



SAMPLE

INDIVIDUAL LEARNING

MSW Field Practicum

CONTRACT

Student Name: _____ **Date:** _____

Agency: _____ **Agency Field Instructor:** _____

This learning contract follows the nine specific Core Competencies identified by the Council on Social Work Education (CSWE) that Social Work Practitioners should possess.

- The student and field instructor should meet early in the student's placement to identify specific agency learning activities that the student will participate in to give the student an opportunity to practice and demonstrate competency in each area over the course of the practicum.
- Learning activities described in this contract should be specific, stated in measurable terms, and demonstrate meaningful and robust activities or assignments in each individual behavior area to ensure development and practice in the competency categories listed.
- The learning contract should include opportunities for student practice in live or simulated situations and activities in individual, group, family, organization and community contexts with subsequent feedback.

There should be at least one learning activity related to each practice behavior listed under each competency category.

Also, remember to identify assignments in the plan that you may want to use as evidence of competency in the final Field Portfolio.

The IWU Faculty Liaison should review and make additional recommendations for activities before approving the contract. The student is responsible for obtaining all needed signatures, and providing copies to the Field Instructor and to the Faculty Liaison.

Core Competency 1: Demonstrate Ethical and Professional Behavior in Generalist Social Work Practice

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	By when
Demonstrates ethical decisions by applying standards of the NASW Code of Ethics; relevant laws and regulations; models for ethical decision making and ethical conduct of research; and additional codes of ethics as appropriate to context.	<p>Student will review and discuss the application of the NASW Code of Ethics related to 3 cases in supervision and document in supervision notes regarding areas of ethical concerns through direct or indirect contacts at the agency.</p> <p>Student will identify and discuss three areas of potential conflict between personal values and professional practice in supervision and document in student supervision notes.</p>	
Develops use of reflection and self-regulation to manage personal values and ability to maintain professionalism in practice situations.	Student will keep a weekly journal of reflection on areas of strength and challenges in managing personal values. Student will identify questions to bring to supervision regarding ethical and professional behavior.	

<p>Uses technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Student will demonstrate use of technology in compliance with HIPAA and confidentiality laws at all times during the practicum. Student will review agency HIPPA and confidentiality policies and discuss with supervisor as documented in record of supervision.</p> <p>Student will complete proper releases of information for all direct services clients and review 2 releases with Supervisor.</p> <p>Student will review agency technology use policies. Student will follow agency policies at all times during the practicum and use personal technology only during breaks or in case of emergency. Field supervisor will discuss any concerns in ongoing supervision.</p>	
<p>Uses supervision and consultation to guide professional judgment and behavior.</p>	<p>Student will meet with supervisor a minimum of twenty times during the field practicum and more frequently as agreed with field instructor. Student will prepare an agenda, questions, and topics for discussion. Student will record follow up action steps from supervisor and document supervisor feedback on strengths and areas for improvement identified at each meeting.</p> <p>Student will be observed providing direct service a minimum of four times during the course of the practicum. Student will review results and receive feedback on strengths and areas of growth.</p>	

Core Competency 2: Students Will Advance Human Rights and Social, Racial, Economic and Environmental Justice in Generalist Social Work Practice.

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	By when
Advocates for human rights at the individual, family, group, organizational, and community system levels	Student will engage in a project or advocacy activity relevant to a client or the agency to advance an area of justice or equity and write a two-page summary of the project, efforts made, and results.	
Engages in practices that advance human rights to promote justice socially, racially, economically, and environmentally	<p>Student will be observed by a master's level clinician in practice via client contact or role play with a peer at least two times using a person-centered practice approach and receive feedback on ability to identify the role diversity and difference play in the client's experience.</p> <p>Student will complete agency required diversity training and summarize three areas of key learning. Student will review application to agency setting with Field Instructor.</p>	
Demonstrates self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student will complete cultural competency training and identify two to three areas of current personal bias toward culturally different individuals or ethnicities. Student will identify three strategies for managing biases and discuss them with supervisor.	

Core Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Generalist Social Work Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	By When
Analyzes issues of social, economic, and environmental justice as they relate to clinical practice.	Student will identify two areas of injustice related to individual clients, the community, or policies impacting the field agency and complete a summary in writing of two strategies or advocacy approaches for each area identified that could be used to create improvement. Student will review the assessment with supervisor for feedback and additional discussion.	

