

Updated 07/31/2023 MH



**Second Semester, SWG 642 (2 of 2)
MSW Advanced Direct Practice (ADP) Learning Contract and Evaluation**

*This is the second of **two** Learning Contract and Evaluation forms that are required to complete the MSW Advanced Direct Practice (ADP) internship requirements.*

Placement Information:

Current Field Course:	SWG 642									
Specialization:	<input type="radio"/> Health/Behavioral Health Adults <input type="radio"/> Children, Youth and Families <input type="radio"/> Health/Behavioral Health Medical <input type="radio"/> Child Welfare									
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)

Latino Cultural Competency in Social Work Certificate Program	Downtown Only	
Criminal Sentencing and Sentencing Advocacy Certificate Program	Online Only	
Trauma and Bereavement Certificate Program	Downtown Only	
Assessment of Integrative Health Modalities Certificate Program	Downtown Only	
Domestic Violence Certificate Program	Downtown Only	
Gerontology 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. Second semester students should be **Consistently Meeting Expectations (75%)**. 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.

Score each activity based on completion, and if applicable, progression from first semester.

A score of "5" indicates a student has fully mastered a skill.

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	Social Workers as Advanced Direct Practitioners (ADP) transfer and synthesize foundational knowledge of the values and ethical standards of the profession linking advanced theoretical models to direct practice settings and situations.	Uses NASW Code of Ethics and practice informed research to guide practice and ethical decision making in practice situations with clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.2	Students in the ADP concentration use critical thinking to inform their professional judgement and behavior.	Demonstrate enhanced professional use of self, ethics and intentional critical thinking and problem solving using the lens of an advanced direct practitioner.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.3	Students in the ADP concentration, when making ethical decisions involving clients, formulate case conceptualizations that incorporate Person-In-environment, Micro, Mezzo and Macro systems.	Formulate and analyze complex multi-dimensional issues and showcase mastery in case conceptualization that incorporates person in environment, and micro, mezzo, and macro systems.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.4	Students in the ADP concentration employ frameworks of Evidence-Based Decision Making, Evidence-based practice, research and policy.	Incorporate frameworks of evidence-based decision making, evidence-based practice, research and policy.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.5	ADP social workers have a commitment to life-long learning.	Participate in professional development opportunities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.6	ADP social workers leverage their understanding of emerging technologies in practice settings, and assess for appropriateness of use, being mindful of the balance needed between privacy and the need for flexibility in service delivery.	Utilize emerging technologies and take appropriate considerations in regards to safety, security, and privacy.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.7	Understand our role as social workers in aid to our clients, taking into consideration the inherent power differential within the therapeutic relationship.	Recognize ethical considerations and can make decisions more independently while appropriately seeking guidance and feedback in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 1: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 1: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.	Assess intersectionality with clients and use anti-oppressive and anti-racist approaches to engage with diverse populations and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.2	Present self as learners and engage clients and constituencies as experts of their own experiences.	Identify and utilize therapeutic approaches that illustrate cultural responsiveness.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Analyze the connection between systematic oppression and marginality and identify sources of oppression and marginality when working with diverse populations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.4	Social Workers as Advanced Direct Practitioners assess intersectionality to adapt therapeutic approaches that illustrate cultural responsiveness.	Demonstrate an understanding of how to use strength-based trauma-informed approaches in practice with self and others as a way to enhance client outcomes of populations who experience systematic oppression and marginalization.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.5	Direct practitioners recognize and analyze the connection between systemic oppression and marginality as it relates to privilege, so they can engage in strength-based trauma-informed approaches in practice with self and others. Their insight extends across micro, mezzo and macro systems and how individuals, families, groups, organizations, and communities across these levels are impacted by oppression and discrimination.	Identify the power of privilege and apply knowledge of the dynamics of power differentials and the impact of power and historical oppression on marginalized individuals and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 2: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 2: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Assist clients in the discovery process of the personal impact and consequences of globalization in economics, politics and culture.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.2	Engage in practices that advance social, economic, and environmental justice.	Critically analyze structural factors such as racism and violence which contribute to persistent disparities for marginalized populations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.3	Social Workers as Advanced Direct Practitioners engage in a discovery process of the global interconnections of oppression and human rights, enhancing awareness of social, economic and environmental influences to eliminate barriers faced by clients.	Adhere to The Universal Declaration of Human rights to promote social justice across micro, mezzo and macro systems and effect change.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.4	Social Workers understand strategies designed to eliminate oppressive structural barriers and ensure that social goods, right, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Identify issues that affect the primacy of human rights, including freedom, safety, privacy, a living wage, an adequate standard of living, health care and education at the micro, mezzo, and macro level and help clients to eliminate barriers.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 3: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 3: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.	Applies critical thinking to evidenced-based research.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Translates research findings into effective practice that is culturally sensitive and considers environmental, sociocultural and historical factors.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.3	Use and translate research evidence to inform and improve practice, policy and service delivery.	Evaluate current research and best practices and demonstrates evidenced-based decision making when deciding on which models, framework, and interventions to use.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.4	Social Workers as Advanced Direct Practitioners employ current research to ensure chosen interventions are evidence based and culturally appropriate. Through evidence-based decision making, students in the ADP concentration will apply quantitative and qualitative research methods and translate research findings into effective practice.	Exhibits increased proficiency in understanding research as it relates to underrepresented populations and adapt models of practice, intervention strategies and frameworks for evaluation.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		<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>			Has not been actioned
					Semester Rating (average)

