

Updated 07/31/2023 MH



**Second Semester, SWG 646 (2 of 2)
MSW Advanced Generalist Learning Contract and Evaluation**

*This is the second of **two** Learning Contract and Evaluation forms that are required to complete the MSW Advanced Generalist internship requirements.*

Placement Information:

Current Field Course:				SWG 646					
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.

<p>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]</p>	<p><i>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.</i></p>
<p>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.</p>	<p><i>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.</i></p>
<p>For each activity, the student must select a TARGET SEMESTER from the drop down.</p>	<p><i>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.</i></p>

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	Exhibit growth in their identity as social work professionals.	Student uses the NASW Code of Ethics and agency code of conduct in all interactions with staff, clients, and other professionals. Using NASW Code of Ethics, the student is able to identify 2-3 ethical dilemmas when working with agency clients and determine how to address the dilemmas, while tolerating any ambiguity.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.2	Demonstrate professional use of self at the micro, mezzo and macro levels.	In supervision, student identifies personal values and perceptions that influence social work practice and identifies how student uses models of ethical decision-making and relevant laws/regulations to ensure ethical actions in practice.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.3	Participate in a leadership role on interprofessional teams in practice.	Student demonstrates professional behavior in appearance, and in all oral and written communication.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.4	Improve their ability to use and manage technology tools with attention to ethical use.	Student demonstrates professional behavior in electronic communication and documentation.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.5	Identify and manage personal biases that affect the professional relationship with clients and client groups.	Student uses supervision and consultation to reflect on professional behavior and demonstrates ability to incorporate feedback into practice.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
1.6		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 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	Combine theoretical knowledge of diversity with practice skills to provide enhanced interventions.	Student reports on a community event or training related to agency population or local minority group in the community demonstrating knowledge of a different culture and how the culture's structures and values may oppress or enhance privilege/power.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.2	Identify sources of oppression and marginalization on the individual, group, community, institutional, and societal levels.	Student is able to identify the needs of agency population and prepares practice interventions that are culturally responsive to the population served.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.3	Strengthen skills to confront discrimination and oppression on the individual, group, community, institutional and societal levels.	Student reflects on their values and perceptions and demonstrates the ability to establish relationships with clients and others from diverse backgrounds.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.4	Recognize the power of privilege to apply knowledge of the dynamics of power differentials, histories of oppression, and the impact of power and historical oppression on the marginalization of communities.	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 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	Exhibit a heightened ability to reflect on the role of systemic racism and oppression and the need for social change.	Student identifies 2-3 social, economic, and environmental justice issues that affect clients' rights at the micro, mezzo, and macro level and discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.2	Critically analyze structural factors such as racism and violence which contribute to persistent disparities for marginalized populations.	Student advocates for clients' rights at the micro or mezzo level and is able to identify macro level advocacy methods implemented by the agency (through observation or interviews with agency staff) in order to address barriers. Student will discuss in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.3	Demonstrate a critical understanding of the nature and consequences of globalization in economics, politics, and culture.	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 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	Demonstrate enhanced ability to choose a model of practice through the evidence-based decision-making process.	Student interviews agency staff to learn about their use of evidence-based practice models in their work with clients or attends training on evidence based practices used by agency.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.2	Demonstrate enhanced ability to choose a framework for program evaluation through the evidence-based decision-making process.	Student conducts a literature review to identify evidence-based practice models relevant to clients or identifies the ones (model(s)) relevant to their work with clients and presents report in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.3	Demonstrate an enhanced ability to use best practices and evidence-based research to develop, implement, and evaluate models of practice, intervention strategies, and frameworks for evaluation.	Student will develop and implement intervention plans (e.g. client treatment plans) using evidence based research, approved by field instructor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.4	Demonstrate an enhanced ability to apply critical thinking to evidence-based interventions, best practices, and the evidenced based research process.	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 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	Use advocacy methods to engage in the policy arena on behalf of community interests to work toward improved social and economic well-being, with a particular responsibility to vulnerable populations.	Student will attend Social Work Day at the Legislature (if not already attended), a city council meeting, or other government meeting to learn about social policy impacting clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.2	Articulate the relationship between structural oppression and national, state and local policies, and how this contributes to the ongoing experience of exploitation and marginalization.	Student will identify a local, state, federal, or tribal policy issue that affects the agency's population, and will conduct an analysis of its impact.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.3	Engage in policy practice to promote social justice across practice levels.	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
