Updated 5.6.25 EH

School of Social Work
Arizona State University

Second Semester, SWU 414 (2 of 2)
BSW Learning Contract and Evaluation

*This is the second of **two** Learning Contract and Evaluation forms that are required to complete the BSW internship requirements.*
240 Practicum Education hours are required

Placement Information:

Practicum Course:	**SWU 414**

Student Name:	
Student ID:	
Internship Placement Semester & Year:	
Agency Name:	
Is the Student an Employee of the Placement Agency?	○ Yes ○ 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)**
☐ One on One ☐ Group Supervision	☐ In Person/On-Site ☐ Video/Virtual Meeting ☐ Phone Conference ☐ Co-Facilitation with Task Instructor

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:
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.

For each competency, the student must add one **STUDENT CREATED ADDITIONAL ACTIVITY** that will measure skill attainment in that area. These activities should be specific to the agency, align with student intern goals, and provide a clear picture of the work being completed. Activity must also include how it will be measured. **[SMART Goals]**	*Please note: if the activity is completed in the first semester, plan to create a new activity in the second semester form 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.*
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.	*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.*
For each activity, the student must select a **TARGET SEMESTER** from the drop down.	*Please note: If the activity is set to be completed in the first semester, select "First Semester" from the drop down and list a first semester target date. If the activity is set to be completed in the second semester, select "Second Semester" from the drop down and list a second semester target date. If the activity is set to span both semesters, select "First and Second Semester" from the drop down and list a first semester target date in the first semester form and list a second semester target date in the second semester form.*

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

DO NOT click the Student Learning Contract Submit button at the bottom of the form to 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.

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 to 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 outcome-oriented approach to curriculum design. The goal of the outcome approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes. The nine core competencies, and two ASU program-specific competencies, are listed below, followed by a set of behaviors that integrate these components. The learning activities associated with each represent the underlying content and processes that inform the behaviors.

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	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	Student uses the NASW Code of Ethics and agency code of conduct in all interactions with staff, clients, and other professionals. Using the Code of Ethics, student is able to identify 2-3 ethical dilemmas when working with agency clients and determine how to address the dilemmas, while tolerating any ambiguity.			1 2 3 4 5
1.2	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Student adheres to agency dress code, uses professional language and maintains agency standards of communication.			1 2 3 4 5
1.3	Use technology ethically and appropriately to facilitate practice outcomes.	Student will review the NASW Standards for Technology in Social Work Practice and identify at least two examples of how they apply to the agency.			1 2 3 4 5
1.4 a	Use supervision and consultation to guide professional judgment and behavior.	Student reflects on professional behavior and demonstrates ability to incorporate feedback from supervision and consultation into practice.			1 2 3 4 5
1.4 b		In supervision, student identifies personal values and perceptions that influence social work practice. Student identifies and applies models of ethical decision-making and relevant laws/regulations to ensure ethical actions in practice.			1 2 3 4 5
1.5		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

Competency 1: 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 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 a	Advocate for human rights at the individual, family, group, organizational, and community system levels.	Student conducts two key informant interviews to learn culturally grounded approaches in working with a diverse community.			1 2 3 4 5
2.1 b		Student identifies an agency population and discusses with Practicum Supervisor how best practice interventions are culturally responsive.			1 2 3 4 5
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Student identifies an issue or policy that affects the agency population at the micro, mezzo, or macro level. Student discusses with Practicum Supervisor how the agency addresses these barriers.			1 2 3 4 5
2.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 applies an anti-racist and anti-oppressive theory to an analysis of agency policy, procedure or practice and shares with the Practicum Supervisor.			1 2 3 4 5
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 life experiences.	Student identifies personal biases that are identified through planning for and engagement with diverse clients and colleagues. Shares insight gained in supervision. Reflects on how bias can impact a social worker's engagement, assessment, and interaction with clients. Observes and completes a client interview to allow client to share life experiences.			1 2 3 4 5
3.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 a	Apply research findings to inform and improve practice, policy, and programs.	Student chooses a research topic relevant to the agency population to complete a research study for classroom or practicum assignment.			1 2 3 4 5
4.1 b		Student collaborates with the agency's data management or research program to assist with research on evidence-based practices or with program development.			1 2 3 4 5
4.2	Student will develop and implement intervention plans (e.g. client treatment plan or community intervention) using evidence based research, approved by Practicum Supervisor.	Student engages in a critical analysis of research literature, applies ethical and anti-oppressive perspectives, and develops a research-informed practice plan based on the findings.			1 2 3 4 5
4.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 practice settings.

