

RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM III – MACRO

This document was created from field instructor evaluations at the conclusion of Field Practicum III Macro – Fall 2010. The project began by compiling a comprehensive list of all evidence to support the ratings given by field instructors. The Field Practicum Advisory Committee made decisions about the definition of competency for each competency area and what evidence belonged to which rating. Karina Martinez, the Field Office Graduate Student assisted with the review and final editing.

October, 2011

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Field Practicum III: Macro Practice Evaluation Form

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A. PROFESSIONAL IDENTITY: Identify as a professional social worker in administration and community settings.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Identify the components of social work practice that enhance administration and community development.
2. Advocate for client access to social work services.
3. Integrate advocacy for social justice into administration and community development.

Evidence to support rating:

Strategies to increase competence:

B. VALUES AND ETHICS: Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Manage personal values in a way that allows professional values to guide practice.
2. Recognize an ethical dilemma when it occurs in practice.
3. Articulate with field instructor how to remain effectively engaged in agency based practice when perceiving dissonance between professional values and agency policies and procedures.

Evidence to support rating:

Strategies to increase competence:

C. CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Identify multiple responses to system problems.
2. Evaluate the consequences of identified responses to system problems.
3. Use well reasoned conclusions and solutions, testing them against relevant criteria and standards.

Evidence to support rating:

Strategies to increase competence:

D. DIVERSITY: Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community and advocacy.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Demonstrate an understanding of the ways in which systems are impacted by privilege and power.
2. Apply this understanding to the development of interventions that reduce marginalization.
3. Gain sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups.

Evidence to support rating:

Strategies to increase competence:

E. HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Demonstrate understanding of the forms and mechanisms of oppression in administration and community development.
2. Assess agency and community practice for barriers to equal opportunity, access and treatment.

Evidence to support rating:

Strategies to increase competence:

F. RESEARCH: Use research findings to inform leadership, administration, community development, and advocacy efforts.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Identify research findings relevant to administration, community development, and advocacy efforts.
2. Utilize research findings to select effective system interventions.
3. Evaluate effectiveness of the selected system interventions.

Evidence to support rating:

Strategies to increase competence:

G. HBSE/THEORY: Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Articulate multiple theoretical frameworks used in administration and community development.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Select and apply the appropriate theoretical framework to guide system interventions.

Evidence to support rating:

Strategies to increase competence:

H. SOCIAL POLICY: Analyze the implications of policy on human service organizations, community, governments and society.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Demonstrate an ability to articulate the parameters of a specific policy on your role as an administrator or advocate.
2. Demonstrate an ability to articulate the impact of that policy on agency or community structures.
3. Analyze how that specific agency policy is derived from a broader social policy.

Evidence to support rating:

Strategies to increase competence:

I. PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of social work practice.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact social work practice.
2. Demonstrate an ability to be informed, resourceful, and proactive in responding to these changes.

Evidence to support rating:

Strategies to increase competence:

J. PRACTICE: Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.

UP	IP	EC	C	AC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Tasks

1. Demonstrate skills in effectively collecting, organizing, and interpreting data in preparation for action with organizations and communities.
2. Demonstrate use of interpersonal skills to develop and sustain collaborations of multiple constituency groups working toward system change.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.

Evidence to support rating:

Strategies to increase competence:

EVALUATION CATEGORIES

UP Unacceptable Progress

Never demonstrates awareness, knowledge and skills as a graduate social work intern

IP Insufficient Progress

Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

EC Emerging Competence

Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern

C Competence

Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

AC Advanced Competence

Expertly demonstrates awareness, knowledge and skills as a graduate social work intern

