

Briar Cliff University

Department of Social Work

Learning Plan & Field Evaluation

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| 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 |
| Agency: | Seascape Recovery Center | Phone: | Task supervisor: 407-234-5581 |
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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

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| 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) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: This is a key strength area for Ivan. Ivan is very conscientious about ethics and decision making. He consistently communicates professionally, both in oral and written communication. Ivan actively prepares for and seeks supervision and feedback to grow as a professional. | | | | | | | |
| Jesse: Ivan's presentation to the public/clients is consistently above average. He engages with clients/coworkers effectively, professionally, and wisely. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: This remains a key strength for Ivan with consistent professional communication verbally and nonverbally. | | | | | | | |

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 style="text-align: center;">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 style="text-align: center;">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/interactions Verbalize 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/discussion Journal/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/discussion Journal |

| EVALUATION | | Mid-Term Evaluation | | | Final Evaluation | | |
|---|---|---------------------|------------------|-----------------|------------------|------------------|-----------------|
| See Front Page for Scoring | | Student | Field Instructor | Task Supervisor | Student | Field Instructor | Task Supervisor |
| 1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level. | 3 | 4 | 4 | 5 | 5 | 5 |
| 2 | Present themselves as learners and engage client and constituencies as experts of their own experiences. | 5 | 5 | 5 | 5 | 5 | 5 |
| 3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 4 | 4 | 4 | 5 | 5 | 5 |
| 4 | AVERAGE SCORE : 4(S), 4.3 (F) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: Ivan is very dedicated and committed to promotion and understanding of diversity. He is an active learner in his engagement with others. He consistently demonstrates the ability to utilize feedback and awareness to enhance his practice. | | | | | | | |
| Jesse (task supervisor): Ivan has effectively presented himself as someone accepting and willing to cultivate himself towards a better understanding of inclusivity. He is able to aptly engage in motivational interviewing, effective listening, and communication to fully understand an individual's history. Ivan is willing to accept constructive criticism and seeks a greater understanding of bettering himself. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: He consistently demonstrates the ability to utilize feedback and awareness to enhance his practice. Ongoing commitment to diversity learning and practice will be central to ongoing success and effectiveness. | | | | | | | |

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

EPAS Competency 2.1.3

| 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> | <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> |
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| <p>Apply their understanding of social economic and environmental justice to advocate for human rights at the individual system levels.</p> | <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 |
| <p>Engage in practices that advanced social, economic and environmental justice.</p> | <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) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: Ivan is continuing to gain additional expertise and experience in advocacy at the individual and system level. At the individual level, this is demonstrated in treatment and goal planning. At the systems level, Ivan is working with his task supervisor, Jesse to develop training materials to support the organization/ system. Ivan is also working on an initiative that is focused on building a network of resources to support clients and the system of care. Ivan maintains exemplary professional demeanor in his interactions both oral and written. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: | | | | | | | |

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

EPAS 2.1.4

| 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 style="text-align: center;">Identify timeline with each practice behavior:</p> <p style="text-align: center;">By Midterm</p> <p style="text-align: center;">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 style="text-align: center;"> Observation Journal Discussion Documentation Assignments Reading Supervision </p> |
|---|--|--|---|
| <p style="text-align: center;">Use practice experience and theory to inform scientific inquiry and research.</p> | <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 |
| <p style="text-align: center;">Apply critical thinking skills to engage in analysis of quantitative and qualitative research methods and research findings.</p> | <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 |

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| Use and translate research evidence to inform and improve practice, policy and service delivery. | <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) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: Ivan is leveraging scientific and research based research and evidence-based practices to inform his work on training materials. In addition, Ivan utilizes research-based and/or evidence-based tools and practices to support his work with individuals. This has been applied in his demographic analysis of client information with Elevate Addiction Services. TS: Ivan has begun to utilize internal surveys/EMR data collection systems to improve/develop means of better understanding treatment trends, demographics/populations. He is also implementing clinical information tracking to assist clinicians in treatment interventions. | | | | | | | |
| Field Instructor's/task Supervisor Final Comments: Ivan had gained experience in this area as part of his practicum. Ivan maintains knowledge of evidence-based practices and will continue to grow in this area as his practice and experience grows. | | | | | | | |

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 practice</u> behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision |
|---|--|--|---|
| <p>Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.</p> | <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 |
| <p>Assess how social welfare and economic policies impact the delivery of and access to social services</p> | <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 |

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| Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice. | <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) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: Ivan is exploring this through his network of referrals resource work. This is also being explored through advocating for and supporting clients in accessing and receiving services through insurance and authorization. TS: Ivan has reviewed all staff training/policies + procedures and has a strong understanding of the ASAM criteria and DSM as it relates to substance abuse. He has been assigned to tasks directly related to an upcoming DHCS certification audit that oversees the facility's CA license. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: Ivan gain exposure to social policy and its implications to social work practice at the micro, mezzo, and macro level. He maintains commitment to advocacy at an individual level through access to and provision of clinical services. | | | | | | | |

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

EPAS 2.1.6

| Practice Behaviors | <p 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 practice</u> behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision |
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| <p>Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> | <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 |
| <p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> | <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 |

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> | <p>Identify timeline with each practice behavior:</p> <p>By Midterm</p> <p>By Final</p> | <p>Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision |
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| 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 |

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| Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies. | <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) | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: This is demonstrated through Ivan's delivery of individual assessment and treatment interventions utilizing evidence-based practices. TS: Treatment planning as a collaboration towards the identification of client's problems, goals, and selection of interventions/objectives is one of Ivan's strengths. His understanding of ASAM is strong with a competent ability to develop realistic treatment goals noted. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: Ivan has continued to grow in this core competency and excels in practice. Excellent. | | | | | | | |

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> | <p>Identify timeline with each practice behavior:</p> <p>By Midterm</p> <p>By Final</p> | <p>Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.</p> <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 |

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| 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) | <ul style="list-style-type: none">• April | <ul style="list-style-type: none">• Documentation/assignment• Discussion• Assignment |
|---|--|---|--|

| 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 | <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 practice</u> behavior, Be specific, you may use more than one.</p> <ul style="list-style-type: none"> • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision |
|--|--|--|---|
| Select and use appropriate methods for evaluation outcomes. | <ul style="list-style-type: none"> • Participate with Vista Research Survey administration • Administer client outcome survey | <ul style="list-style-type: none"> • April | <ul 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 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 style="list-style-type: none"> • April | <ul style="list-style-type: none"> • Discussion • Supervision • Documentation • Assignment |
| Critically, analyze, monitor, and evaluate interventions and program process and outcomes | <ul style="list-style-type: none"> • Review client outcome surveys • Discuss program delivery with Quality Control supervisor | <ul style="list-style-type: none"> • April | <ul style="list-style-type: none"> • Discussion • Supervision • Assignment |
| Apply evaluation findings, to improve practice effectiveness at the micro, mezzo and macro levels. | <ul style="list-style-type: none"> • Discuss how results of the Vista Research Surveys inform program delivery | <ul style="list-style-type: none"> • March | <ul 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), | | | | | | |
| Field Instructor's/Task Supervisor Mid-Term Comments: These competencies are being explored and pursued in the next phase of the practicum in April. | | | | | | | |
| Field Instructor's/ask Supervisor Final Comments: | | | | | | | |

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

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!

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.

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 (3.5 Benchmark)

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:_____