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<p>Demonstrate practice that opposes and seeks to eliminate racism and oppression at the individual, family, group, organizational, community, research, and policy levels</p>	<p>Student will provide a direct service contact to a client who is culturally or ethnically different from the student. Student will write a journal reflection identifying the impact of cultural issues for the client on areas of individual, community, and policy-level issues. Student will discuss their reflections and the cultural issues of the case in supervision.</p>	
<p>Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>	<p>Student will interview one staff, client, or community member representing a culturally diverse population regarding the member's perception and view of injustice and oppression socially at the local, state, and national level and record his/her answers by April 1st. Student will discuss findings with field supervisor.</p>	
<p>Identifies injustice and oppression within the social environment at local and global levels.</p>	<p>Student will identify a relevant case, review assessment documentation and appraise issues of marginalization and oppression impacting the client, group or family. Student will make recommendations for appropriate practice responses and discuss in supervision by July 1st.</p>	

Core Competency 4: Engage in Practice-Informed Research and Research-Informed Practice in Generalist Social Work Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis,

and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	By When
Applies practice experience and theory to inform scientific inquiry and research.	Based on observation or client interaction, student will identify an area of client diagnosis and research and summarize in writing the results of 2 best practices approaches identified to use with this diagnosis identifying the pros and cons of each approach.	
Apply research findings to inform and improve practice, policy, and programs	Based on case involvement or case review, student will identify and summarize three practice strategies to incorporate into treatment or service delivery citing research evidence to support. Student will review with supervisor.	
Identify strategies that are ethical, culturally informed, anti-racist, and anti-oppressive to address biases in quantitative and qualitative research methods to advance the purposes of social work.	Student will review agency outcome or quality improvement data. Student will participate in a quality improvement team meeting or meet with agency quality improvement team lead to discuss methods, data and improvement plans used at the agency and how they affect practice.	

Core Competency 5: Engage in Policy Practice in Generalist Social Work Practice

Social workers identify social policies at the local, state, federal, and global level that affect wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behavior	Learning Activities: (Will demonstrate this competency as evidenced by...)	By When
Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Student will identify two local, state, or federal social welfare or economic policies (standards, legislation, rules, etc.) that impact a population served by the placement agency. Student will assess the impact of identified policies above on the delivery and access to services for agency clients, discuss positive and negative impact of the policies, and practice implications with supervisor.	
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	In consultation with the field supervisor, student will identify a policy that the agency needs to develop or improve. Student will gather information and complete research regarding standards, laws, regulations, etc. and will review the policy using an anti-oppressive or anti-racist lens. They will write a sample policy in response. Student will present and discuss the sample policy in supervision.	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Based on agency and community needs, student will identify one area of needed program or service development or expansion. Student will describe recommendations and present 3 ideas for how to implement the new or proposed enhancements to programs or services to the supervisor and document in record of supervision. The student will consider client rights, social, racial, economic and environmental justice issues.	

Core Competency 6: Engage with Individuals, Families, and Groups in Generalist Social Work Practice

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Learning Activities	By When
<p>Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> <p>Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p> <p>Facilitates empathic engagement that leads to empowerment and growth.</p>	<p>Individuals</p> <p>Student will observe two individual sessions / direct service contacts conducted by another master’s-level staff member. Student will document thoughts and reactions regarding important aspects of engagement observed.</p> <p>Student will complete a minimum of one process recording on an individual. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical engagement. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor.</p> <p>Families</p> <p>Student will engage in a direct contact with a client from a different culture backgrounds or experience, and receive feedback on their cultural sensitivity in the interaction.</p> <p>Student will complete a minimum of one process recording on an family. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical engagement. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their documentation. Student will review process recordings with field supervisor.</p> <p>Student will engage in a direct contact with a group representing different cultural backgrounds or experiences, and receive feedback on their cultural sensitivity in the interaction.</p>	<p>E</p>

	<p>Groups</p> <p>Student will complete a minimum of one process recording on a group. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical engagement. Student will reflect on use of empathy, reflection, and interpersonal skills to effectively engage and formulate planned change with diverse client systems in their</p>	
<p>documentation. Student will review process recordings with field supervisor identifying best practice approaches and document in record of supervision.</p>	<p>Student will observe two group sessions (treatment groups, organizational teams or community meetings) / direct contacts conducted by another master’s-level staff member. Student will document thoughts and reactions regarding important aspects of engagement observed.</p> <p>Student will engage in a project or advocacy activity relevant to a client group at the agency to advance an area of justice or equity and write a two-page summary of the project, efforts made, and results.</p>	
	<p>Organizations</p> <p>Student will identify 2 areas of injustice related to a population served by the field agency and complete a summary in writing of two strategies or advocacy approaches for each area identified that can create improvement. Student will review the assessment with supervisor for feedback and additional discussion.</p> <p>Student will participate in an agency meeting, committee, or activities related to the populations served at the agency and identify strengths and challenges regarding engaging with agency teams or groups. Student will discuss engagement strategies and agency culture with supervisor and document in record of supervision.</p>	

