

Updated 1/4/23 BAM



**Second Semester, SWG 644 (2 of 2)
MSW Policy, Administration, and Community Practice (PAC) Learning Contract and Evaluation**

*This is the second of **two** Learning Contract and Evaluation forms that are required to complete the MSW Policy, Administration, and Community Practice internship requirements.*

Placement Information:

Current Field Course:				SWG 644			
Student Name:							
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:
1.1a	Macro social workers understand the values and ethics of the profession, as well as relevant policies, laws, and regulations (organizational, city, state, federal, and tribal) that impact practice across various system levels.	Apply an anti-racist and anti-oppressive framework and best practice to the placement integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.1b		Identify which placement documents (policies, manuals, or other materials) relate to social work ethics (such as confidentiality, appropriate relationships, etc.)			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.2a	Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision-making, practice, research, policy, and community building. To ensure ethical practice with communities, organizations, and in the policy arena, these social workers use self-reflection, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors.	Use critical self-reflection of one's own personal experiences, culture, context, affective reactions, power and privilege to manage personal values and maintain professionalism in policy arenas, organizations, and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.2b		Identify your leadership and supervisory style using self-reflection tools. Discuss with field instructor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.3	Social workers communicate their viewpoints and positions within various professional arenas (e.g., practice, communities, organizations, and the broader society) in manners that are research-informed, community-inspired, culturally aware, and grounded in social justice.	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication as well as awareness of appropriate interactions in policy arenas, organizations, and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.4	Use technology ethically and appropriately to facilitate practice outcomes.	Review and analyze the technology policy of the agency and the agency's use of technology to outreach to and serve clients. Make recommendations to strengthen these agencies policies and practices.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.5	Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.	Use technology ethically and appropriately to facilitate practice and policy outcomes. Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.			<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:
2.1a	Macro social workers recognize how diversity, power, and oppression shape individual and group experiences and are critical to identity development.	Identify who the relevant stakeholder groups are for the placement (such as community, clients, staff, funders, board members, etc.)			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.1b		Engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one's own personal biases, power, and privilege affect the engagement process and all aspects of macro practice. Identify 2 strategies for addressing personal biases; implement them and discuss outputs/outcomes with your supervisor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.2	Diversity is understood as a concept that includes intersectionality; and the various ways in which age, class, color, culture, global location, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereignty interact to shape the multiple dimensions of identity and positionality, both individually and collectively.	Formulate inclusive engagement strategies for your agency, or examine those that exist based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.3	Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes.	Critically examine your agency on how it reflects and addresses issues of disparities and diversity. Emphasize how the placement was created and evolved historically. What systems are in place to accommodate the needs of a diverse population?			<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:
3.1a	Macro social workers understand that the social work's founders, many of whom were human rights and social justice activists, organized a professional response to social problems based on supporting individuals and groups and reforming social structures. Human rights-based approaches call for the redistribution of power and privilege in a society to reduce inequities and ensure dignity and respect for all.	Recognize that people and communities are rights-holders, and inherently deserving and worthy of social, economic, and environmental justice based on their human rights. Identify the rights holders and stakeholders in your community. Formulate a strategy (using a strategy chart learned in SWG 682) for how to obtain more equitable rights among stakeholders and beneficiaries in your community.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.1b		Recognize that peoples' wellbeing and rights are the responsibility of certain duty-bearers. Identify the duty-bearers who are responsible for the rights-holders and stakeholders in your community and the various system levels within which the placement interacts.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.2	Rights-based principles call macro social workers to social, environmental, and political activism to implement sustainable and equitable interventions that promote human dignity and well-being for all.	Identify a social work intervention, practice, program, or policy from your field setting. Define how it relates to human rights-based approaches.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.3	Macro social workers apply critical thinking and consciousness to current social injustices and issues, while acknowledging the historical contexts in which they were created and maintained.	Using critical thinking skills engage clients or constituents in designing or promoting programs and services that address human rights.			<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	Macro social workers understand the importance of the role of research in macro practice, and specifically the application of quantitative and qualitative methodologies in advancing the science of macro social work practice at the level of policy, organizations, and communities.	Identify a social theory (such as one from SWG 682) that pertains to the placement. Critically analyze the theory: does it explain the behavior of people, communities, or organizations? Does it fit your experience in the placement? How can this inform your social work practice?			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.2	Macro social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge and guiding practice.	Apply critical thinking to engage in the analysis of quantitative and qualitative research methods and research findings in data collection.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.3	Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within macro practice. Macro social workers understand that the evidence that informs macro practice derives from multi-disciplinary, multi-sector sources, and multiple ways of knowing.	Use and translate research evidence to inform and improve practice, in the policy arena, administration, and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.4	Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They also understand the processes for translating research findings into effective practice.	Consciously integrate the voices and experiences of those directly affected by social, economic, and political inequality and report research and how it translates to improved programs/services and practices.			<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 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	Macro social workers expand their understanding of how historical, political, social, economic, and cultural factors shape policy at the federal, state, tribal, and local levels, by examining how those policies impact individuals, families, communities and society.	Demonstrate skills in analysis, formulation and advocacy of policies that are reflective of social work values, are anti-racist and anti-oppressive, and advance human rights and social, economic, and environmental justice.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.2a	Based on critical social welfare policy analysis, macro social workers develop policy practice interventions to advance human rights, equity, access to comprehensive social welfare services, as well as social, economic, and environmental justice.