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL IDENTITY:</p> <p>2.1.1.1 Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice Behavior: Identify as a professional social worker in administration and community settings.</p> <p>Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.</p>	<ul style="list-style-type: none"> No interest in learning. 	<ul style="list-style-type: none"> Passive learner. 	<ul style="list-style-type: none"> Recognizes current licensing laws, rules and regulations related to SW practice as an administrator and community social worker. Identifies the differences between macro practice in an agency setting and micro/clinical practice in an agency and begins to identify the importance of the role of the macro social worker. Identify the need for advocacy to achieve desired ends. Comfortable in articulating SW principles when working with other professionals. 	<ul style="list-style-type: none"> Able to identify specific components of SW practice and how these enhance administration and community development. Worked on a tool to keep membership apprised of developments in the legislature and to seek their input on priority issues. Integrated SW knowledge and skills in daily activities that include meeting with community stakeholders to identify needs and collaborate to find solutions. Developing, building and articulating effective arguments to support change. Has a strong sense of social justice and applies this to ensure appropriate services for the youth in care. Committed to continue the learning process as a professional social worker High level of professionalism when interacting with all levels of staff and clients. 	<ul style="list-style-type: none"> Took initiative to advocate independently for identified social change within the agency and the community, the state and nation. Successfully identified as a SW in a new multidisciplinary setting Taken initiative to intervene on specific clients' behalf when other members of the team were not aware of social welfare needs. Seeking opportunities to connect with legislatures.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>ETHICS:</p> <p>2.1.2 Apply social work ethical principles to guide professional practice.</p> <p>Practice Behavior: Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.</p>			<ul style="list-style-type: none"> Student has personal values that relate to personal experience in foster care and has had to develop insight into how those experiences can affect work as a professional in the foster care system. Student can articulate her concerns for the system and how personal experiences have impacted students' outlook. 	<ul style="list-style-type: none"> Student shows respect for others and interacts with other professionals without letting personal values interfere. Student is aware of differences between professional values and agency values when observing meetings that involve members coming together from different professional values. Student participates in discussions about ethical dilemmas in practice agency and personal dilemmas in field education. Student identified ethical dilemmas in working with clients in a health care setting and used ethical practice behaviors in addressing them. Student appreciates the ambiguity inherent in ethical dilemmas and focuses on the best possible outcomes for patients in spite of the challenges in solving dilemmas. Student has discussed issues on regular basis with her PI and preceptors. Student communicated regularly and effectively in supervision. Student continues to learn the various cultures and values that 	<ul style="list-style-type: none"> Student applied social work values and standards to practice in daily activities. Student demonstrated knowledge through regular discussions around ethical dilemmas after meetings. Student has recognized own personal reactions, examined reactions when personal values were challenged. Student was able to identify when the clients social and mental health needs are not being addressed in the legal setting. Student actively participates in supervision and discusses the discrepancies in social work practice and legal practice. Student was able to recognize countertransference incidents and discuss in supervision. When professional identity diffusion/infusion and agency goals do not include social work values and ethics, student manages to discuss, negotiate and problem solve in a manner that medicated with the client's needs. Student has demonstrated knowledge of effective working relationships within the

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<ul style="list-style-type: none"> • co-exist in the agency. • Student participated in diversity and ethics training. Student consistently discussed own values and perspectives and the ways they influence her interaction with youth. • Student is familiar with the NASW Code of Ethics as indicated in conferences. Student was able to appropriately address ethical dilemmas in an appropriate manner. 	<ul style="list-style-type: none"> • organizational structure and is able to distinguish between professional boundaries and behaviors. • Student has been able to put in perspective clients rights and advocate as agency policy and procedures dictate. • Student is able to process questions related to policy as it effects change for clients with field instructor at supervision. • Student always presented a professional and ethical demeanor. • Student is able to share his personal values and asks for feedback. • Student discusses ethical dilemmas observed in community meetings, agency meetings and realities learned through research. • Student discusses social work values and standards on how situations should be perceived and handled. • Student is non judgmental and puts aside her own values in her work to make appropriate and realistic recommendations.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>CRITICAL THINKING:</p> <p>2.1.3 Apply critical thinking to inform and communicate professional judgments.</p> <p>Practice Behavior: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.</p>			<ul style="list-style-type: none"> • Student has participated in meetings where problems have been discussed and solutions have been developed within interdisciplinary groups. • Student's questions are thoughtful during meetings and conversations. • Student asks excellent questions in team supervision meetings and seeks advice from others at times. 	<ul style="list-style-type: none"> • Student understands how policy is related to program design and implementation. • Student incorporated and demonstrated critical thinking skills through written and oral communication. • Student has been able to process and discuss observations regarding power and privilege and its impact on the agency and its clients. • Student has integrated information from various sources to aid in problem solving and decision making. • Asks questions, listens to the response and articulates need for awareness. • Student brainstorms ideas for change and takes initiative to begin change and address identified problems. 	<ul style="list-style-type: none"> • Student researches all available options and policies to assist in development of systemic protocols. • Through student's research, writing analysis and creation of presentations, student has consistently shown well reasoned conclusions and solutions. • Student reviews outcomes of sober housing programs across the country and related findings to current practices and external factors.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>DIVERSITY:</p> <p>2.1.4 Engage diversity and difference in practice.</p> <p>Practice Behavior: Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development, and advocacy.</p>	<ul style="list-style-type: none"> Continues to use exclusive language in macro practice. 	<ul style="list-style-type: none"> Student attended different workshops to examine personal biases. Student is discussing sense of self-awareness related to working with diverse populations in supervision. Student's projects enable her to become exposed to diverse populations. Student participated in diversity training. Student is curious about cultural issues related to how her clients manage the legal journey and the way they identify their needs. Discussed culturally diverse community's response to development of new affordable sober housing residence. 	<ul style="list-style-type: none"> Student has been able to articulate the ways that privilege and power oppress and marginalize systems. Student has been able to learn effective strategies for working with those that may not share the same values or beliefs. Student has advocated through written and oral communication. Student demonstrated an understanding of people's differences and the impact of social injustice. 	<ul style="list-style-type: none"> Student demonstrated her respect for diversity through written and oral communication. Students writing and public policy proposals support all clients from diverse backgrounds and situations. Student has demonstrated knowledge and appreciation of issues related to power and privilege that impact the program both on a micro and macro level. Student possesses a unique understanding and mastery of cultural diversity issues related to the structure of systems. Builds rapport, partners with surrounding organizations and helps to establish a positive etiology to address common stigma surrounding affordable housing. 	

