

Updated 12.5.24 EH



First Semester, SWG 641 (1 of 2) MSW Advanced Direct Practice (ADP) Learning Contract and Evaluation

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

The second form will be uploaded after the start of the second semester.

Placement Information:

Practicum Course:	SWG 641									
Specialization:	<input type="radio"/> Health/Behavioral Health - Adults <input type="radio"/> Children, Youth and Families <input type="radio"/> Health/Behavioral Health - Medical <input type="radio"/> Public Child Welfare									
Student Name:										
Student ID:										
Internship Placement Semester & 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 Practicum Team: (type "N/A" if not applicable)										
Street Address:					City:		State:		Zip Code:	
Practicum Supervisor Name:		Task Instructor Name:		Liaison Name:						

Internship Schedule:

If additional days or times:	

Supervision Schedule: (A minimum of 1 hour of supervision per week required)

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"/> Co-Facilitation with Task Supervisor	
Supervision Day:	Supervision Time Start:	Supervision Time End:	

Form Instructions:

Please Note: There will be 2 sections with 6 submit buttons (Student x2, Practicum Supervisor x2, and 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 Practicum 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:	
<p>Student Intern: At the beginning of each semester of the practicum, the student intern, with assistance from the Practicum Supervisor and Liaison, reviews and drafts the form. Practicum Supervisors will use the learning activities to evaluate the student intern's mastery of each learning core competency at the end of each semester.</p>	
<p>For competencies 8 & 9, 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 or build on the first semester activity for second semester. 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 MONTH. Target months need to be unique to the learning activity and there should be a variety of dates spread throughout the first and second semesters. Target months 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 month should fall in the first semester. If the activity will be completed in the second semester, the target month should fall in the second semester. If an activity or project is set to span both semesters, a first semester target month should be set in the first semester form and a second semester target month 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>
<p>Click the SAVE DRAFT button at the bottom of the form periodically to save your work.</p>	
<p>DO NOT click the Student Learning Contract Submit button at the bottom of the form to action the Learning Contract until AFTER the Initial Liaison Meeting is completed with the Practicum Supervisor and Liaison and they have reviewed and approved the form.</p>	

Practicum Supervisor: Work with the student to help identify activities, target months, and target semester(s) for each competency. Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.

DO NOT click the Practicum Supervisor Learning Contract Submit button at the bottom of the form until **AFTER** the Initial Liaison Meeting is completed with the Liaison and they have reviewed and approved the form.

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

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

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 2022 CSWE Educational Policy and Accreditation Standards (CSWE EPAS):
<https://www.cswe.org/accreditation/policies-process/2022epas/>

Competency 1: Demonstrate Ethical and Professional Behavior

Build skills in rights-based, anti-racist, and anti-oppressive ethical standards, human rights principles, and relevant policies in their practice, striving for social justice while managing personal and professional values. Students engage in critical thinking, prioritize self-care, commit to lifelong learning, and understand the ethical use of technology.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
1.1	Transfer and synthesize foundational knowledge of the values and ethical standards of the profession linking advanced theoretical models to direct practice settings and situations.	Student uses the NASW Code of Ethics and practice informed research, to provide 2-3 examples that guide practice in ethical decision-making situations with clients.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.2	Use supervision and critical thinking to guide professional judgment and behavior.	Student demonstrates enhanced professional use of self and ethics, applies 3 examples of how an evolving worldview, personal experiences, and affective reactions influence professional judgment and behavior.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.3	Make ethical decisions involving clients and formulate case conceptualizations that incorporate person-in-environment, micro, mezzo and macro levels.	Student analyzes 2 complex multi-dimensional issues and showcases mastery in case conceptualization that incorporates person-in-environment.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.4	Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Student applies an evidence-based decision-making model to a client scenario through a role play in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.5	Commitment to personal and professional lifelong learning to ensure relevant and effective practice.	Student participates in at least 1 professional and 1 personal development opportunity to care for oneself, understanding that self-care is paramount for competent and ethical social work practice.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.6	Leverage understanding of emerging technologies in practice settings and assess for appropriateness of being mindful of the balance needed between privacy and the need for flexibility in service delivery.	Student discusses in supervision how to utilize emerging technologies and take appropriate considerations in regard to safety, security, and privacy.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
1.7	Use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.	Student contrasts and compares 2 areas of historical and current contexts that have shaped the institutions of social work and discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned

					Semester Rating (average)
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Competency 1: Practicum ISupervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Build skills to critically assess power dynamics to promote justice, advocate for equitable distribution of resources, and work to eliminate structural barriers that hinder access to civil and human rights. Student understands that all individuals possess fundamental human rights, and are aware of historical and ongoing injustices that lead to oppression and racism.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
2.1	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Student assists clients in the discovery process of the personal impact and consequences of globalization in economics, politics and culture. Student discusses outcomes in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Student critically analyzes 2 structural factors in the community, such as racism and violence which contribute to persistent disparities for marginalized populations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
2.3	Engage in a discovery process of the global interconnections of human rights, enhancing awareness of social, economic and environmental influences to eliminate barriers faced by clients.	Student adheres to the Universal Declaration of Human Rights to promote social justice across micro, mezzo and macro systems and effect change. Student discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
2.4	Understand strategies designed to eliminate oppressive structural barriers and ensure that social goods, rights, and responsibilities are distributed equitably and that civil, communities across these levels are impacted by oppression and discrimination.	Student identifies issues that affect the primacy of human rights, including freedom, safety, privacy, a living wage, an adequate standard of living, health care and education at the micro, mezzo, and macro level and help clients to eliminate barriers. Student discusses the outcome in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 2: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Build skills to understand how racism and oppression shape and impact human experiences across various levels and contexts, and engage in anti-racist practices while understanding the complexities of diversity and intersectionality that influence equity and inclusion.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
3.1	Demonstrate anti racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Student gains a deeper understanding of how personal experiences of racism and oppression can influence both the delivery and perception of social work services; by identifying and advocating for 1-2 specific actions they can take to address racism and oppression in the delivery of social work services.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own experiences.	Student identifies and discusses in supervision 2 instances in which the student's bias, power, privilege, or values could impact service delivery to a diverse population (client, group, community, etc.).			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
3.3	Apply and communicate understanding of the dimensions of diversity and how they shape client life experiences at the micro, mezzo, and macro systems.	Student applies understanding of anti-oppressive and anti-racist approaches by identifying 2 strategies to use when engaging with diverse populations and communities.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
3.4	Assess intersectionality to adapt engaging approaches that illustrate cultural responsiveness.	Student identifies 2 strength-based, trauma-informed approaches to demonstrate an understanding of how to enhance client outcomes of populations who experience systematic oppression and marginalization.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
3.5	Recognize and analyze the connection between systemic oppression and marginality as it relates to privilege, to engage in strength-based, trauma-informed approaches in practice with self and others. Student insight extends across micro, mezzo and macro systems and how individuals, families, groups, organizations, and communities across these levels are impacted by oppression and discrimination.	Student identifies the power of privilege in 2 client situations and apply knowledge of the dynamics of power differentials and the impact of power and historical oppression on marginalized individuals and communities and discuss supervision.			Has not been actioned
					Semester Rating (average)

Competency 3: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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

Build skills to apply ethical, culturally informed, anti-racist, and anti-oppressive frameworks in research, utilizing evidence to inform practice while critically evaluating existing literature and methodologies to ensure the reliability and validity of findings.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
4.1	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Student applies critical thinking to evidenced-based research by presenting 2 peer reviewed journals in supervision that address inherent bias.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
4.2	Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods.	Student identifies a peer reviewed journal that translates research findings into effective practice that is culturally sensitive and considers environmental, sociocultural and historical factors.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
4.3	Critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.	Student evaluates agency client service delivery as it relates to current research. Student discusses findings in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 4: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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 5: Engage in Policy Practice

Build skills to identify and critique social policies at various levels to advocate for and influence policy change within their practice settings.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
5.1	Identify social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies at the local, state, federal, and global level impacts well-being and affect the delivery of and access to social services.	Student identifies 3 micro, mezzo, and macro level policies that impact client populations and describes how this contributes to ongoing experiences of exploitation and marginalization.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
5.2	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare and economic policies impact the delivery of and access to social services.	Student identifies 3 strategies to help clients overcome policy barriers that impact them.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Student identifies 3 social injustices that impact client systems and applies an outcome for each.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 5: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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

