

Briar Cliff University
Department of Social Work
Learning Plan & Field Evaluation

Student:	Ivan Carnice	Semester /year:	Spring 2021
Field Instructor: (The Social Worker supervisor)	Heidi Kammer-Hodge, MA, LISW, LADC	Task Supervisor: (if applicable)	Jesse Quaid, CADC-CAS
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This Learning Plan and Field Evaluation is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency has identified practice behaviors specific to the competency.

The **field instructor (the social worker supervisor)** and/or **Task Supervisor** will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The practice behaviors are closely related to each other and may be addressed with the same internship activities. You should **refer to the Learning Plan each week in supervision** and update it as field activities change.

- ❖ This evaluation presents an opportunity for the field director to evaluate the student's growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the practicum students demonstrate competency in each of the following arenas of performance as a foundation level social worker.
- ❖ For students who do not demonstrate the designated benchmark in any practice behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas.
- ❖ For students who **are unable to meet the benchmark on practice behaviors across three or more competencies, a remedial plan may be required.** If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field director will meet with the student and field instructor to develop the plan. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.
- ❖ All scores and comments should be in **typed** format!

For each evaluation item, please rate the student accordingly to the following scale:

5 - Superior/Advanced Competence. Demonstrates the ability to function independently with very high levels of awareness, knowledge and/or skill; overall work quality/task completion is exceptional, suggesting mastery of the practice behavior. Exceptional ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates excellent regulation of emotions to limit influence on thinking and behavior. Superior perception and discernment of multiple sources to form an opinion.

4 - Above Average Competence. Demonstrates moderate-to-high levels of awareness, knowledge and/or skill; overall work quality/task completion exceeds basic practice standards and the level of competence is above average, suggesting additional guidance in key areas would promote mastery. Moderate to high ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates above average regulation of emotions to limit influence on thinking and behavior. Very good perception and discernment of multiple sources to form an opinion.

3. Basic Competence. Demonstrates acceptable levels of awareness, knowledge and/or skill; overall work quality/task completion meets basic practice standards, but the level of competence is somewhat rudimentary, suggesting additional training and guidance may be beneficial. Adequate ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates average regulation of emotions to limit influence on thinking and behavior. Good capacity to perceive and discern multiple sources to form an opinion.

2. Below Average Competence. Demonstrates levels of awareness, knowledge and/or skill that are below basic practice standards; overall work quality/task completion is below acceptable standards and the degree of competence is lacking, suggesting the need for additional training and consideration of corrective action. Minimal ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Below average regulation of emotions to limit influence on thinking and behavior. Insufficient perception and discernment of multiple sources to form an opinion.

1. Poor / Unacceptable Competence. Demonstrates unacceptable levels of awareness, knowledge and/or skill; overall work quality/task completion is exceedingly poor and the degree of competence is very seriously lacking, requiring corrective action. Negligible ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and. Poor regulation of emotions to limit influence on thinking and behavior. Deficient perception and discernment of multiple sources to form an opinion.

3.0 - Desired average benchmark for first half of practicum

4.0 - Desired average benchmark for last half of practicum

Comments by supervisor(s) are encouraged to be made under any competency area. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance.

Final scores will contribute to the determination of final grade (A-F). The points are added into other required assignments. Please remember to sign this evaluation when finished scoring.

Competency 1.0 -Demonstrate Ethical and Professional Behavior.

EPAS Competency 2.1.1

Practice Behaviors	Internship Activities	Identify timeline with each practice behavior: By Midterm By Final	Use these instruments or others to measure...be specific. <ul style="list-style-type: none">• Observation• Journal• Discussion• Documentation• Assignments• Reading• Supervision
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<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics appropriate to context. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication. • Use technology appropriately and ethically to facilitate practice outcomes. • Use supervision and consultation to guide professional judgement and behavior 	<ul style="list-style-type: none"> • Ensure electronic communication (e.g., email signature) adheres to standards established by the agency, NASW Code of Ethics, and state/federal law (e.g., HIPAA). • Review agency guidelines regarding professional appearance and dress code • Review NASW Code of Ethics • After reviewing agency policy, NASW Code of ethics, CCAPP policies/ethics, etc., journal the reflections (incorporate reflection on personal values and how they align with established literature) • Write a piece of professional communication and send with the above considerations in mind. • Consult with task and field supervisors regarding the above interventions/objectives. 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Documentation • Assignment/reading/discussion • Reading/observation • Reading/journal • Documentation • Discussion/supervision
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Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics appropriate to context.	4	4	4	5	5	4
2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	4	5	5	5	5	5
3	Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication.	5	5	5	5	5	5
4	Use technology appropriately and ethically to facilitate practice outcomes..	5	5	5	5	5	5
5	Use supervision and consultation to guide professional judgement and behavior.	5	5	5	5	5	5
AVERAGE SCORE : 4.6 (S), 4.8 (F)							

