Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Learning Plan Worksheet — SOWK 7612**



**Semester Evaluation Section/Course Outcomes**

**(was task performed and how well?)**

*The following 15 Concentration Practicum Objectives are designed to cover the two semesters of the sequence. Students will have two semesters to complete all objectives. These objectives are to be met through specific student practicum assignments outlined in the Learning Plan Worksheet.*

Successful completion of each objective can be demonstrated through student logs, verbal content presented in supervision, student recordings of all types, written papers such as the agency/community study, program assignment, client system assessment, as well as through assigned projects such as writing agency reports, grants, or manuals, the design and development of new programs or training modules, attendance at practicum related activities such as workshops or community presentations, participation in leadership development activities and community collaboratives, etc. Student’s performance of each specific competency outlined in the syllabus must be rated by the field instructor according to the following scale:

1 – Unsatisfactory (did not meet expectations)

2 – Marginal performance

3 – Satisfactory performance (met expectations)

4 – Above average performance

5 – Outstanding performance (consistently exceeded expectations)  
6 – Not Applicable

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A, B, C, D or F depending on the average. If a student makes a D or F in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Please see Student Handbook for explanation of deficiency points.

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 5 out of 15 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

A student whoreceives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum and a Corrective Action Plan (CAP) will be required:

**Foundation Practicum 6600/6700 Concentration Practicum 7611/7612**

FPO 11 Communication FPO 11 Communication

FPO 12 Supervision and Feedback FPO 14 Professional Behavior

FPO 14 Professional Behavior CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