Build skills in engagement as a dynamic and ongoing process essential to practice. Students value human relationships, apply theories of human behavior to enhance interactions, engage in self-reflection regarding biases and privileges, and utilize interprofessional collaboration to foster effective connections with diverse clients and communities.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
6.1	Apply knowledge of human behavior and person-in-environment, as well as an interprofessional conceptual frameworks, to engage with clients and constituencies.	Student demonstrates appropriate engagement, professional use of self, and rapport building with clients. Student receives feedback in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
6.2	Utilize theoretical frameworks and models to inform micro, mezzo, and macro practice to enhance engagement and interprofessional collaboration.	Student participates with agency professionals in multidisciplinary meetings or coordination of care meetings to enhance integrating theoretical approaches when engaging with clients. Student discusses outcome in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
6.3 a	Recognize the influence of personal experiences and affective reactions on effective engagement and rapport with clients.	Student identifies and utilizes 3 strategies specific to diverse clients and constituencies and discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
6.3 b		Student demonstrates at least 3 strategies to show empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 6: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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

Build skills in assessment in utilizing theories of human behavior and person-in-environment. Students collaborate with clients and communities to define challenges and identify strengths while reflecting on how biases, power, and personal experiences can influence assessment and decision-making.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
7.1	Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.	Student collects and organizes data from 2 client assessments to present in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
7.2 a	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Student demonstrates multi-dimensional, trauma-informed, evidence based assessment process. Student discusses examples in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
7.2 b		Student participates in interprofessional collaboration during the assessment process. Student discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
7.3	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Student develops mutually agreed-on goals and objectives for 2 clients, based on the critical assessment of strengths, needs, and challenges of client.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
7.4	Self-reflect and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	Student reflects on their personal bias and experience during the assessment process for 3 clients. In supervision, student identifies understanding of how these factors may affect service delivery.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 7: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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

Build skills to engage in intervention utilizing theories of human behavior, person-in-environment, and other interprofessional frameworks to select culturally responsive approaches. Students identify, analyze, and apply evidence-informed interventions while collaborating with other professionals to achieve client goals and facilitate transitions and endings.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Student discusses in supervision, intervention skills and procedures including negotiation, mediation, and advocacy for clients and reviews criteria for selecting intervention strategy.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
8.2	Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.	Student meets with designated clients to implement intervention plans that support client goal attainment and resolves problems and utilizes supervision to discuss them and revise as necessary.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
8.3	Understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.	Student engages with agency professionals to explore various evidence-informed interventions. Student discusses in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
8.4	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	In supervision, student will present alternative interventions and advocates for client to receive services in the agency.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
8.5	Facilitate effective transitions and the termination of services.	During supervision, student discusses the various ways that clients terminate or transfer from services with agency and identify best practices. Student reflects upon their potential reaction to terminating or transferring client from their caseload.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
8.6		Student created additional activity specific to agency: SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 8: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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

Build skills in evaluation assessing processes and outcomes to enhance the effectiveness of practice, policy, and service delivery, applying anti-racist and anti-oppressive perspectives while utilizing theories of human behavior and person-in-environment. Students employ qualitative and quantitative methods to critically evaluate outcomes and practice effectiveness.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
9.1	Select and use culturally responsive methods for evaluation of outcomes.	Student facilitates 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 <input type="radio"/> N/A
9.2	Understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.	Student engages with professionals in the agency to evaluate 2-3 client services to promote informed and effective services delivery.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
9.3	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Student measures and analyzes success of interventions with 2-3 clients using criteria established by agency to evaluate effectiveness of programs. Student processes in supervision.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
9.4	Apply anti-racist and anti-oppressive perspectives in evaluating outcomes.	Student demonstrates ability to apply evaluation findings to 3 clients to improve interventions.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
9.5		Student created additional activity specific to agency: SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 9: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and across the nation 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.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
10.1	Social workers nationwide, especially in the Southwest, recognize the importance and complexity of tribal sovereignty and Indigenous demographics in social, economic, and political contexts.	Student demonstrates understanding of social, political, and cultural diversity in the Southwest and throughout the country. In supervision, apply this understanding at different levels of practice and research: individual (micro), community (mezzo), and societal (macro) with 2-3 client situations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
10.2	Develop in-depth knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices.	Student applies knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices in the Southwest in 2-3 client situations.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
10.3	Aligned with the mission of the School of Social Work, social workers trained at ASU understand the intersection of federal, state, international, and tribal governing systems, cultural strengths, barriers to services, and policies and programs that impact service populations and practitioners.	Student demonstrates knowledge of the intersections of federal, state, international, and tribal legal systems, cultural strengths and barriers to services, and policies and programs that impact service populations and practitioners.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
10.4	Social workers nationwide grasp the complexity of the U.S.-Mexico border, tribal sovereignty, the federal trust relationship with indigenous peoples, and the challenges facing children, youth, and families in social, economic, and political contexts.	Student demonstrates understanding of the significance and complexity of the U.S.-Mexico transborder region.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
10.5	Social workers nationwide recognize the social dynamics of migration and settlement, addressing the needs of Latinx, African American, older adult, recently relocated, immigrant, refugee, tribal, and urban American Indian/Alaska Native populations.	Student demonstrates response to feedback positively by changing and adapting to Practicum Supervisor and client needs.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
10.6a	<u>Choose One More Learning Activity:</u>	Option 1: Acknowledges and discusses in supervision, the challenges facing children, youth, and families in the social, economic, and political context.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A