Competency 2.0 – Engage Diversity and Difference in Practice

EPAS Competency 2.1.2

Practice Behaviors	<p style="text-align: center;">Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	<p>Identify timeline With each practice behavior: By Midterm By Final</p>	<ul style="list-style-type: none">Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one. <p>Observation Journal Discussion Documentation Assignments Reading Supervision</p>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.	<ul style="list-style-type: none">Work* with clients of a different background (e.g., ethnicity/race, sex, class/socioeconomic status, age/generation). *work may include (but is not limited to) intake/assessment, treatment planning, and counseling.Journal/reflect following the above interventions/interactionsVerbalize through a systems perspective, how diversity impacts the assessment and presentation	<ul style="list-style-type: none">March	<ul style="list-style-type: none">Assignment/observation/discussionJournal/supervision/discussion
Present themselves as learners and engage client as experts of their own experiences.	<ul style="list-style-type: none">Work* with clients of a different background (e.g., ethnicity/race, sex, class/socioeconomic status, age/generation). *work may include (but is not limited to) intake/assessment, treatment planning, and counseling.	<ul style="list-style-type: none">March	<ul style="list-style-type: none">Assignment/observation/discussion
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ul style="list-style-type: none">Journal and acknowledge personal biases and values.Discuss with supervisor the implications of such biases and ways to mitigate negative results	<ul style="list-style-type: none">Feb	<ul style="list-style-type: none">Assignment/observation/discussionJournal

Competency 3.0 – Advancing Human Rights and Social Economic and Environmental Justice

EPAS Competency 2.1.3

Practice Behaviors	<p>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	<p>Identify timeline with each practice behavior: By Midterm By Final</p>	<ul style="list-style-type: none">Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one. <p>Observation Journal Discussion Documentation Assignments Reading Supervision</p>
Apply their understanding of social economic and environmental justice to advocate for human rights at the individual system levels.	<ul style="list-style-type: none">Research local, state, and federal programs aimed at helping vulnerable populations (e.g., healthcare and assistance programs)	<ul style="list-style-type: none">Feb	<ul style="list-style-type: none">Reading/discussion
Engage in practices that advanced social, economic and environmental justice.	<ul style="list-style-type: none">Assist clients by helping them to connect with social programs whose purpose aligns with economic justice (e.g., helping inpatient clients obtain temporary disability or FMLA)Provide character reference letter for client involved in criminal justice system.	<ul style="list-style-type: none">Feb/March	<ul style="list-style-type: none">Assignment/discussion

Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Apply their understanding of social economic and environmental justice to advocate for human rights at the individual system levels Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	3	3	3	5	4	4
2	Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication.	5	5	5	5	5	5
3	AVERAGE SCORE: 4(S), 4(F)						

Competency 4.0 – Engage in Practice informed Research-informed practice and Research-informed practice

EPAS 2.1.4

Practice Behaviors	<p>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	<p>Identify timeline with each practice behavior: By Midterm By Final</p>	<ul style="list-style-type: none">Instrument used to measure <u>each practice behavior</u>, Be specific, you may use more than one. Observation Journal Discussion Documentation Assignments Reading Supervision
Use practice experience and theory to inform scientific inquiry and research.	<ul style="list-style-type: none">Educate self on the importance of research and data collection with regard to treatment (e.g., treatment outcomes and evaluations)Study facility's use of Vista Research	<ul style="list-style-type: none">April	<ul style="list-style-type: none">Reading/observation
Apply critical thinking skills to engage in analysis of quantitative and qualitative research methods and research findings.	<ul style="list-style-type: none">Assist or participate with administration of Vista Research Surveys	<ul style="list-style-type: none">April	<ul style="list-style-type: none">Assignment