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| **Program Objectives**  (as indicated on syllabus) | **Learning Tasks/assignments**  (what practicum tasks will I carry out?) | **Behavioral Indicators**  (how will I know if objective is met?) | **Semester Evaluation Section/ Course Outcomes**  (was task performed and how well?) |
| FPO2. Continue to demonstrate the ability to apply critical thinking within the context of professional social work practice. |  | **Student will actively present cases using appropriate theoretical perspectives and interventions and address multi level intervention frequently and with little prompting from FL.**  **Student will be able to select interventions that will enhance the particular diverse qualities of clients and recognize when interventions are not appropriate for a particular group of clients and make appropriate changes with minimal prompting.**  **In Supervision student will discuss how clients may respond to particular interventions with few errors and minimal prompting** | \_\_\_\_\_\_ Continue to participate actively in all educational experience presenting cases and practicum experiences in such a way as to synthesize theories, agency procedures and intervention methods in order to respond to multilevel client situation.  \_\_\_\_\_\_ Continue to critique social work interventions according to their cultural and ethnic sensitivity, assessing their utility with diverse client populations as well as with individuals who have been oppressed.  \_\_\_\_\_\_ Continue to formulate ideas about how clients may react to interventions prior to intervening.  \_\_\_\_\_\_ Demonstrate the ability to devise intervention strategies on multiple levels that effectively target identified problem areas.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO3. Continue to analyze and apply the values and ethics of the social work profession. |  | **With minimal supervision, student is accurate in his ability to identify value and ethical conflicts in practice, (clients, colleagues, community); student can describe these conflicts with accuracy.**  **Student will be able to apply the Code of Ethics with little supervision adhering to the code of ethics. Student will identify the gray areas of the code and when supervision is appropriate.**  **Student's verbal and written descriptions of clients are non judgmental in nature.**  **Students will discuss the process of decision making with ethical dilemmas and the ability to choose interventions that are sound using supervision as needed.**  **Students will discuss in supervision potential responses to insensitive practices with sensitivity and consideration of risk. Some supervision required.** | \_\_\_\_\_\_ Continue to identify specific ethical and value dilemmas that arise in multilevel practice and identify how these issues impact problem-solving strategies.  \_\_\_\_\_\_ Continue to demonstrate and actively protect a client system’s right to confidentiality, self-determination, service, etc. in least restrictive environment adhering to the NASW Code of Ethics, 1999.  \_\_\_\_\_\_ Continue to demonstrate the skill of allowing others to maintain perspectives and positions that are quite different for one’s own.  \_\_\_\_\_\_ Reflect sensitivity to ethical and value considerations in interactions with agency staff members and individuals in the community.  \_\_\_\_\_\_ Continue to demonstrate interventions that target resolution of ethical and value dilemmas.  \_\_\_\_\_\_ Continue to identify in supervision responses to harmful and insensitive policies and practices.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO4. Continue using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences. |  | **With minimal supervision and increased accuracy, student will identify the impacts of human diversity at multiple levels. In addition, student will identify responses with accuracy to human diversity. Student will be aware of own biases and respond non judgementally.**  **With increasing accuracy student will identify behaviors of both clients and colleagues that reflect human diversity. Minimal prompting from F1.**  **In supervision and in written documentation student will select interventions and theoretical perspectives that are culturally and ethically sensitive to human differences. Will discuss in supervision with minimal prompting and increased accuracy.** | \_\_\_\_\_\_ Continue to respond to the effects of human diversity on all aspects of multilevel social work practice.  \_\_\_\_\_\_ Continue to identify the behavior of clients and colleagues that reflects client issues of human diversity.  \_\_\_\_\_\_ Continue to demonstrate interventions using culturally and ethically sensitive social work theory and methods with persons of differing economic status, ethnic background, gender or individuals who are differently challenged, as well as individuals who have been subject to oppression or social/economic injustice.  \_\_\_\_\_\_ Propose ways of proactively responding to and resolving conflicts that emerge out of issues of human difference both in relation to service delivery to client systems and among agency staff.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO5. Continue to understand and challenge mechanisms of oppression and discrimination.  FPO6. Continue to apply strategies of advocacy and social change to advance justice. |  | **In Supervision, student will discuss at least 3 policies that negatively impact clients.**  **In Supervision, student will discuss 3 potential policies that positively impact clients**  **Student will accurately identify causes of persistent poverty, discrimination, and oppression with clients served at \_\_\_\_\_\_ in supervision with minimal prompting.**  **In Supervision with minimal prompting student will discuss aspects of client’s context that impact risk.**  **In supervision student will identify the client’s community of context accurately.**  **In supervision student will discuss policies and laws that impact practice, accurately and with minimal prompting.**  **Student will accurately identify causes of persistent poverty, discrimination, and oppression with clients served at \_\_\_\_\_\_\_in supervision with minimal prompting.**  **In Supervision with minimal prompting student will discuss aspects of client’s context that impact risk.**  **In supervision student will identify the client’s community of context accurately.** | \_\_\_\_\_\_ Continue to identify in supervision discriminatory policies that impact populations either negatively or positively in the agency.  \_\_\_\_\_\_ Continue to identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by one’s practice agency.  \_\_\_\_\_\_ Demonstrate interventions that target persistent poverty, institutional, social or economic discrimination.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)**  \_\_\_\_\_\_ Continue to articulate agency policies and procedures as well as laws that govern practice in one’s agency.  \_\_\_\_\_\_ Monitor and critique administrative standards for services to client systems and propose ways of improving service delivery.  \_\_\_\_\_\_ Participate in the hearing process in relation to client (e.g. IEP meetings, court, food stamp meetings, SSI meetings).  \_\_\_\_\_\_ Analyze new and current policy (e.g. agency, local, state, federal) in order to determine its potential impact on practice.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO7. Continue to understand and interpret the history, development, and current trends of the profession.  