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<p>HUMAN RIGHTS & SOCIAL JUSTICE:</p> <p>2.1.5 Advance human rights and social and economic justice.</p> <p><i>Practice Behavior:</i> Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.</p>			<ul style="list-style-type: none"> • Student is able to explore and discuss forms of oppression and social justice. • Through students' knowledge of social and political justice, student shows understanding of the forms and mechanisms of oppression in administration as well as community development. • Student is beginning to articulate these barriers and how to improve access and equal opportunity. • Student has demonstrated a good understanding of oppression and how it relates to youth aging out of care. Student can articulate any concerns regarding barriers to equal opportunity, access and treatment. • Student is becoming aware of how funding and staffing realities reflect social justice. 	<ul style="list-style-type: none"> • Student demonstrated knowledge of issues of diversity and oppression in working with diverse populations and is always aware of barriers that may affect the provision of services to clients and individuals working within the organization. • Student demonstrated an understanding of the many forms of oppression through written and oral communication. • Student actively participated in community and stakeholder meetings that identified and assessed realities and opportunities to break down barriers. • Student works on various projects in the field setting. • In working with patients recovering from traumatic injuries, student encourages the highest level of empowerment with patients and their families. • Student has been a resource for staff on the spinal cord and other services even as an intern. • Student indicated the awareness of one of the core values of the NASW Code of Ethics; social justice. 	<ul style="list-style-type: none"> • Student has provided policy solutions based on data to community and public officials to encourage public policy change to achieve greater social justice. • Student has assisted in developing billing tools for the agency to enable reviewers to check for proper documentation. • Student has completed systems checks by phone and through computer system to be sure clients' rights are being met. • Student has documented system flaws in order for them to be corrected and to better serve clients. • Attended developmental meetings which brainstormed for increased promotion of the agency through the elimination of client stereotypes and by providing a voice for the clients.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>RESEARCH:</p> <p>2.1.6 Engage in research-informed practice and practice-informed research.</p> <p>Practice Behavior:</p> <p>Use research findings to inform leadership, administration, community development, and advocacy efforts.</p>			<ul style="list-style-type: none"> Limited exposure to research findings to contribute to interventions. Identifies research that applies to youth aging out of the foster care system. 	<ul style="list-style-type: none"> Student developed PowerPoint which involved research about a program's effectiveness. The information was used to further policy recommendations. Student uses research information on how to develop self confidence through sports. Student assisted in compiling the One Voice Legislative agenda for the Public Education workgroup, student had to find research to support the various positions. Student gathered data on various sober housing agency outcomes and related these to best practices. Student researched articles pertaining to sober housing. 	<ul style="list-style-type: none"> Student has used research to inform leadership, the community, and advocacy by working on the Growing Up in Houston publication and her policy paper around mental health that will be presented to the legislature. Student developed a manual/directory of resources specific to the needs of these populations for all the student attorneys to access as well as for future social work interns. Student identifies research findings relevant to advocacy, the community, and public policy. Student has used research to inform her efforts to write public policy papers and provide evidence-based information to stakeholders. Student researched assigned topics relating to system interventions with Community Youth Services including strengthening families programs and modules. Information was valuable to the Parent Teen Survival program and to staff teaching parenting skill to their clients in a home setting.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>HBSE:</p> <p>2.1.7 Apply knowledge of human behavior and the social environment.</p> <p>Practice Behavior: Utilize multiple theories of leadership, administrative, community development, and advocacy in the practice of social work.</p>	<ul style="list-style-type: none"> No discussion of theory. Student has not incorporated theoretical frameworks into her practice. 	<ul style="list-style-type: none"> Student has some difficulty identifying and articulating theoretical frameworks as it relates to the systems served. Limited theory discussion in Field III. 	<ul style="list-style-type: none"> Student showed some understanding and gained some knowledge about the theories upon which agency was founded upon. Student has participated in meetings discussing agency models. 	<ul style="list-style-type: none"> Student utilized theoretical frameworks in identifying Houston and Texas issues and advocating for social justice. Student has integrated where empowering the client and organizational and inter agency issues conflict. Student has knowledge of the developmental stages of organizational change and has successfully articulated and worked within those parameters. Student has demonstrated competence in the understanding and application of the theoretical perspective of Strengths-Based Leadership, as appropriate for leadership roles in the agency. Student is utilizing different theoretical approaches and frameworks for intervention. Student examined leadership theories from Dynamics of Leadership class in MSW program, as well as management and human resources courses in MBA program. Student is able to identify and articulate various frameworks in working with client systems. Student discussed theories learned in the classroom, applied them to situations in field placement and was able to make the connection between theories and practice. 	<ul style="list-style-type: none"> Student continues to seek research information and applies appropriately. Student has discussed ways to get all agency programs to fall under the same model with continuous quality improvement. Student has used the strengths base perspective in developing reports and presenting them to staff. Student has observed and experienced the continuous change and need for QA to keep up with this in meeting requirement.