<p>Use and translate research evidence to inform and improve practice, policy and service delivery.</p>	<ul style="list-style-type: none">• Analyze results of Vista Research Surveys and discuss how they inform program administration	<ul style="list-style-type: none">• April	<ul style="list-style-type: none">• Research/discussion/observation
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Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Use practice experience and theory to inform scientific inquiry and research.	3	3	4	4	4	4
2	Apply critical thinking skills to engage in analysis of quantitative and qualitative research methods and research findings.	3	4	4	5	5	5
3	Use and translate research evidence to inform and improve practice, policy and service delivery.	4	4	4	4	5	4
4	AVERAGE SCORE : 3.3(S), 3.6 (F)						

Competency 5.0 – Engage in Policy Practice

EPAS Competency 2.1.5

Practice Behaviors	<p style="text-align: center;">Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	<p>Identify timeline with each practice behavior:</p> <p>By Midterm</p> <p>By Final</p>	<p>Instrument used to measure <u>each</u> practice behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none">• Observation• Journal• Discussion• Documentation• Assignments• Reading• Supervision
Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.	<ul style="list-style-type: none">• Research the governing bodies that influence facility policy (the legal rationale behind the facility's policies and procedures)• Develop training materials with regard to clinical documentation	<ul style="list-style-type: none">• March	<ul style="list-style-type: none">• Reading/discussion
Assess how social welfare and economic policies impact the delivery of and access to social services	<ul style="list-style-type: none">• Research how the Affordable Care Act impacted the rate of client admissions• Speak to coworkers about how policies inform their practice (e.g., CCAPP Code of Ethics)	<ul style="list-style-type: none">• March	<ul style="list-style-type: none">• Reading/discussion

<p>Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none">• Identify and assess developing policies which advance social justice• Advocate for policies which advance human rights and social, economic, and environmental justice	<ul style="list-style-type: none">• March	<ul style="list-style-type: none">• Assignment/reading/discussion
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Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.	3	3	4	4	4	4
2	Assess how social welfare and economic policies impact the delivery of and access to social services.	3	3	3	4	4	4
3	Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.	3	3	3	4	4	4
AVERAGE SCORE : 3(S), 3(F)							

Competency 6.0 – Engage with individuals, Families, Groups, Organizations and Communities.

EPAS 2.1.6

Practice Behaviors	<p style="text-align: center;">Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	<p>Identify timeline with each practice behavior:</p> <p>By Midterm</p> <p>By Final</p>	<p>Instrument used to measure each practice behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none">• Observation• Journal• Discussion• Documentation• Assignments• Reading• Supervision
Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<ul style="list-style-type: none">• Participate in a staff meeting• Reach out to facilities in the area and foster relationships (in order to expand a referral network). See <i>assessment of competency</i> section below	<ul style="list-style-type: none">• April/March	<ul style="list-style-type: none">• Assignment/observation• Assignment/reading/discussion
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none">• Reflect and journal about the use of empathy and other interpersonal skills during group engagements	<ul style="list-style-type: none">• April/March	<ul style="list-style-type: none">• Journal

Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5	5	5	4	5	4
2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5	5	5	5	5	5
AVERAGE SCORE : 5(S), 5(F)							

Competency 7.0 – Assess Individuals Families, Groups, Organizations, and Communities.

EPAS Competency 2.1.7

Practice Behaviors	<p style="text-align: center;">Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	Identify timeline with each practice behavior: By Midterm By Final	Instrument used to measure each practice behavior, Be specific, you may use more than one. <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	<ul style="list-style-type: none"> • Observe/sit-in a staff meeting. • Observe/sit-in a recovery or process group • Complete BPS assessment • Assess surrounding community via developing a referral network (seeing what mental health/SUD resources are available) 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Assignment/observation • Observation/discussion • Assignment
Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<ul style="list-style-type: none"> • Develop/write a treatment plan • Consult with supervisor and other clinicians regarding the treatment plan 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Assignment/documentation
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.	<ul style="list-style-type: none"> • Develop/write a treatment plan • Collaborate on development of treatment plan • Acquire client goals/strengths 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Documentation/assignment