FPO9. Continue to demonstrate the ability to analyze, formulate, and influence social policies. |  | **Student will present to field instructor information about history and development of agency.**  **In Supervision student will identify the client’s community of context accurately.**  **Student will accurately define current practice of agency and discuss in supervision.**  **Student will accurately discuss in supervision the critique of agency policy.**  **Student will present in supervision how he has collaborated with agency and community to bring about change and will need to discuss journal from SOWK 7310.**  **Student will attend court hearings for \_\_\_\_\_\_\_\_\_ clients and participate when appropriate. Will discuss with field instructor in supervision.**  **Student will identify in supervision, a new policy (agency, state, national) and its potential impact on practice.** | \_\_\_\_\_\_ Continue to seek information about the history and development of practicum agency.  \_\_\_\_\_\_ Continue to identify systemic contexts of the practicum agency (i.e. community, state, nation, global).  \_\_\_\_\_\_ Continue to identify current trends of practicum agency.  \_\_\_\_\_\_ Identify emerging trends of the practicum agency.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)**  \_\_\_\_\_\_ Continue to show advanced ability to analyze and critique a specific agency policy.  \_\_\_\_\_\_ Continue to demonstrate ability to work with others in agency and community to bring about positive changes in social policies.  \_\_\_\_\_\_ Continue to participate in the hearing process in relation to client (e.g. IEP meetings, court, food stamp meetings, SSI meetings).  \_\_\_\_\_\_ Continue to identify potential changes at multiple levels of policy that can impact client systems (e.g. agency, state, national).  \_\_\_\_\_\_ Continue to plan future strategies to respond to new policies and discuss in supervision with field instructor.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO10. Continue to evaluate and apply research findings to practice and evaluate individual practice interventions at multilevel appropriately. |  | **In Supervision student will review literature reviews for both presentations to staff and best practices intervention for clients.**  **Student will identify 2 empirically based assessments and use with at least 4 clients this semester. Present in supervision.**  **Present to field instructor and staff at least 2 times this semester on current best practice methods for clients.** | \_\_\_\_\_\_ Continue to conduct literature analysis or review of best practices relevant to client services in practicum agency (e.g., readings directed by field instructor, readings on diverse at risk populations, program effectiveness, policies and procedures, change strategies commonly used in the agency).  \_\_\_\_\_\_ Continue to articulate how formal and informal research knowledge guides direct practice and program provision/development and discuss these issues with supervisor.  \_\_\_\_\_\_ Discuss the ongoing monitoring of client system progress with one’s field instructor.  \_\_\_\_\_\_ Continue to administer empirically-based assessment measures to client systems.  \_\_\_\_\_\_ Evaluate one’s own practice interventions.  \_\_\_\_\_\_ Using applicable guidelines, plan a program evaluation.  \_\_\_\_\_\_ Complete program evaluation and agency research projects (e.g. grant writing, client surveys, accreditation planning or community needs assessment).  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO11. Continue to demonstrate the ability to communicate across client populations, colleagues, and communities, in both written and verbal form. |  | **Student will communicate to Field Instructor and agency staff clearly - using appropriate terms.**  **Student will articulate disagreements with colleagues and clients and still have respect. Will discuss how uses this in supervision.**  **Student will bring in 3 documentation notes for review of organization on content will be accurate - need minimal supervision.**  **Student will discuss in supervision, progress of completing tasks.**  **Student will bring in 3 examples of coordination with agency related groups and discuss how his ability to communicate impacted this collaboration.**  **Student will define consultation and how it is used at agency. Whether this use is appropriate or not.**  **Utilize appropriate methods and forms of documentation using non labeling terms and with accuracy** | \_\_\_\_\_\_ Continue to express self clearly in verbal communication in supervision and in the agency.  \_\_\_\_\_\_ Continue to express disagreement without demeaning others.  \_\_\_\_\_\_ Continue to organize written materials and record appropriate attitudinal and affective content related to client system interactions.  \_\_\_\_\_\_ Continue to describe client system behavior in specific, non-labeling terms.  \_\_\_\_\_\_ Continue to demonstrate consistency in verbal and nonverbal communications.  \_\_\_\_\_\_ Continue to coordinate and collaborate with agency co-workers and all levels of agency staff to complete task assignments.  \_\_\_\_\_\_ Continue to participate actively with agency-related groups such as: staff groups, interdisciplinary teams, community interagency councils, community task forces, collaboratives, agency board of directors, etc.  \_\_\_\_\_\_ Continue to use consultation appropriately.  \_\_\_\_\_\_ Continue to identify and manage one’s own problematic patterns, responses and behaviors in relation to clients and colleagues.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| FPO14. Continue to identify with the social work profession and behave professionally. |  | **Student will present examples in supervision of professional behavior with client systems with accuracy.**  **In supervision student will; discuss role as professional in agency and in community with self-awareness.**  **Student will identify agency practice roles and how he has used them at agency and in community with accuracy.**  **Student will bring in 2 examples of his own mentoring of use of self with clients and colleagues - minimal supervision and accuracy.**  **Student will discuss one example of how he managed a personal bias with accuracy.**  **Student will bring in the code of conduct and review strengths and limitations. Bring own to supervision.** | \_\_\_\_\_\_ Continue to demonstrate and apply one’s understanding of the concept of professional behavior in multilevel interventions with client systems.  \_\_\_\_\_\_ Continue to define one’s appropriate professional role in a given practice situation and carry out this role professionally and effectively.  \_\_\_\_\_\_ Continue to enact diverse advanced generalist practice roles both within and across settings and levels.  \_\_\_\_\_\_ Continue to behaviorally monitor one’s use of self in interactions with client systems and colleagues.  \_\_\_\_\_\_ Assess the effectiveness of one’s professional interventions in structuring change in a multilevel client system.  \_\_\_\_\_\_ When possible, demonstrate ability to teach a supervisee or colleague about professional behaviors (e.g. cardinal social work values).  \_\_\_\_\_\_ Continue to manage personal biases in relation to clients and colleagues.  \_\_\_\_\_\_ Continue to comply with Code of Student Conduct ameliorating any identified issues.  \_\_\_\_\_\_ Continue to analyze and critique on an ongoing basis one’s growth and development as a social work practitioner.  **\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