<p>Communities</p> <p>Student will interview one staff, client, or community member representing a culturally diverse population regarding the impact of injustice and oppression of the population served and their rights at the local, state, and national level and record his/her answers. Student will discuss findings with field supervisor.</p> <p>Student will participate in a community meeting related to the populations served at the agency and identify strengths and barriers regarding working with the community on behalf of the clients serviced at the agency. Student will discuss engagement strategies with supervisor and document in record of supervision.</p>	
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Core Competency 7: Assesses Individuals, Families, and Groups in Generalist Social Work Practice

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice Behaviors	Learning Activities	By When
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<p>Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p> <p>Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p> <p>Identifies mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>Individuals</p> <p>Student will complete a written assessment and diagnostic summary for an individual including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor.</p> <p>Student will complete a written risk assessment for a client with identified safety concerns and discuss with field supervisor.</p>	
<p>Chooses appropriate intervention strategies based on the assessment, research knowledge, and values and</p>	<p>Families</p> <p>Student will complete a written assessment and diagnostic summary for a family including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor.</p> <p>Student will identify and discuss in supervision the theoretical frameworks used in the written assessment completed above and document in student record of supervision.</p> <p>Student will complete a minimum of one process recording on a family. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical assessment. Student will review process recordings with field supervisor.</p>	

<p>preferences of clients and constituencies.</p>	<p>Groups</p> <p>Student will complete a minimum of one process recording on a group. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical assessment. Student will review process recordings with field supervisor identifying best practice approaches and document in record of supervision.</p> <p>Student will observe two group sessions (treatment groups, organizational teams or community meetings) / direct contacts conducted by another master’s-level staff member. Student will document thoughts and reactions regarding important aspects of assessment observed.</p> <p>Student will complete a written assessment and diagnostic summary for a group (treatment group, organizational team or community meeting), including diagnostic / evaluation impressions and recommendations for follow-up interventions and review with field supervisor.</p>	
	<p>Organizations</p> <p>Student will provide a written summary assessing agency or individual program strengths and challenges. Student will review data, observe staff and engage interviews to gather information and discuss the assessment and summary with supervisor identifying action strategies for addressing needs.</p> <p>Student will participate in an agency meeting, committee, or activities related to the populations served at the agency and identify the organizations process for assessing needs, problems or cases. Student will discuss aspects of the process and agency culture with supervisor and document in record of supervision.</p>	
	<p>Communities</p>	

	<p>Student will interview one staff, client, or community member representing a culturally diverse population regarding the impact of injustice and oppression of the population served and their rights at the local, state, and national level and record his/her answers. Student will discuss findings with field supervisor. Student will complete research or local needs to further assess the needs of the population and make recommendations regarding strategies to improve services.</p> <p>Student will participate in a community meeting related to the populations served at the agency and identify strengths and barriers regarding working with the community on behalf of the clients serviced at the agency. Student will discuss additional assessment strategies with supervisor and document in record of supervision.</p>	
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Core Competency 8: Intervenes with Individuals, Families, and Groups in Generalist Social Work Practice

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behaviors	Learning Activities	By When
Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed	<p>Individuals</p> <p>Student will lead or co-lead meetings with individual clients demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will review with supervisor.</p>	

<p>interventions to achieve client and constituency goal</p>		
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<p>Develops knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>Applies interprofessional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<p>Student will create a crisis/safety plan in response to an identified area of safety or risk for an individual client or family and present it to supervisor for review.</p> <p>Student will complete a written case review of intervention strategies chosen for three separate cases and justify the chosen strategies based on assessment, research, or best practice and client values and preferences. Student will discuss written reviews in supervision.</p> <p>Student will complete two individual treatment plans based on client interaction, assessment or case review, including goals stated in client’s own words, objectives, target dates for completion of goals, and interventions. Student will present and review with supervisor.</p> <p>Student will complete a discharge summary, including aftercare plans and resources for a client (this may be an actual client or mock plan based on agency case information). Supervisor will review summaries and plans and provide feedback.</p> <p>Student will discuss transition / discharge needs, process, and clinical issues related to an individual case or group in supervision.</p>	
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Identifies effective transitions and endings that advance mutually agreed-on goals.

