **AFTER** the End of the Semester Meeting is completed with the Field Liaison and they have reviewed the form.

Field Liaison: Review the drafted evaluation and grade recommendation to prepare notes for the End of the Semester Meeting. After any needed revisions are made, ask both the Field Instructor and student to submit the final version of the Semester Evaluation by clicking their prospective Semester Evaluation Submit buttons.

Click the Field Liaison Semester Evaluation Submit button at the bottom of the form to finalize the form.

Taking into consideration all internship requirements and documentation, award the grade.

Rating Scale:

Level of Mastery	Description
1	Fails to Meet Expectations: Offers no evidence of engagement with practice experience. <i>Suggestions for comments to describe student performance - Does not show up when scheduled; does not engage in agency milieu, activities, or tasks; does not participate in events selected to achieve the course objectives.</i>
2	Occasionally Demonstrates Expectations (less than 50%): Needs improvement. <i>Suggestions for comments to describe student performance - Demonstrates the following: Shows up as scheduled, engaged with agency milieu and in some activities, tasks or events selected to achieve the course objectives; participates in learning experiences but does not show mastery of skills. Working on achieving skills that will lead to achieving course objectives.</i>
3	Routinely (50%+) Demonstrates Expectations: Performs at competent level. <i>Suggestions for comments to describe student performance - Demonstrates the following: Understanding of overarching professional competencies; demonstrates commitment to developing practice behavior; performs tasks, or other events selected to achieve course objectives as expected, able to work independently on some activities or tasks.</i>
4	Consistently Meets Expectations (75%+): Performs at competent level on most/all tasks. <i>Suggestions for comments to describe student performance - Demonstrates the following: Ability to practice at professional level; demonstrates commitment to developing practice behavior; evidence emerging of mastery in activities, tasks; ability to work independently with clients or some of the activities, tasks or events selected to achieve course objectives.</i>
5	Exceeds Expectations (90%+): Performs above level on most tasks. <i>Suggestions for comments to describe student performance - Demonstrates the following: Knowledge of and use of professional ethics and behaviors in all work; extends this behavior to other activities throughout the practice experience. Mastery of skills in more than half of activities, tasks or other events selected to achieve course objectives.</i>

Educational Policy Accreditation Standards (EPAS):

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the mastery of integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and practice behaviors that are comprised of learning activities. The nine core competencies, one ASU specific, and one professional growth and development activity are listed below followed by a description of characteristic knowledge, values, skills, cognitive/affective processes (listed as Activities To Evaluate Student Mastery of EPAS) and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Website: NASW 2015 CSWE Educational Policy and Accreditation Standards (CSWE EPAS): <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS/>

Core Competencies & Descriptions:

1. Demonstrate Ethical and Professional Behavior

Build skills in ethical practice, values identification, professional behavior, utilization of supervision, and technology.

2. Engage Diversity and Difference in Practice

Build skills in understanding how diversity shapes human experience and identity, understanding and identifying forms of oppression and how they may marginalize, alienate, or create privilege and power.

3. Advance Human Rights and Social, Economic, and Environmental Justice

Build skills in gaining knowledge about theories of human need and social justice, and strategies to promote social and economic justice, eliminate barriers to services, and advance human rights.

4. Engage in Practice-informed Research and Research-informed Practice

Build skills of critical thinking through use of practice experience to inform research and evaluation of research-informed practices.

5. Engage in Policy Practice

Build skills in understanding the role of policy in service delivery, and the role of practice in policy development.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Build skills in understanding and applying strategies to engage diverse clients and constituencies using knowledge of human behavior and social environment to advance practice effectiveness.

7. Assess Individuals, Families, Groups, Organizations, and Communities

Build skills in understanding and applying methods of assessment with diverse clients and constituencies to advance practice effectiveness.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Build skills in understanding and applying methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Build skills in understanding and applying qualitative and quantitative methods for evaluating outcomes to advance practice, policy and service delivery effectiveness.

10. Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.