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.2b		Synthesize and disseminate information to key stakeholders and policymakers on the impact of policies on diverse communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.3a	Macro social workers engage with individuals and communities to help build the capacity of affected constituencies to participate in advocacy, including working with coalitions and decision makers to advance policies that align with social work values and promote human rights, and social, economic, and environmental justice.	Analyze key policy issues related to human rights and social, economic, and environmental justice, with a special emphasis on populations of the Southwest.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.3b		Student will write a letter to their local, state, federal, or tribal legislator advocating for needed client services.			<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	Macro social workers understand that engagement is an essential, ongoing component of the dynamic and interactive process of macro social work practice with, and on behalf of, diverse individuals, families, groups, organizations, communities, and policymaking bodies.	Apply effective facilitation and mediation skills to promote dialogue and collaborative processes.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.2	Macro social workers understand macro-level theories of human behavior and the social environment (e.g., theories of social change, administration, management, planning, community engagement, and social group behaviors), and critically appraise and apply this knowledge to facilitate and sustain engagement with consumers and constituencies, including individuals, families, groups, organizations, communities, and policymaking bodies.	Demonstrate and analyze their own leadership skills as well as power dynamic and those of constituent groups (such as through using the power analysis tool learned in SWG 682) to initiate and facilitate dialogue that mobilizes and sustains action.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.3	Macro social workers understand and analyze power dynamics when developing strategies and tactics to engage diverse individuals, communities, constituencies, allies, and targets to both address issues of concern to the profession and to advance practice effectiveness.	Student will use multiple digital, written, and oral communication skills to engage different constituencies, partners and target audiences.			<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	Macro social workers understand that assessment is an essential component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Macro social workers acknowledge that ongoing assessment provides critical insight to ensure practice planning decisions are relevant and responsive to the current context and needs of communities and organizations.	Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power (such as through using an asset mapping tool) to identify appropriate macro interventions.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.1b		Identify the last time organizational assessment was conducted at the placement (such as needs / assets assessment) and discuss.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.2	Macro social workers critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression.	Develop, select, and conduct assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.3	Macro social workers recognize the implications of the larger practice context in the assessment process, and value the importance of participatory and inter-professional collaboration in this process.	Develop multi-sector and inter-professional linkages to inform a critical assessment of strengths, needs, and challenges within groups, organizations, and community groups.			<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	Macro social workers recognize that intervention is a fundamental strategy for the dynamic, iterative, and interactive process of macro social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities to facilitate positive change.	Select one intervention for groups, organizations or communities and review with field instructor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.2	Macro social workers are knowledgeable about human and group change theories, and the identification, application, and adaptation (when warranted) of evidenced-informed approaches and strategies for achieving the goals of change for individuals, families, communities, and organizations.	Practice inter-professional/inter-agency collaboration to facilitate positive change strategies.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.3	Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation.	Create social media content (using social media outreach and recruitment platforms such as those discussed in SWG 682) to communicate information about the agency.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.4	Macro social workers in the Southwest are particularly sensitive to the cultural diversity of their practice settings, and the historical influences of oppression and discrimination in un/underserved communities.	Negotiate, mediate, and advocate with and on behalf of diverse populations and communities and facilitate their participation in macro interventions.			<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:
9.1a	Macro social workers demonstrate an appreciation for self-reflective and evidenced-informed practice across practice levels and in diverse settings. Macro social workers demonstrate competence in understanding the key principles and applying the methods of process and outcome evaluation as well as the application of process improvement strategies to advance macro practice, policy, and program delivery effectiveness.	Using collaborative evaluation engagement strategies design and develop a program theory and program logic model.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.1b		Design and implement a process evaluation, a process improvement plan, or an outcome evaluation of a social work program.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.1c		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
9.1d		Design, conduct, and analyze a quantitative data collection project (secondary data analysis, surveys).			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.1e		Design, conduct, and analyze a qualitative data collection project (key informant interviews, focus groups, observations).			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.2	Macro social workers in the Southwest recognize the importance of culturally grounded and humble models of evaluation and the active engagement of community stakeholders in the evaluation process.	Engage diverse populations, communities, and groups of stakeholders in the evaluation process, with special attention to addressing, when possible issues of power and oppression among stakeholders who may be most vulnerable.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.3	Macro social workers demonstrate competence in the use of both qualitative and quantitative methods of inquiry, along with translational communication skills to ensure appropriate dissemination of information and ongoing stakeholder engagement.	Identify any current evaluation practices at the placement. Taking that into consideration, apply techniques of program evaluation and process improvement to drive enhancement in social welfare service reach, impact, and efficiency.			<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.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Dates:	Target Semester:	Semester Evaluation:
10.1 a	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
10.1 b		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 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 have reviewed the Project Matrix and Worksheets with my student. <input type="radio"/> Yes <input type="radio"/> No	I have reviewed the Project Matrix and Worksheets 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:
I approve the Project Matrix and Worksheets. <input type="radio"/> Yes <input type="radio"/> No	I have completed the Project Matrix and Worksheets and have discussed it with my Field Instructor. <input type="radio"/> Yes <input type="radio"/> No	I approve the Project Matrix and Worksheets. <input type="radio"/> Yes <input type="radio"/> No
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 is meeting field objectives and consistently (75%) meeting expectations.
 Fail (F): Second semester student has not met field objectives. Student did not consistently (75%) meet expectations.

Field Instructor:

Has not been actioned

Student:

Has not been actioned

Field Liaison:

Has not been actioned