Families

Student will complete a written assessment and diagnostic summary for a **family** including diagnostic impressions and recommendations for follow-up interventions and review with field supervisor.

Student will identify and discuss in supervision the theoretical frameworks available to intervene with the families related to populations served at the agency and document in student record of supervision.

Student will complete a minimum of one **process recording** on a **family**. Student will demonstrate application of knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to clinical assessment. Student will review process recordings with field supervisor.

Groups

Student will complete a minimum of one **process recording** on a **group**. Student will demonstrate application of knowledge of human behavior and the social environment,

person-in- environment, and other multidisciplinary theoretical frameworks to clinical intervention. Student will review process recordings with field supervisor identifying best practice approaches and document in record of supervision.

Student will observe two group sessions (treatment groups, organizational teams or community meetings) / direct contacts conducted by another master's-level staff member. Student will document thoughts and reactions regarding important aspects of interventions observed.

Student will lead or co-lead meetings with a client, group or constituency, demonstrating abilities to provide interventions, negotiation, advocacy, mediation and facilitation of transitions with clients. Students will review and discuss methods with supervisor.

Student will identify a minimum of three interventions/strategies to improve outcomes for a group (treatment group, agency team or committee) including recommendations regarding how the group can better accomplish its identified goals. Student will discuss strategies in supervision and document on record of supervision.

Organizations

Student will participate in an agency meeting or quality improvement project group and identify interventions and action steps discussed for improving performance. Student will complete additional research regarding evidence-based changes the organization might consider. Student will discuss strategies in supervision and document on record of supervision.

Student will write a summary of involvement in agency team or project describing interventions used to improve agency processes or services. Student will discuss strategies in supervision and document on record of supervision.

	<p>Communities</p> <p>Student will engage in community intervention or prevention activities and document specific strategies used to address areas of needed change. Student will review strategies with supervisor and document in record of supervision.</p>	
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	Student will participate in a community meeting related to the populations served at the agency and identify strengths and barriers regarding working with the community on behalf of the clients serviced at the agency. Student will discuss additional intervention strategies with supervisor and document in record of supervision.	
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Core Competency 9: Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities in Generalist Practice

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Learning Activities	By When
<p>Selects and uses culturally responsive methods for evaluation of outcomes</p> <p>Develops knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>Analyzes interventions and program processes.</p>	<p>Individuals Based on direct client contacts, observation or case review, student will review progress and outcomes of an individual case. Student will identify appropriate monitoring tools or processes and evaluate progress and outcomes in view of program processes, the social environment and the broader environmental context. Student will discuss progress, outcomes and recommendations for improvements in evaluation with supervisor. Student will document the evaluation process, tools used and outcomes achieved in a summary to be reviewed with the supervisor.</p>	
	<p>Families Based on direct client contacts, observation or case review, student will review progress and outcomes of families connected to clients at the agency. Student will identify appropriate monitoring tools or processes and evaluate progress and outcomes in view of program processes, the social environment and the broader environmental context. Student will discuss progress, outcomes and recommendations for improvements in evaluation with supervisor. Student will document the evaluation</p>	

<p>Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p>process, tools used and outcomes achieved in a summary to be reviewed with the supervisor.</p>	
<p>SAMPLE</p>	<p>Groups Based on direct client contacts, observation, case review or review of minutes, student will review progress and outcomes of a group connected at the agency. Student will identify appropriate monitoring tools or processes and evaluate progress and outcomes in view of program processes, the social environment and the broader environmental context. Student will discuss progress, outcomes and recommendations for improvements in evaluation with supervisor. Student will document the evaluation process, tools used and outcomes achieved in a summary to be reviewed with the supervisor.</p>	<p>E</p>
	<p>Organizations Student will identify and describe an outcome measure used by the agency and how outcomes are evaluated, tracked, and monitored for improvement. Student will complete additional research and discuss with supervisor and identify additional ways to effectively monitor outcomes for the populations served. Student will document in a summary measures and tools identified tools.</p> <p>Based on review of agency outcomes and quality improvement plans, student will identify one strategy that may improve practice and review proposals with supervisor.</p>	
	<p>Communities Student will research and identify ways the community (city, region or state) is measuring or monitoring change or needs in one or more areas of health or well-being. Students will summarize current key indicators and any progress noted and discuss implications with supervisor. Student will identify at least two ways the agency could contribute to improving the community’s goals or well-being of residents.</p>	