Social workers in the Southwest and across the nation understand the significance and complexity of the U.S.-Mexico transborder region; enduring principles of tribal sovereignty and the federal trust relationship with indigenous peoples; and the challenges facing children, youth and families in the social, economic, and political context. Social workers in the Southwest and across the nation understand the social dynamics of human migration and settlement that require responsiveness to Latinx; African American, older adult, recently relocated, immigrant, refugee, and urban American Indian/Alaska Native populations.

11. Professional Growth and Development

Build skills in developing strategies for self-care and gaining knowledge about the Social Work profession, including licensing.

Competency 1: Demonstrate Ethical and Professional Behavior

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Student uses the NASW Code of Ethics and agency code of conduct in all interactions with staff, clients, and other professionals. Using NASW Code of Ethics, the student is able to identify 2-3 ethical dilemmas when working with agency clients and determine how to address the dilemmas, while tolerating any ambiguity.			
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	In supervision, student identifies personal values and perceptions that influence social work practice and identifies how student uses models of ethical decision-making and relevant laws/regulations to ensure ethical actions in practice.			
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Student demonstrates professional behavior in appearance, and in all oral and written communication.			
1.4	Use technology ethically and appropriately to facilitate practice outcomes.	Student demonstrates professional behavior in electronic communication and documentation.			
1.5	Use supervision and consultation to guide professional judgment and behavior.	Student uses supervision and consultation to reflect on professional behavior and demonstrates ability to incorporate feedback into practice.			
1.6		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 2: Engage Diversity and Difference in Practice

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.	Student will conduct two key informant interviews with community organizers to learn culturally grounded approaches in working with a diverse community.			
2.2	Present self as learners and engage clients and constituencies as experts of their own experiences.	Design a specific case intervention that demonstrates the application of culturally responsive service delivery for an assigned client.			
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student reflects on their values and perceptions and identify how this could impact the implementation of culturally responsive interventions when working with diverse populations.			
2.4		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
3.1 a	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Student will conduct two key informant interviews to learn culturally grounded approaches in working with a diverse community.			
3.1 b		Student will identify an agency population and discuss with field instructor how best practice interventions are culturally responsive to population served.			
3.2	Engage in practices that advance social, economic, and environmental justice.	Student will identify an issue or policy that affects the agency population at the micro, mezzo, or macro level. Student will discuss with field instructor on how the agency addresses these barriers.			
3.3		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
4.1	Use practice experience to engage in analysis of quantitative and qualitative research methods and research findings.	The student will choose a research topic relevant to the agency population to complete a research study for classroom or field assignment.			
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Student will conduct two focus interviews with agency social workers to learn about staff's practice wisdom to determine their understanding of human behavior and how clients achieve change.			
4.3	Use and translate research evidence to inform and improve practice, policy and service delivery.	The student will collaborate with the agency's data management or research program to assist with research on evidence-based practices or with program development.			
4.4		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 5: Engage in Policy Practice

