This form details ten competency areas that are utilized in social work practice and focuses on an outcomes-based assessment of student competence in each of the ten areas. There are three sections of each learning assessment graph that must be filled out:

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<table>
<thead>
<tr>
<th>Agency</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor</td>
<td>Field Faculty</td>
</tr>
<tr>
<td>Task Supervisor</td>
<td>Field Placement Duration</td>
</tr>
<tr>
<td>(if applicable)</td>
<td>Typical Weekly Schedule</td>
</tr>
</tbody>
</table>

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   C. Field faculty observation
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   F. Field course assignment
   G. Co-leader of group
   H. Review and analysis of relevant research on the internet
   I. Review of agency projects by the field instructor
   J. Observation by co-workers in the agency setting
   K. Relevant recordings

Evaluation Key
  0. Not yet completed
  1. Unsatisfactory: May be unsuitable for profession; areas of significant concerns
  2. Basic: Needs more training; student progressing as expected
  3. Proficient: Ready for practice
  4. Distinguished: Clearly exceptional
Learning Summary

Student:

Write a brief, one paragraph summary of field placement roles and responsibilities, including primary client issues.

Field placement has included work with (check all that apply):

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</tr>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Groups</td>
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<td>☐</td>
</tr>
<tr>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
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</tr>
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Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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<tr>
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- I=Review of organizational projects by field instructor
- J=Observation by co-workers in the agency setting
- K=Relevant recordings

**Evaluation Key:**
- 0=Not yet completed
- 1=Unsatisfactory
- 2=Basic
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2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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Evidence Key:
- **F** = Field course assignment
- **G** = Co-leader of group
- **H** = Review and analysis of relevant research on the internet
- **I** = Review of organizational projects by field instructor
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- **K** = Relevant recordings

Evaluation Key:
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3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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</tr>
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<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
<td></td>
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</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
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4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress,</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
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</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>values in working with diverse groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and communicate their understanding of the importance of difference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in shaping life experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>View themselves as learners and engage those with whom they work as informants</td>
<td></td>
<td></td>
<td></td>
</tr>
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5. Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

<table>
<thead>
<tr>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate for human rights and social and economic justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Engage in research-informed practice and practice-informed research. (*Juniors do not cover this competency until senior year.)*

7. Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (*Juniors do not cover this competency until senior year.)

9. Respond to contexts that shape practice. (*Juniors do not cover this competency until senior year.)

10. Engage, assess, intervene, and evaluate with individuals, families, and groups.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families and groups. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<tbody>
<tr>
<td></td>
<td></td>
<td>Midterm</td>
<td>Final</td>
</tr>
<tr>
<td>10(a) ENGAGEMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, and groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy and other interpersonal skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect, organize, and interpret client data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess client strengths and limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select appropriate intervention strategies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>INTERVENTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(c) INITIATE</td>
<td>Initiate actions to achieve organizational goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(d) IMPLEMENT</td>
<td>Implement prevention interventions that enhance client capacities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(e) HELP</td>
<td>Help clients resolve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(f) NEGOTIATE</td>
<td>Negotiate, mediate, and advocate for clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(g) FACILITATE</td>
<td>Facilitate transitions and endings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(h) CRITICALLY</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(i) REFLECT</td>
<td>Reflect on the helping process and prepare for ending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(j) PLAN</td>
<td>Plan for closure with ending rituals, or review of changes made</td>
<td></td>
<td></td>
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Comments:

I verify that the student has successfully completed 120 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

__________________________________________________________________________
Field Instructor Signature       Date

__________________________________________________________________________
Task Supervisor Signature (if applicable)       Date

__________________________________________________________________________
Student Signature       Date

__________________________________________________________________________
Field Faculty Signature       Date

Comments:

I verify that the student has successfully completed 240 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

__________________________________________________________________________
Field Instructor Signature       Date

__________________________________________________________________________
Task Supervisor Signature (if applicable)       Date

__________________________________________________________________________
Student Signature       Date

__________________________________________________________________________
Field Faculty Signature       Date
BSW SENIOR: Student Learning Agenda and Assessment

| Agency ___________________________________________ | Student _______________________________ |
| Field Instructor ____________________________________ | Field Faculty __________________________ |
| Name _________________________ Licensure ________ | |
| Task Supervisor ______________________ (if applicable) | Field Placement Duration ___________________ |
| | Typical Weekly Schedule _________________________ |

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<th>Evidence</th>
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<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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- A = Field instructor observation
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- G = Co-leader of group
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**Evaluation Key:**
- 0 = Not yet completed
- 1 = Unsatisfactory
- 2 = Basic
- 3 = Proficient
- 4 = Distinguished
3. **Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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<tr>
<td></td>
<td></td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
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<td></td>
<td>Final</td>
</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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4. Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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<tbody>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress,</td>
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<tr>
<td>marginalize, alienate, or create or enhance privilege and power</td>
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<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and</td>
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<tr>
<td>values in working with diverse groups</td>
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<tr>
<td>Recognize and communicate their understanding of the importance of difference in</td>
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<tr>
<td>shaping life experiences</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants</td>
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5. Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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<tr>
<td></td>
<td></td>
<td>Midterm</td>
<td>Final</td>
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<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td>Advocate for human rights and social and economic justice</td>
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<tr>
<td>Engage in practices that advance social and economic justice</td>
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Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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<tr>
<td></td>
<td></td>
<td>Midterm</td>
<td>Final</td>
</tr>
<tr>
<td>Use practice experience to inform scientific inquiry</td>
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<tr>
<td>Use research evidence to inform practice</td>
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**Evidence Key:**
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7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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<td>Final</td>
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<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<tr>
<td>Critique and apply knowledge to understand person and environment</td>
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8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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<td>Final</td>
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<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action</td>
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9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
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10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<tr>
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<tr>
<td><strong>10(a) ENGAGEMENT</strong></td>
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<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<td>Use empathy and other interpersonal skills</td>
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<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<td><strong>10(b) ASSESSMENT</strong></td>
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<tr>
<td>Collect, organize, and interpret client data</td>
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<td>Assess client strengths and limitations</td>
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<tr>
<td>Develop mutually agreed-on intervention goals and objectives</td>
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<td>Select appropriate intervention strategies</td>
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Competency 10 continues on next page…

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<tr>
<td>Initiate actions to achieve organizational goals</td>
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<tr>
<td>Implement prevention interventions that enhance client capacities</td>
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<td>Help clients resolve problems</td>
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<tr>
<td>Negotiate, mediate, and advocate for clients</td>
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<tr>
<td>Facilitate transitions and endings</td>
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<tr>
<td>Critically analyze, monitor, and evaluate interventions</td>
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<tr>
<td>Reflect on the helping process and prepare for ending</td>
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<tr>
<td>Plan for closure with ending rituals, or review of changes made</td>
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MID-TERM

Comments:

I verify that the student has successfully completed 120 hours:  
_____ Yes  
_____ No

I recommend the following grade:  
_____ Pass  
_____ No Credit

___________________________________  _____________________
Field Instructor Signature  Date

______________________________________________________
Task Supervisor Signature (if applicable)  Date

______________________________________________________
Student Signature  Date

______________________________________________________
Field Faculty Signature  Date

FINAL

Comments:

I verify that the student has successfully completed 240 hours:  
_____ Yes  
_____ No

I recommend the following grade:  
_____ Pass  
_____ No Credit

______________________________________________________
Field Instructor Signature  Date

______________________________________________________
Task Supervisor Signature (if applicable)  Date

______________________________________________________
Student Signature  Date

______________________________________________________
Field Faculty Signature  Date