Competency 4: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 4: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.	Exhibit a heightened awareness of micro, mezzo, and macro level policies that impact client populations and how this contributes to ongoing experiences of exploitation and marginalization.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.2	Assess how social welfare and economic policies impacts the delivery of and access to social services.	Advocate for client rights and access to services.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	Address policy barriers that impact client systems.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.4a	Social Workers as Advanced Direct Practitioners interpret micro, mezzo, and macro level policies impacting individuals, families, communities, and society. They advocate for client rights and access to services. ADP students identify and address policy barriers and the impact on client systems.	Engage in applying critical thinking to analyze, formulate, and advocate for policies on federal, state, tribal, and local levels.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.4b		Engage in advocacy to help clients overcome policy barriers that impact them and their systems.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 5: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 5: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.	Demonstrate appropriate engagement, professional use of self, and rapport building with clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.2	ADP students employ frameworks, models and theories to inform micro, macro and mezzo practice and enhance engagement.	Utilize frameworks, models, and theories in micro, mezzo, and macro practice to enhance effective engagement and interprofessional collaboration.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.3a	ADP students recognize the influence of their personal experiences and affective reactions on effective engagement and rapport with clients.	Identify and utilize strategies specific to diverse clients and constituencies.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.3b		Recognize the influence of the social worker's personal experiences and the potential impact on effective engagement and rapport with clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.3c		Identify and are aware of affective reactions and the implications on engagement and rapport.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 6: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 6: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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:
7.1a	Collect and organize data at the micro, mezzo and macro levels of practice.	Complete multi-dimensional, trauma-informed assessment process to inform evidence-based treatment strategies.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.1b		Identify strengths, resources, and unique challenges for clients within the person in environment framework.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.2a	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.	Demonstrate multi-dimensional, trauma-informed assessment process.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.2b		Participate in interprofessional collaboration on micro, mezzo and macro levels during the assessment process.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Students use research knowledge to inform their choice of intervention strategies.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Student will select intervention strategies such as CBT or Motivational Interviewing for their clients based on the assessment, evidence informed practice, and values and preferences of clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 7: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 7: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.6	Social Workers as Advanced Direct Practitioners apply a variety of evidence-based practice models and their correlating interventions based on needs identified in the multi-dimensional, trauma-informed assessment process. Direct practitioners recognize the importance of, and are active participants in an interprofessional team approach to intervene with clients. ADP students demonstrate advanced proficiency in specific treatment practice models.	Student created additional activity:			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 8: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 8: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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 facilitate the mutual evaluation of client's progress towards meeting the intervention goals and report on client progress in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Student applies various theoretical frameworks/models to demonstrate the ability to evaluate the effectiveness of interventions using best practice/evidence based measures.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Student measures and analyzes success of interventions with clients using criteria established by agency to evaluate effectiveness of programs.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Demonstrates ability to apply evaluation findings to improve micro, mezzo and macro interventions.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.5	Students in the ADP concentration prioritize evaluation as an ongoing component to ensure successful treatment outcomes. Direct practitioner utilizes a variety of quantitative and qualitative methods for evaluating outcomes and practice effectiveness. ADP students understand that evaluation is not a stagnant event, and implement an evolving process that discerns client progress of treatment goals, and lasts for the life cycle of the client/practitioner relationship.	Student created additional activity:			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 9: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 9: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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:
10.1	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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.2	Social Workers as Advanced Direct Practitioners in the Southwest develop and apply practical, in-depth knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices.	Apply knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices in the Southwest.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.3	Aligned with the mission of the School of Social Work, social workers trained at ASU understand the intersection of federal, state, international, and tribal governing systems, cultural strengths, barriers to services, and policies and programs that impact service populations and practitioners.	Demonstrates knowledge of the intersections of federal, state, international, and tribal legal systems, cultural strengths and barriers to services, and policies and programs that impact service populations and practitioners.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.4	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.	Demonstrates understanding of the significance and complexity of the U.S.-Mexico transborder region.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.5	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.	Demonstrates response to feedback positively by changing and adapting to directors or client needs.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.6 -1		Option 1: Acknowledges the challenges facing children, youth, and families in the social, economic, and political context.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.6 -2		Option 2: Demonstrates understanding of the social dynamics of human migration and settlement that requires responsiveness to Latinx; African American, senior citizen-older adult, recently relocated, immigrant, refugee, tribal, and urban American Indian/Alaskan Native populations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.6 -3		Option 3: Demonstrates principles of tribal sovereignty and the federal trust relationship with tribes.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 10: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 10: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
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.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
11.3	Develop a plan for continued professional development.	a) Register for an ASU Handshake account and build a profile (and/or use a comparable platform such as LinkedIn). b) Use Career and Professional Development Services' resume-critique service to finalize your resume. c) Attend at least one Career and Professional Development workshop or a comparable training per semester.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
		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.			Has not been actioned
					Semester Rating (average)