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
5.1	Identify social policy at the local, state, federal, and tribal level that impacts well-being, service delivery, and access to social services.	Student will attend Social Work Day at the Legislature to engage in social and economic justice efforts and/or write a letter to their state legislator advocating for needed client services.			
5.2	Assess how social welfare and economic policies impacts the delivery of and access to social services.	Student will attend a city council, school board, or legislative meeting/hearing to learn about initiatives that may affect client access to services.			
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	Student will identify the policies implemented by the agency (through observation or interviews with agency staff) to remove barriers and consistently provide quality services across all cultures and the lifespan of clients served by the agency.			
5.4		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Student will observe a staff member conduct a client intake session and then complete 3-4 client intakes in which mutually agreed on focus and desire outcomes are developed.			
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Student will make an audio or video recording of a client (or mock interview with a staff member) in the first semester to demonstrate beginning interviewing skills such as empathy, reflective listening, and other interpersonal skills and then view/listen to it with field instructor to discuss observations and debrief.			
6.3	Student will demonstrate effective and appropriate recording skills and adhere to professional standards of confidentiality.	Student will seek out training on documentation, confidentiality, HIP AA, and mandated reporting and then discuss their learning with field instructor and provide timely documentation.			
6.4		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
7.1	Collect, organize data, and apply critical thinking to interpret information from clients and constituencies.	Student will collect, organize, and interpret client data to complete 3-5 client assessments, identifying 2-3 client strengths and limitations and review with field instructor.			
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Student will compare and contrast two psychosocial assessment instruments and write a one- page paper on their findings. Student will also this discuss with field instructor.			
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Student will meet with a client and complete a genogram or eco-map.			
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Student will review assessments with Field Instructor, identifying the theoretical models used, to determine appropriateness of assessments and treatment plans for 1 – 2 clients.			
7.5		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Student will discuss and identify intervention skills and procedures including negotiation, mediation, and advocacy for clients and review criteria for selecting intervention strategy.			
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Student will meet with designated client to implement interventions plans that support client goal attainment and resolve problems and utilize supervision to discuss them and revise as necessary.			
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Student will attend client staffings and interdisciplinary meetings and discuss clients' progress.			
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	In supervision, student is able to identify how they use negotiation, mediation and advocacy to improve the clients' outcome.			
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.	During supervision, student will discuss the various ways that clients terminate or transfer from services with agency and identify best practices. Student will reflect upon their potential reaction to terminating or transferring client from their caseload.			
8.6		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
9.1	Select and use appropriate methods for evaluation of outcomes.	Student will work with client and agency staff to develop benchmarks for each client assigned.			
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	With the field instructor, the student will review interventions and demonstrate the ability to develop and implement measures that evaluate the effectiveness of interventions.			
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Student will identify potential client/intern reactions to the termination or transition of cases and utilize this knowledge to facilitate a successful transition.			
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Discusses evaluation findings with field instructor and demonstrates ability to apply evaluation findings to improve micro, mezzo, and macro interventions.			
9.5		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all

practice levels and locations.

Each state has either an indigenous population, a human migration demographic, or both. Arizona State University School of Social Work requests students to create and complete learning objectives that initiate social awareness of the impact of colonization on the Indigenous populations or human migration demographic by conducting research or an activity in terms of what tribal affiliations are nearest to the area, services, or gaps in services.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
10. 1a	Social workers in the Southwest and across the nation understand the significance and complexity of the U.S.-Mexico transborder region; enduring principles of tribal sovereignty and the federal trust relationship with indigenous peoples; and the challenges facing children, youth and families in the social, economic, and political context. Social workers in the Southwest and across the nation understand the social dynamics of human migration and settlement that require responsiveness to Latinx; African American, older adult, recently relocated, immigrant, refugee, and urban American Indian/Alaska Native populations.	Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across micro, mezzo and macro levels of practice and research.			
10. 1b		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

Competency 11: Professional Growth and Development

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
11. 1	Maintains a strategy for promoting personal and professional balance and self-care.	Student will develop a weekly self-care plan and implement plan throughout internship using supervision to seek feedback.			
11. 2	Effectively utilizes supervision for evaluation of skill acquisition.	Student attends supervision consistently to seek feedback on skill development and then practices self-reflection and self-correction.			
11. 3	Develop a plan for continued professional development.	Student will develop a five-year plan for professional development including licensing requirements.			
11. 4		Student created additional activity:			
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			
					Semester Rating (average)

***** Learning Contract Submit *****

Learning Contract Review:

Field Instructor: I have reviewed this Learning Contract with my student. <input type="radio"/> Yes <input type="radio"/> No	Field Liaison: I have reviewed this Learning Contract with my student and Field Instructor. <input type="radio"/> Yes <input type="radio"/> No
I approve this Learning Contract. <input type="radio"/> Yes <input type="radio"/> No	I approve this Learning Contract. <input type="radio"/> Yes <input type="radio"/> No
Comments regarding the Learning Contract:	Comments regarding the Learning Contract:

Student:

Has not been actioned

Field Instructor:

Has not been actioned

Field Liaison:

Has not been actioned