**Graduate Social Work Program University of Arkansas at Little Rock**

*ADVANCED DIRECT PRACTICE INTERNSHIP STUDENT PERFORMANCE EVALUATION*

# Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Semester:** First ☐ Second ☐ **Form Completed By:** Instructor ☐ Student ☐

**Guidelines**:

The second/concentration year evaluation instrument is comprised of 10 sections that reflect each of the ten advanced competencies and associated practice behaviors. All demonstrated practice behaviors are applicable to individual, family, and group systems.

It is intended that the instructor will provide ongoing feedback to the student about performance throughout the semester and that the liaison will be included in this process at the midterm and final visits.

Before the final semester liaison visit, the student and instructor each independently complete the evaluation form. The student and instructor review their ratings prior to the liaison visit; identifying discussion points, areas for development, etc. At the final visit during the first semester grading period, the liaison shares her/his evaluation for discussion and facilitates development of goals for the next evaluation period. During the final grading period, the liaison will share her/his final evaluation for discussion. The liaison’s evaluation should be written and included with the instructor’s evaluation form. Scores should not be changed on the individual forms. Both original forms should then be given to the liaison for submission to the Internship Office. Copies will be maintained in the student file. Students and instructors should also keep a copy.

**Advanced Competencies**

Students in the concentration year are required to demonstrate competency in 10 core areas that have been augmented with additional, concentration specific, knowledge, values and skills. The 10 competencies include:

1. Identify as a professional social worker and conduct oneself accordingly.

2. Apply social work ethical principals to guide professional practice.

3. Apply critical thinking to inform and communicate professional judgments.

4. Engage diversity and difference in practice.

5. Advance human rights and social and economic justice.

6. Engage in research-informed practice and practice-informed research.

7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and to

deliver effective social work services.

9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families and

groups.

The concentration curriculum provides the augmented knowledge, values and skills necessary for the development of each of its advanced competencies, which become operationalized in practice behaviors specific to each competency. Each advanced competency has a numerical listing of practice behaviors and supporting knowledge, values and skill components. It is the actual practice behavior that is the focus of evaluation for each student.

Students are rated on a four-point Likert-scale for each practice behavior. Individual scores for each practice behavior are then averaged for each of the 10 competencies:

**Evaluation Key**

1 = **Does not meet the minimum for competency:** Student shows little or no evidence of

having developed, or in the process of developing practice behavior

2 = **Does not fully meet competency:** Student shows beginning ability to demonstrate practice

behavior, however, performance is uneven

3 = **Meets the minimum competency:** Student demonstrates the practice behavior with

consistency

4 = **Meets and exceeds competency:** Student shows a high degree of ability in demonstrating

practice behavior

n/a – No opportunity to develop this practice behavior in this setting, or field instructor does not have sufficient evidence to make a judgment ***(instructor must explain in narrative for each n/a given)***

**Performance Red Flags**

**First Semester (Mid-Year Evaluation)**

The expected levels of performance for a first semester student are levels 2 and 3. If a student scores a 1 on any practice behavior, the following steps should be taken:

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1’s.
2. The field instructor informs the faculty liaison regarding the specific areas of concern.
3. The field instructor, faculty liaison and student, develop a plan to improve practice behaviors that were identified as needing improvement.
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Second Semester (Final Evaluation)**

The expected levels of performance for a second semester student are levels 3 and 4 for each practice behavior and an overall average of at least 3 for each of the 10 competencies.

The following steps should be taken in situations where the student was given ratings in the 1-2 range for 20% or more of the practice behaviors (8 or more practice behaviors), or fell under an average score of 3 for **any** of the ten competencies:

1. The field instructor comments in the narrative section what justified ratings. Be as

specific as possible as to why student received 1’s and 2’s.

1. The field instructor informs the faculty liaison regarding the specific areas of concern.
2. Performance that falls below the expected level may preclude the student from receiving credit for field. It is assumed that a performance contract would have been in place in an effort to address low performing areas.
3. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Narrative Section**

The narrative section is designed to individualize the student’s evaluation, and represents a significant component of the evaluative process. It is important to clarify:

1. Specific practice behaviors (and/or specific components of practice behaviors) that need further development.
2. Practice behaviors that have shown significant growth.
3. Major accomplishments and areas where the students excels.