	Practice Behaviors:	Learning Activities to Evaluate Student's Mastery of EPAS:	Target Month:	Target Semester:	Semester Evaluation:
5.1 a	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Student identifies the policies implemented by the agency (through observation or interviews with agency staff) to remove barriers and consistently provide quality services across all cultures and the lifespan of clients served by the agency.			1 2 3 4 5
5.1 b		Student attends a city council, tribal legislative, school board, or other local legislative meeting/hearing to learn about initiatives that may impact client access to services.			1 2 3 4 5
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Student attends Social Work Day at the Legislature (or alternative assigned event) to engage in social and economic justice efforts and/or writes a letter to their legislator advocating for needed client services.			1 2 3 4 5
5.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 interprofessional conceptual frameworks, to engage with clients and constituencies.	Student observes a staff member conduct a client intake session and then completes 3-4 intakes in which mutually agreed upon focused and desired outcomes are developed.			1 2 3 4 5
6.2 a	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Student conducts a client interview (or mock interview with a staff member) to demonstrate beginning interviewing skills such as empathy, motivational interviewing and other interpersonal skills. Student then reviews with Practicum Supervisor to discuss observations, debrief and obtain feedback.			1 2 3 4 5
6.2 b		Student completes assigned training (i.e. documentation, confidentiality, HIPAA, and/or mandated reporting) and then discusses their learning with Practicum Supervisor.			1 2 3 4 5
6.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 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 compares and contrasts two psychosocial assessment instruments and discusses with Practicum Supervisor their findings and makes recommendations.			1 2 3 4 5
7.1 b		Student collects, organizes, and interprets client data to complete 3-5 client assessments, identifying 2-3 client strengths and limitations and reviews with Practicum Supervisor.			1 2 3 4 5
7.2 a	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Student meets with a client (or assigned alternate) and completes a genogram or eco-map. Student shares with the client and reviews with Practicum Supervisor.			1 2 3 4 5
7.2 b		Student reviews assessments with Practicum Supervisor, identifying the theoretical models used, to determine appropriateness of assessments and treatment plans for 1-2 clients.			1 2 3 4 5
7.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 Dates:	Target Semester:	Semester Evaluation:
8.1 a	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Student meets with designated client to implement intervention plan that supports client goal attainment and resolves problems. Student utilizes supervision to discuss and revise as necessary.			1 2 3 4 5
8.1 b		During supervision, student discusses the various ways that clients terminate or transfer from services with agency and identifies best practices. Student reflects upon their potential reaction to terminating or transferring client from their caseload.			1 2 3 4 5
8.2 a	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Student discusses and identifies intervention skills and procedures including negotiation, mediation, and advocacy for clients and reviews criteria for selecting intervention strategy.			1 2 3 4 5
8.2 b		Student attends client staffings and interdisciplinary meetings to discuss clients' progress and provide recommendations.			1 2 3 4 5
8.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 a	Select and use culturally responsive methods for evaluation of outcomes.	Student works with clients and agency staff to develop benchmarks for each client assigned.			1 2 3 4 5
9.1 b		With the Practicum Supervisor, student reviews interventions and demonstrates the ability to develop and implement measures that evaluate the effectiveness of interventions.			1 2 3 4 5
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Student discusses evaluation findings with Practicum Supervisor and demonstrates ability to apply evaluation findings to improve micro, mezzo, and macro interventions.			1 2 3 4 5
9.3		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 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 dynamics of human migration and settlement that require responsiveness to Latinx; African American, older adults, recently relocated, immigrant, refugee, and urban American Indian/Alaska Native populations.	Student demonstrates their understanding of the social, political, and cultural diversity in the Southwest and across the nation. Apply this understanding at different levels of practice and research; individual (micro), community (mezzo), and societal (macro).			1 2 3 4 5
10.2		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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 self-care plan. Student implements the plan weekly throughout internship using supervision to seek feedback.			1 2 3 4 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.			1 2 3 4 5
11.3	Develop a plan for continued professional development.	Student develops a five-year plan for professional development including understanding licensing requirements.			1 2 3 4 5
11.4		Student created additional activity specific to agency: **SMART (Specific, Measurable, Achievable, Relevant, Time-Bound)**			1 2 3 4 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

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:

Practicum Supervisor: I have reviewed this Learning Contract with my student. Yes No	**Liaison**: I have reviewed this Learning Contract with my student and Practicum Supervisor. Yes No
I approve this Learning Contract. Yes No	I approve this Learning Contract. Yes No
Comments regarding the Learning Contract:	Comments regarding the Learning Contract:

Student:

Has not been actioned

Practicum Supervisor:

Has not been actioned

Liaison:

Has not been actioned

Semester Evaluation Instructions:

Practicum Supervisor: 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.

For each activity, if target date is "First Semester," activities are scored based on exposure and progress.
For each activity, if target date is "Second Semester," activities are scored based on partial completion and progression from first semester.
N/As should be used only in the case the student has had zero exposure or opportunity to that specific activity.
A score of "5" indicates a student has fully mastered a skill and does not allow the student intern to demonstrate advanced skills in the second semester.
-If a First Semester student receives a "5" please include justification in the comment section below the specific competency.

Click the **SAVE DRAFT** button at the bottom of the form periodically to save your work.
DO NOT click the 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.

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.

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.

Click the *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. *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.*
2	**Occasionally Demonstrates Expectations (less than 50%):** Needs improvement. *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.*
3	**Routinely (50%+) Demonstrates Expectations:** Performs at competent level. *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.*
4	**Consistently Meets Expectations (75%+):** Performs at competent level on most/all tasks. *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.*
5	**Exceeds Expectations (90%+):** Performs above level on most tasks. *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.*

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

Semester Evaluation Review:

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

Semester Evaluation Grade Recommendation:

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

Practicum Supervisor:

Has not been actioned

Student:

Has not been actioned

Liaison:

Has not been actioned