

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

Student:	Angie M Ambrose	Semester /year:	4/21/2021
Field Instructor: (The Social Worker supervisor)	Sara Staver	Task Supervisor: (if applicable)	
Agency:	Access Family Center	Phone:	712-255-0204
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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. • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
• 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.	Advocate for clients Practice personal reflection and self-correction to assure continual professional development. Take on professional roles. Follow the agency's guidelines on technology use. As well as the NASW guidelines on technology.	Final Mid-Term Mid-Term Mid-Term	• Develop a community resource binder. • Research social service programs that'll be beneficial to the clients of FAC • Journal weekly self-reflection • Reflect with supervisor after each client interaction. • Attend meeting on time • Dress appropriately • Speak in a professional manner. • Discuss with instructor any ethical dilemmas that arises. • Use CASA and I-Smart only for client notes. • Practice Confidentiality • Review the agency's guidelines on technology use.

• Use supervision and consultation to guide professional judgement and behavior	Observe and discuss expectations as a professional social worker.	Final	• Review the NASW code of ethics (standards on technology usage). • Discuss agency rules and regulations. • Discuss Do's & Don'ts
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Competency 2.0 – Engage Diversity and Difference in Practice

EPAS Competency 2.1.2

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 practice</u> behavior, Be specific, you may use more than one. Observation Journal Discussion Documentation Assignments Reading Supervision
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.	Interact with clients at all levels of practice (Micro, Mezzo, Macro)	Final	• Group Meetings • Individual Therapy • Case Meeting • Staff Meeting • Sign in Sheet
Present themselves as learners and engage client as experts of their own experiences.	Practice active listening skills and open-mindedness	Mid-term	• Journal Entry • Case Notes using programs CASA & I-Smart • Supervision
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Choose responses carefully. Thoughtful responses when interacting with clients.	Final	• Group & Individual Meetings • Telehealth (zoom) • Phone calls, emails, texting must remain professional.

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

EPAS Competency 2.1.3

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 practice</u> behavior, Be specific, you may use more than one. Observation Journal Discussion Documentation Assignments Reading Supervision
Apply their understanding of social economic and environmental justice to advocate for human rights at the individual system levels.	Apply social work theory to guide client assessments, interventions, and evaluations	Final	- Observe various professionals of various backgrounds to gain a better understanding of professional roles. (FTC meeting) - Child Welfare Meeting - Observe and participate in client intakes and assessments, treatment plans, case reviews and consultation. Discuss with field instructor.
Engage in practices that advanced social, economic and environmental justice.	Apply knowledge to understand person and their environment	Mid-term	- Create referral manual. - Observe court session involving client. - Identify three factors affecting a client's environment. - Observe clients in their environment.

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			4	4.75	
2	Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication.	4			4	5	
3	AVERAGE SCORE						
Field Instructor's/Task Supervisor Mid-Term Comments: 							
Field Instructor's/ask Supervisor Final Comments: Angie consistently presented appropriately and professionally during all web conferences, in group, supervisions, Family Treatment Court, and individual sessions. She has a good understanding of connections between the systems that affect clients & families on micro, mezzo, and macro levels. Angie is very communicative. She was consistently professional in all forms of communication, verbally, written (email and agency documentation & email), and through texts messages with site supervisor.							

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

EPAS 2.1.4

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 practice</u> behavior, 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.	Use research evidence to inform practice.	Final	- Identify research used by the agency (data, stats, program evaluation, etc.) - Agency Research Assignment - Research Reference Manual - Read literature related to therapy and substance abuse.
Apply critical thinking skills to engage in analysis of quantitative and qualitative research methods and research findings.	Use practice experience to inform scientific inquiry	Final	- Conduct assessments. - Complete a breakdown of agency's population. (age, sex, race, etc.) - Research activities used by the agency including data, statistics, and program evaluation.
Use and translate research evidence to inform and improve practice, policy and service delivery.	Analyzing and applying research evidence to use in client	Final	- Apply research findings to work with clients. - Read research literature and use it to inform practice and decision making with clients. - Assignment: present a positive change to the agency staff to improve the program as it relates to their client base.

Competency 5.0 – Engage in Policy Practice

EPAS Competency 2.1.5

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 practice</u> behavior, Be specific, you may use more than one. • 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.	Understand the impact of social policy on agencies, workers, and populations at risk.	Mid-term	• Meetings with FTC (Working Collaboratively) • Observation on how policy can affect the client. • Attend staff meetings where policies are being discussed.
Assess how social welfare and economic policies impact the delivery of and access to social services	Implement advocacy strategies in social work practice.	Final	• Learn history/current structure of agency. Discuss with field instructor. • Productivity Report • Discuss w/ field-instructor the implications of public policy issues on service provision to agency clients.
Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.	Understand how practice can change based on society	Mid-term	• Participate on various disciplinary teams. • Use of supervisor session to engage in discussions about improving services. (Assignment)

Competency 6.0 – Engage with individuals, Families, Groups, Organizations and Communities.**EPAS 2.1.6**

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 practice</u> behavior, Be specific, you may use more than one. • 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	Learn how direct services are conducted in the agency, group therapy and substance abuse.	Mid-term	• Review case with FI • Use CASA & I-Smart to document info pertaining to client. • Seek input from FI at weekly meeting on interpersonal skills. • Journal weekly on use of empathy and how it affects practice. • Shadow team member to learn direct service. • Participate in training or orientation to learn the mission of FAC.
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Engage in effective communication.	Mid-term	• Observe and eventually actively participate in an intake activity with client. • Participate in professional development to learn about diversity issues.