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| CPO15. Continue to demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.  CPO16. Continue to demonstrate elements of leadership and the ability to shape the professional environment.  CPO17. Continue to demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice. |  | **Student will identify in supervision how he responded to complex problems independently. Give 2 examples.**  **Student will identify resource manual and give 2 examples of service gaps existing as he tried to locate and assess.**  **Student will discuss skills used from 7300/7310 weekly and how effective these skills are in intervening with accuracy and minimal prompting.**  **2 examples in supervision about how a client will react to an intervention with accuracy.**  **Student will be prepared weekly for supervision presenting content from agency along with a clear plan with accuracy and minimal prompting.**  **Student will demonstrate ability to accept feedback and integrate with accuracy.**  **Using skills from 7300/7310 choose appropriate techniques for clients. Give 3 examples - minimal supervision and increased accuracy.**  **Identify in supervision best practice methods in working with agency clients with accuracy.**  **Identify in supervision the use of empirically based assessment measure with clients - Give 2 examples. Assessment must be appropriate for client and student must be able to identify results.**  **Student will discuss in supervision the opp. to conduct workshop and the process of downtime.**  **Student will bring to supervision one example of disrespectful practice by a colleague.**  **Student will participate in a leadership role in at least one committee and discuss impact and explain in supervision.**  **Bring assignment journal from 7310, identify how student shared knowledge and shaped profession in agency.**  **Student will identify at least one response to harmful or insensitive policies and in positive response to clients in supervision with accuracy**  **Student will discuss in practicum 2 examples of when student has had to change approach due to clients' change.**  **Student will demonstrate in supervision how he has accurately used conflicting roles in practicum.**  **Student will discuss in supervision how he has scanned environment at multiple levels accurately for change. Give examples of how these changes impact practice.**  **Student will identify in supervision a new policy, local, state, or federal and how that policy will affect practice (1 example)**  **Student will discuss in supervision how he can plan future strategies to respond to programs' new policy.**  **Student will accurately discuss the community context for agency in supervision.** | \_\_\_\_\_\_Continue to respond to complex problem and situations independently.  \_\_\_\_\_\_ Continue to assess, locate and develop resources when service gaps exist.  \_\_\_\_\_\_ Continue to intervene using integrated and more advanced skills/practice models/interventions.  \_\_\_\_\_\_Continue to identify and manage one’s own problematic behaviors, patterns, responses, and reactions in regard to clients or colleagues.  \_\_\_\_\_\_Continue to formulate ideas about how clients may react to interventions prior to intervening.  \_\_\_\_\_\_Continue to integrate diverse (sometimes conflicting) roles and tasks into practice with minimal supervision.  \_\_\_\_\_\_Continue to engage competent professionals for consultation and supervision.  \_\_\_\_\_\_Continue to engage in working supervisory relationship with field instructor.  \_\_\_\_\_\_\_Exhibit a cooperative attitude in responding with field instructor.  \_\_\_\_\_\_\_Present supervision materials in an organized, clear manner.  \_\_\_\_\_\_\_Continue to locate new learning opportunities.  \_\_\_\_\_\_\_Continue to accept evaluative feedback in a professional manner.  \_\_\_\_\_\_Continue to integrate supervisory feedback into one’s assignments.  \_\_\_\_\_\_Continue to use appropriate techniques to respond to practicum problems, talking first with field instructor and if necessary, with field director and/or advisor.  \_\_\_\_\_\_Conduct supervision, training and/or consultation with agency staff or others in the community.  \_\_\_\_\_\_Continue to administer empirically-based assessment measures to a client system with limited supervision.  \_\_\_\_\_\_Continue to evaluate one’s own practice interventions.  \_\_\_\_\_\_Continue to use empirically verified treatment methods.  \_\_\_\_\_\_ Continue to devise multilevel intervention strategies, to implement and assess the effectiveness of the strategies.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)**  \_\_\_\_\_\_ Continue to participate in building a coalition or collaborative.  \_\_\_\_\_\_ Continue to engage in community or capacity building.  \_\_\_\_\_\_ Continue to conduct training or workshops.  \_\_\_\_\_\_ Continue to develop resources in program or agency.  \_\_\_\_\_\_ Continue to develop a professional network of expertise.  \_\_\_\_\_\_ Participate or co-facilitate a multi-disciplinary team.  \_\_\_\_\_\_ Informally assist colleagues in improving their practice.  \_\_\_\_\_\_ Continue to identify disrespectful practice by colleagues in regard to clients in supervision.  \_\_\_\_\_\_ Continue to use ethical leadership in communities and organizations.  \_\_\_\_\_\_ Continue to share one’s knowledge and expertise informally with colleagues.  \_\_\_\_\_\_Coordinate response(s) to harmful or insensitive policies.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)**  \_\_\_\_\_\_Continue to identify when client is going through a change phase requiring a change in one’s approach.  \_\_\_\_\_\_ Continue to employ diverse and sometimes conflicting roles in practice based on changing demands of the environment.  \_\_\_\_\_\_Continue to anticipate potential effects of multi-level environmental changes on practice.  \_\_\_\_\_\_Modify or emphasize particular aspects of professional use of self to fit changing contexts or environment.  \_\_\_\_\_\_Attend to all practice levels (e.g. micro, mezzo, macro).  \_\_\_\_\_\_Continue to identify the community context for one’s practicum agency.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |
| CPO18. Continue to apply balanced attention to multi-level practice.  CPO19. Continue to demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods. |  | **Student will identify in supervision how he is attending to multi levels in practice with accuracy, Give 2 examples.**  **In supervision present list of formal and informal networks and discuss steps of how to link clients to these systems.**  **Identify specialized theories and explain clients behaviors using these theories. 2 examples. With accuracy and minimal supervision**  **Student will present information about a client in supervision. Show how he used informal and formal observation to gather info - bring documentation for review.**  **Student will identify in supervision 2 examples of using advanced case management with clients with accuracy.**  **Student will identify with 2 examples as to who and why he used empirically verified treatment methods and practice methods.**  **Identify with 2 examples of using time effective treatment with increased accuracy.**  **Student will identify in supervision why he chose specific methods with certain clients.**  **Student will identify 1 example of applying theory to management to respond to agency or staff needs, 11+skills**  **Student will discuss the principle of program evaluation and how they will plan evaluation.** | \_\_\_\_\_Continue to identify formal and informal human service networks reflected in one’s caseload or practicum assignments.  \_\_\_\_\_\_Continue to demonstrate ability to explain complex behavior of multi-level client systems, selecting from an open array of theories.  \_\_\_\_\_\_Continue to demonstrate ability to devise multilevel intervention strategies, to implement and assess the effectiveness of the strategies.  \_\_\_\_\_\_Continue to explain and defend the selection of specific theory-based practice with multilevel client systems.  \_\_\_\_\_\_Identify formal and informal human service networks reflected in one’s caseload or practicum assignments.  \_\_\_\_\_\_Continue to obtain information about the client system through informal and formal observation and collect facts in an organized, purposive fashion.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)**  \_\_\_\_\_\_Continue use of advanced case management skills and/or specific models of case management.  \_\_\_\_\_\_Continue to facilitate specialized client & family groups.  \_\_\_\_\_\_Continue to use empirically verified treatment methods (e.g., cognitive therapy, cognitive behavioral therapies).    \_\_\_\_\_\_Continue to use complex practice models (e.g., psycho- dynamic, interpersonal, combinations of psychodynamic & cognitive, structural family therapy).  \_\_\_\_\_\_Continue to use the best practices of time-effective treatment.    \_\_\_\_\_\_Continue to use specialized theories (e.g., psychodynamic cognitive, & structural, family systems) to assess client systems).  \_\_\_\_\_\_Continue to apply management models and skills to respond to and/or staff needs  \_\_\_\_\_\_Continue to use principles of program evaluation in order to plan this type of evaluation.  \_\_\_\_\_\_Conduct elements of a program evaluation.  \_\_\_\_\_\_Continue to assess community/population needs in order to develop programs or policies.  \_\_\_\_\_\_Use research skills to enhance agency and/or program services.  **\_\_\_\_\_\_\_\_ Average (To be completed by Faculty Liaison)** |

Learning Plan Sign Off: Semester Evaluation Sign Off:

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Field Instructor Date Field Instructor Date