5.4		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 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	Demonstrate skills, including cultural competency, critical thinking, and use of professional self to effectively engage and intervene at the micro, mezzo, and macro levels.	Student will engage appropriately with clients while conducting client intakes or initial sessions, demonstrating application of knowledge of human behavior and the social environment and other frameworks.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.2a	Participate in relationship-building and interprofessional collaboration.	Student will make an audio or video recording of a client (or mock interview with a staff member) in the first semester to demonstrate interviewing skills such as empathy, reflective listening, and other interpersonal skills and then view/listen to it with field instructor to discuss observations and debrief.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.2b		Student will seek out training on documentation, confidentiality, HIPAA, and mandated reporting and then discuss their learning with field instructor and provide timely documentation.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.2c		Student will demonstrate effective, appropriate, and timely documentation of their interventions with their clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.3		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 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:
7.1	Collect and organize data at the micro, mezzo and macro levels of practice.	Student will collect, organize, and interpret client data to complete 3-5 client assessments, identifying 2-3 client strengths and limitations and review with field instructor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.2	Analyze data to interpret information from clients.	Student will discuss with field instructor their knowledge of theoretical frameworks while analyzing the assessments formulated for the minimum of 3-5 clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.3a	Use research knowledge to inform their choice of intervention strategies.	Student will develop mutually agreed-on goals and objectives and appropriate intervention strategies with the 3-5 clients assessed by student and analyze with field instructor.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.3b		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
7.4		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 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	Apply knowledge of group stages and dynamics to the design of treatment, educational, peer support, and empowerment groups.	Student will implement the selected evidence based interventions appropriate for their clients and discuss in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.2	Demonstrate group leaderships skills to facilitate a task group with peers.	Student will demonstrate use of critical thinking skills, review of evidence and knowledge of theoretical frameworks as interventions are implemented with clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.3	Ability to apply concepts of group dynamics and community empowerment to a specific social movement example.	Student will attend client staffings and interdisciplinary meetings as well as discuss client outcomes in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.4	Development of a comprehensive community assessment for an area of specific interest for practice.	Discuss community assessment at weekly supervision, receiving feedback, and relating to evidence-based perspectives.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.5	Base practice interventions and transitions/terminations on research-informed evidence.	Student will effectively transition/terminate with clients demonstrating knowledge of factors involved for appropriate endings, including client and student reactions to endings.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.6	Use knowledge of the effects of oppression, discrimination, structural/social inequality, and historical trauma across micro, mezzo and macro levels of practice to guide intervention planning.	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	Critically examine and evaluate major paradigms informing human service delivery including evidence-based practice, and the goodness of fit with ethnic and marginalized communities.	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	Contribute to the theoretical knowledge base of the social work profession through practice-based program evaluation research.	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		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		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		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 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.	Combine theoretical and historical knowledge of populations of the Southwest with practice skills to provide enhanced interventions.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.1 b		Identify sources of oppression and marginalization on the individual, group, community, institutional, and societal levels at play in the region with emphasis on the U.S.-Mexico transborder area.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.1 c		Strengthen skills to confront discrimination and oppression on the individual, group, community, institutional and societal levels, particularly with populations of the Southwest.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.1 d		Recognize the power of privilege to apply knowledge of the dynamics of power differentials, histories of oppression, and the impact of power and historical oppression on the marginalization of communities of the Southwest.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.1 e		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.	Student will identify professional development activities to plan for life-long learning and professional licensure.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
11.4		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 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