<p>Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<ul style="list-style-type: none">• Develop and sign treatment plan with client	<ul style="list-style-type: none">• Feb	<ul style="list-style-type: none">• Documentation/assignment
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Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	4	4	4	5	5	5
2	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	4	4	5	4	5	4
3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.	4	4	5	5	5	5
4	Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.	4	4	5	5	5	5
AVERAGE SCORE : 4(S), 4(F)							

Competency 8.0 – Intervene with Individuals, Families, Groups, Organizations, and Communities

EPAS 2.1.8

Practice Behaviors	<p style="text-align: center;">Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.</p>	Identify timeline with each practice behavior: By Midterm By Final	Instrument used to measure each practice behavior, Be specific, you may use more than one. <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<ul style="list-style-type: none"> • Develop treatment plan and execute in collaboration with client and clinicians 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Supervision • Assignment/documentation
Apply knowledge of human behavior and the social environment, person in the environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<ul style="list-style-type: none"> • Ensure treatment interventions align with client goals 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Documentation/assignment • Supervision
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<ul style="list-style-type: none"> • Collaborate with other clinicians on the development of client treatment plan 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Supervision • Assignment/documentation
Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	<ul style="list-style-type: none"> • Develop concurrent review which advocates for client insurance coverage 	<ul style="list-style-type: none"> • Feb 	<ul style="list-style-type: none"> • Supervision • Assignment/documentation

Facilitate effective transitions and endings that advance mutually agreed upon goals.	<ul style="list-style-type: none">• Facilitate discharge planning (ensure client has met previously established goals)• Assist with development of support systems (e.g. Therapist referrals, meetings)	• April	<ul style="list-style-type: none">• Documentation/assignment• Discussion• Assignment
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EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Critical choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3	3	4	4	4	4
2	Apply knowledge of human behavior and the social environment, person in the environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	4	4	4	4	4	4
3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	4	4	4	4	4	4
4	Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	4	4	4	4	5	4
5	Facilitated effective transitions and endings that advance mutually agreed upon goals.	3	3	3	4	4	4
AVERAGE SCORE : 3.6 (S), 3.6 (F)							

Field Instructor's/Task Supervisor Mid-Term Comments:

TS: for his work in insurance, Ivan has displayed an ability to advocate for the patients of our facility. He does so by fully understanding their case history, understanding medical necessity guidelines and communicating effectively.

Field Instructor's/ask Supervisor Final Comments:

Competency 9.0 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**EPAS Competency 2.1.9**

Practice Behaviors	Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long term goals.	Identify timeline with each practice behavior: By Midterm By Final	Instrument used to measure <u>each</u> practice behavior, Be specific, you may use more than one. <ul data-bbox="1573 474 1826 695" style="list-style-type: none">• Observation• Journal• Discussion• Documentation• Assignments• Reading• Supervision
Select and use appropriate methods for evaluation outcomes.	<ul data-bbox="473 703 1129 768" style="list-style-type: none">• Participate with Vista Research Survey administration• Administer client outcome survey	<ul data-bbox="1320 703 1425 736" style="list-style-type: none">• April	<ul data-bbox="1531 703 1763 793" style="list-style-type: none">• Assignment• Documentation• Observation
Apply knowledge of human behavior and the social environment, person -in- environment, and other multidisciplinary, theoretical frameworks in the evaluation of outcomes.	<ul data-bbox="473 817 1235 940" style="list-style-type: none">• Discuss with supervisors and other clinicians client progress and potential barriers (through a systems perspective)• Individualize discharge plan and establish support systems (e.g., involvement of family in client recovery, therapist referrals)	<ul data-bbox="1320 817 1425 850" style="list-style-type: none">• April	<ul data-bbox="1531 817 1763 940" style="list-style-type: none">• Discussion• Supervision• Documentation• Assignment
Critically, analyze, monitor, and evaluate interventions and program process and outcomes	<ul data-bbox="473 1062 1172 1127" style="list-style-type: none">• Review client outcome surveys• Discuss program delivery with Quality Control supervisor	<ul data-bbox="1320 1062 1425 1095" style="list-style-type: none">• April	<ul data-bbox="1531 1062 1721 1160" style="list-style-type: none">• Discussion• Supervision• Assignment
Apply evaluation findings, to improve practice effectiveness at the micro, mezzo and macro levels.	<ul data-bbox="473 1192 1256 1258" style="list-style-type: none">• Discuss how results of the Vista Research Surveys inform program delivery	<ul data-bbox="1320 1192 1425 1225" style="list-style-type: none">• March	<ul data-bbox="1531 1192 1721 1299" style="list-style-type: none">• Discussion• Journal• Supervision