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| **Competency #1:** Identify as a professional social worker and conduct oneself accordingly. |

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP1.1 | The ability to attend to professional roles and boundaries | 1 | 2 | 3 | 4 | na |
| ADP1.2 | Professional demeanor in behavior, appearance, and communication | 1 | 2 | 3 | 4 | na |
| ADP1.3 | A commitment to career-long learning | 1 | 2 | 3 | 4 | na |
| ADP1.4 | The use supervision and consultation effectively | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency #2:**  Apply social work ethical principals to guide professional practice. |

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADPP2.1 | The ability to apply ethical decision-making skills to issues specific to working with individual, families, and groups | 1 | 2 | 3 | 4 | na |

Narrative:

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| **Competency #3:** Apply critical thinking to inform and communicate professional judgments. |

To what extent was student able to demonstrate….?

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| ADP3.1 | The ability to integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP3.2 | The ability to formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP3.3 | Effective oral and written communication in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency** **#4:** Engage diversity and difference in practice. |

To what extent was student able to demonstrate….?

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| --- | --- | --- | --- | --- | --- | --- |
| ADP4.1 | The ability to assess all aspects of diversity that impact and influence individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP4.2 | Increased self-awareness in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency #5:** Advance human rights and social and economic justice. |

To what extent was student able to demonstrate….?

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| --- | --- | --- | --- | --- | --- | --- |
| ADP5.1 | An understanding of the forms and mechanisms of oppression and discrimination in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP5.2 | Practices that advance social and economic justice for individuals, families small groups | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency #6:** Engage in research-informed practice and practice-informed research. |

To what extent was student able to demonstrate….?

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| --- | --- | --- | --- | --- | --- | --- |
| ADP6.1 | The ability to identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

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| **Competency #7:** Apply knowledge of human behavior and the social environment. |

To what extent was student able to demonstrate…..?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP7.1 | The use of conceptual frameworks, practice models and theories in their work with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

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| **Competency #8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services. |

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP8.1 | Policy practice skills in work with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency #9:** Respond to contexts that shape practice. |

To what extent was student able to demonstrate….?

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| --- | --- | --- | --- | --- | --- | --- |
| ADP9.1 | Knowledgeable of the resources and the  organizational, community, and societal context  within which social work services are delivered to  individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP9.2 | The ability to advocate at multiple levels for enhanced service delivery to individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Competency #10:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. |

**Engagement**

To what extent was student able to demonstrate....?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP10.1 | Continued refinement of empathy, use of self, and other interpersonal skills when working with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP10.2 | The ability to develop a mutually agreed-on focus of work and desired outcomes with individuals, families and groups | 1 | 2 | 3 | 4 | na |

**Assessment**

To what extent was student able to demonstrate....?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP10.3 | The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with **individuals** | 1 | 2 | 3 | 4 | na |
| ADP10.3 | The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with **families** | 1 | 2 | 3 | 4 | na |
| ADP10.3 | The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with **groups** | 1 | 2 | 3 | 4 | na |
| ADP10.4 | The ability to select appropriate interventions for individuals, families and groups | 1 | 2 | 3 | 4 | na |

**Intervention**

To what extent was student able to demonstrate…..?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ADP10.5 | The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with **individuals** | 1 | 2 | 3 | 4 | na | |
| ADP10.5 | The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with **families** | 1 | 2 | 3 | 4 | na | |
| ADP10.5 | The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with **groups** | 1 | 2 | 3 | 4 | na | |
| ADP10.6 | The ability to effectively terminate with individuals, families and groups | 1 | 2 | 3 | 4 | na |

**Evaluation**

To what extent was student able to demonstrate....?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ADP10.7 | Research skills to evaluate practice  effectiveness with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP10.8 | The ability to assess results of evaluation and modify treatment goals/strategy if needed | 1 | 2 | 3 | 4 | na |
| ADP10.9 | The ability to communicate evaluation results to client/agency | 1 | 2 | 3 | 4 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Further Comments & Signature Page:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Signature & Date Student Signature & Date

I agree with this evaluation: ☐ Yes ☐ No

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Liaison Signature & Date