Competency 7.0 – Assess Individuals Families, Groups, Organizations, and Communities.**EPAS Competency 2.1.7**

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 practice</u> behavior, Be specific, you may use more than one. • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	Gain experience in assessments, intake, interviews, evaluation, etc.	Final	• Shadow effective colleagues during assessments, interventions, and evaluations. Review with field instructor. • Conduct professional interviews with clients or groups.
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.	Apply the generalist practice model to culture and behavior of organizations	Final	• Review client-in-environment cases with FI • Use technology, journals, and process recordings with field instructor to enhance skill growth and development. • Obtain and review documents provided for clients by agency.
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.	Gained experience in client/case worker relationship by shadowing actual clients and groups.	Mid-term	• Shadow FI, as well as other counselors within the agency to learn various client approach styles. • Observe client cases and then review strengths, challenges, and needs of client with FI. • Get feedback from FI
Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.	Review and apply various intervention strategies to clients.	Final	• Review what strategy may work best for client's after reviewing assessment. • Discuss with FI • Review intervention strategies used by the agency. • Read books related to intervention strategies.

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

EPAS 2.1.8

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 practice</u> behavior, Be specific, you may use more than one. • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Demonstrate the ability to effectively work with clients.	Final	• Demonstrate effective use of empathy. • Conduct client intake, assessment, evaluation, etc with FI
Apply knowledge of human behavior and the social environment, person in the environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Negotiate, mediate, and advocate for clients	Final	• Hands-on post observe agency's therapists with their clients. • Hands-on post observation of the FTC (advocating for clients) • Discuss cases via KASA with FI • Get involved in checking in with clients of assigned cases
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Understanding of working collaboratively with other professionals to benefit the client.	Mid-term	• Family Therapy Court (FTC) • Agency Staff Meeting • Collaborate with various professionals (lawyers, DHS, LMFT, LCSW...)
Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	Work with a diverse group of clients	Final	• Request to get involved with clients of various backgrounds. • Gain an understanding of the needs of each client then advocate on their behalf.
Facilitate effective transitions and endings that advance mutually agreed upon goals.	Observe then demonstrate termination services.	Final	• Shadow clinician during in terminating services. • Write journal on reflection of termination issues.

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			4	5	
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.	3			4	5	
3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	3			4	5	
4	Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.	3			4	5	
5	Facilitated effective transitions and endings that advance mutually agreed upon goals.	3			4	5	
	AVERAGE SCORE						
Field Instructor's/Task Supervisor Mid-Term Comments: 							
Field Instructor's/ask Supervisor Final Comments: Angie has demonstrated a good ability to engage with clients and staff. She has consistently and continually remained in communication with staff and supervisor throughout her practicum. She has made an appropriate transition plan with a client and termination other groups she has been working with. She does well meeting the client where they are at within their level of motivation for change and treatment goals. Angie assists clients by compassionately holding clients accountable while providing them the opportunity to work through problems independently and encouraging empowerment strategies for clients. She has participated in several SUD groups and has worked with a client to develop intervention.							

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 practice</u> behavior, Be specific, you may use more than one. • Observation • Journal • Discussion • Documentation • Assignments • Reading • Supervision
Select and use appropriate methods for evaluation outcomes.	Use appropriate methods for evaluation.	Final	• Assess client goals and progress regularly. • Redevelop goals as needed. • Discuss with supervisor how to determine outcomes.
Apply knowledge of human behavior and the social environment, person –in-environment, and other multidisciplinary, theoretical frameworks in the evaluation of outcomes.	Understand how the client is affected by their environment and apply interpersonal skills.	Final	• Identify barriers/limitations for client outcomes through using professional knowledge and consultation. • Review findings with FI. • Write a summary report of the analyzed results.
Critically, analyze, monitor, and evaluate interventions and program process and outcomes	Observation and understanding of how the agency handles interventions.	Final	• Observe the clients over time. (Are there any improvements?) • Observe how the agency handles interventions.
Apply evaluation findings, to improve practice effectiveness at the micro, mezzo and macro levels.	Broaden my understanding of helping a client from a mezzo and macro perspective.	Final	• Follow up with clients after 30-60 days and make improvements from feedback. • Follow up with staff meeting.

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:

Mid-Term Comments
Student’s strengths:
Student’s areas for improvement:

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: 400

Total Number of Practicum Hours:**Final Comments**

Student's strengths: Angie has done exceptionally well in her internship. She has consistently communicated with clients, staff, supervisor, and community partners. She presented and utilized supervision appropriately. Angie is well-liked by the staff and clients at Family Access Center. Although her internship was exclusively virtual, she made it a point to engage with staff and clients in a meaningful way. She was able to form relationships with staff and clients she attends group with. Angie always remained professional and helpful. She was instrumental in data collection procedures for SUD program measures and taking important notes throughout staff meetings and Family Treatment Court sessions. If Angie were in the Sioux City area, Family Access Center would be happy to employ someone like Angie with her skills, compassion, and dedication.

****Angie and Sara met each week for 1 hr. for supervision****

Student's areas for improvement: Angie has done exceptionally well throughout her practicum that discussing areas of improvement are a challenge. She has overcome adversity and remained consistently emotionally and professionally.

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

DS
[Signature]

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:

DocuSigned by:

[Signature]

8EA9B629838D44C...

Date:

5/5/2021

Field Instructor/Task Supervisor

Date: 5-3-21

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: _____

DocuSigned by:

[Signature]

8EA9B629838D44C...

Date: 5/5/2021