Evaluation		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Field Instructor	Task Supervisor	Student	Field Instructor	Task Supervisor
1	Select and use appropriate methods for evaluation outcomes.	4	4	4	5	5	5
2	Apply knowledge of human behavior and the social environment, person -in-environment, and other multidisciplinary, theoretical frameworks in the evaluation of outcomes.	3	4	4	5	5	5
3	Critically, analyze, monitor, and evaluate interventions and program process and outcomes	3	4	4	5	5	5
4	Apply evaluation findings, to improve practice effectiveness at the micro, mezzo and macro levels.	3	4	4	5	5	4
AVERAGE SCORE: 3.25 (S),							

MID-TERM EVALUATION

MIDTERM EVALUATION SCORES (3.0 Average Benchmark)

Average of Student Self-Report:

Average of Social Work Supervisor/Task Supervisor:

Average of two scores:

PRACTICUM HOURS

Current Number of Practicum Hours: 201

Mid-Term Comments
<p>Student's strengths: Ivan is a professional and conscientious student and future social worker. He is highly dedicated to professional practice with ethical code of conduct. He embraces diversity and promotes diversity in his practice. He is exemplary in his commitment to being an active learner. He demonstrates strong initiative to take on new responsibilities and projects to impact at the micro, mezzo, and macro level at Elevate Addiction Services. He is committed through his practice to being client centered with use of evidence-based practices. Excellent work Ivan!</p>
<p>Student's areas for improvement: There are no concerns at mid-term. The opportunity for next steps is to focus on additional competency areas of learning that are identified in the learning plan.</p>

Signatures	
Student	Date:
Field Instructor / Task Supervisor 	Date:
Director of Field Education / Designated Field Liaison	Date

All signatures are REQUIRED before you hand in. Always keep a copy of this Learning Plan & Field Evaluation

Final Evaluation Scores (3.5Benchmark)

FINAL EVALUATION

FINAL EVALUATION SCORES (3.0 Average Benchmark)

Average of Student Self-Report:

Average Social Work Supervisor/Task Supervisor:

Average of two scores:

PRACTICUM HOURS

Total Number of agency based hours:

Field Seminar Hours: 40

Total Number of Practicum Hours:

Final Comments

Student's strengths: My final evaluation comments mirror the mid-term evaluation. Ivan is a professional and conscientious student and social worker. He is highly dedicated to professional practice with ethical code of conduct. He embraces diversity and promotes diversity in his practice. He is exemplary in his commitment to being an active learner. He demonstrates strong initiative to take on new responsibilities and projects to impact at the micro, mezzo, and macro level at Elevate Addiction Services. He is committed through his practice to being client centered with use of evidence-based practices. My professional assessment is that Ivan is and will continue to thrive in his practice based on his deep commitment to client centered, professional, ethical practice. He will continue to grow in his practice and leadership. Congratulations on outstanding performance and completion of your practicum.

Student's areas for improvement: There are no concerns, The opportunity is to focus on additional competency areas of learning that are identified through ongoing professional development, supervision, and learning.

My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:

YES

I agree with the final evaluation.

I do not agree with the final evaluation.*

**If the student disagrees with this evaluation, she/he should attach an explanation of their disagreement.*

Signatures

Student: _____ Date: _____

Field Instructor/Task Supervisor

Date: _____
4/28/2021

Director of Field Education / Designated Field Liaison
Date: _____

All signatures are REQUIRED before you hand in. Always keep a copy of this Learning Plan & Field Evaluation

Authorization of Release

I _____ authorize Briar Cliff University to release the contents of this Learning Plan & Field Evaluation upon request for post-secondary

graduate program admission purposes.

Student Signature: _____

Date: _____