<p>10.6b</p>		<p>Option 2: Through discussion in supervision, the student demonstrates understanding of the social dynamics of human migration and settlement that requires responsiveness to Latinx; African American, senior citizen-older adult, recently relocated, immigrant, refugee, tribal, and urban American Indian/Alaskan Native populations.</p>			<p> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A </p>
		<p><i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i></p>			<p>Has not been actioned</p>
					<p>Semester Rating (average)</p>

Competency 10: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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 11: Professional Growth and Development

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

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
11.1	Maintains a strategy for promoting personal and professional balance and self-care.	Student develops a weekly self-care plan and engage in practices throughout internship using weekly supervision form to discuss and to seek feedback.			<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> N/A
11.2	Effectively utilize supervision to demonstrate self-awareness by identifying and managing bias, transference and countertransference dynamics in professional interactions, ensuring ethical and client-centered practice.	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 <input type="radio"/> N/A
11.3	Develop a plan for continued professional development.	Student a) Registers for an ASU Handshake account and builds a profile (and/or use a comparable platform such as LinkedIn). b) Uses Career and Professional Development Services' resume-critique service to finalize resume. c) Attends 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 <input type="radio"/> N/A
		<i>To save your form at any time, scroll all the way down, past Competency 11, and click the first "Save Draft" button, below the "Learning Contract Review" section.</i>			Has not been actioned
					Semester Rating (average)

Competency 11: Practicum Supervisor'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 Practicum Supervisor Semester Evaluation Submit.)

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.)

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

Learning Contract Review:

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

Student:

Has not been actioned

Practicum Supervisor:

Has not been actioned

Practicum Liaison:

Has not been actioned

<p>Semester Evaluation Instructions:</p>
<p>Practicum Supervisor: At the end of the semester, rate your student intern for each learning activity using the rating scale listed below. First semester students should be routinely (50%) demonstrating expectations. Provide comments in the comment box below each competency. The comments should provide justification and/or support the scores.</p> <p><i>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.</i></p> <p>For each activity, if target date is "First Semester," activities are scored based on exposure and progress. For each activity, if target date is "Second Semester," activities are scored based on partial completion and progression from first semester. N/As should be used only in the case the student has had zero exposure or opportunity to that specific activity. A score of "5" indicates a student has fully mastered a skill and does not allow the student intern to demonstrate advanced skills in the second semester. -If a First Semester student receives a "5" please include justification in the comment section below the specific competency.</p> <p>Click the SAVE DRAFT button at the bottom of the form periodically to save your work. DO NOT click the Practicum Supervisor Semester Evaluation Submit button at the bottom of the form until AFTER the End of the Semester Meeting is completed with the Liaison and they have reviewed the form.</p>
<p>Student Intern: After your Practicum Supervisor 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 until AFTER the End of the Semester Meeting is completed with the Liaison and they have reviewed the form.</p>
<p>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 Practicum Supervisor and student to submit the final version of the Semester Evaluation by clicking their prospective Semester Evaluation Submit buttons.</p> <p>Click the <i>Liaison Semester Evaluation Submit</i> button at the bottom of the form to finalize the form.</p> <p><i>Taking into consideration all internship requirements and documentation, award the grade.</i></p>

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>

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

Semester Evaluation Review:

Practicum Supervisor Comments: Please comment on the student's professionalism, development of social work knowledge, skills, attitudes, and overall participation in the educational process.	Student Comments:	Liaison Comments:
Below is the number of APPROVED hours for First Semester.	I have read the evaluation and have discussed it with my Practicum Supervisor. <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): First semester student is meeting practicum objectives and routinely (50%) demonstrating expectations.
- Fail (F): First semester student has not met practicum objectives. Student did not routinely (50%) demonstrate expectations.

Practicum Supervisor:

Has not been actioned

Student:

Has not been actioned

Liaison:

Has not been actioned