Competency 11: Student's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Student Semester Evaluation Submit.)

Competency 11: Field Instructor's Semester Comments: (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button next to Field Instructor Semester Evaluation Submit.)

******* 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

******* Semester Evaluation Submit *******

Semester Evaluation Review:

Field Instructor Comments: Please comment on the student's professionalism, development of social work knowledge, skills, attitudes, and overall participation in the educational process.	Student Comments:	Field Liaison Comments:
Below is the number of APPROVED hours for Second Semester.	I have read the evaluation and have discussed it with my Field Instructor. <input type="radio"/> Yes <input type="radio"/> No	I have reviewed this evaluation, including comments, and confirm the number of hours is correct and complete. <input type="radio"/> Yes <input type="radio"/> No
I have reviewed and completed all Weekly Supervision forms. <input type="radio"/> Yes <input type="radio"/> No	I attest all Weekly Supervision forms are filled out accurately and completely. <input type="radio"/> Yes <input type="radio"/> No	I have reviewed and verified Weekly Supervision forms match approved hours. <input type="radio"/> Yes <input type="radio"/> No
I approve this evaluation. <input type="radio"/> Yes <input type="radio"/> No		I approve this evaluation. <input type="radio"/> Yes <input type="radio"/> No

Semester Evaluation Grade Recommendation:

- Pass (Y): Second semester student consistently met expectations (75%).
- Fail (F): Second semester student has not met field objectives. Student did not consistently meet expectations (75%).

Field Instructor:

Has not been actioned

Student:

Has not been actioned

Field Liaison:

Has not been actioned