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>POLICY:</p> <p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Practice Behavior: Analyze the implications of policy on human service organizations, community, governments and society.</p>	<ul style="list-style-type: none"> Student identified children's health issues as a social policy issue the CYS program addresses. 	<ul style="list-style-type: none"> Student has been involved in public policy discussions and meetings and shown the ability to advocate for change. Through discussions it is clear that student sees the impact of policy on agency and community. Student utilizes individual supervision to examine agency, government and community policies and ways they impact service provision and community members. Student has had little concrete application of this knowledge. Student has demonstrated a great understanding and interest in social policy regarding youth aging out of foster care. Student understands the effects of these policies on specific populations. 	<ul style="list-style-type: none"> Student can analyze and articulate the impact of social policy on agency operations and outcomes. Student recognized that agency and law clinic policy is influenced by the US immigration law and the goals of seeking asylum and winning in the court proceedings. Student identified and analyzed policies of grantors and the Department of Housing and Urban Development. 	<ul style="list-style-type: none"> Student demonstrated an ability to analyze public policy through written and oral communication. During meetings and through policy briefs student articulated the current impact policy has on children and the potential impact if changed. Student demonstrated competence in social policy as it relates to HIPPA confidentiality in protection of privacy of clients. Student drafted a revision of the programs policies and procedures to be in accordance with HIPPA regulations. Student used critical thinking skills to analyze past and present policy implications to inform her efforts to prepare statements, proposals, and community support for the upcoming legislative session. 	

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL CONTEXT:</p> <p>2.1.9 Respond to contexts that shape practice.</p> <p>Practice Behavior: Recognize and respond to the evolving organizational, community, governmental, and societal contexts of social work practice.</p>	<ul style="list-style-type: none"> Student attended interagency meetings to remain current regarding homeless and reentry populations 	<ul style="list-style-type: none"> Student is responsive to the changing needs of agency department and the realities of rehab care in the medical center. Student has increasing exposure to situations that demand creative problem solving. Student indicated awareness of policies and procedures and followed protocol of the agency program. Student attended trainings and in-services to remain informed and resourceful of the agencies changes. Student is aware of the requirements of the agency, and kept abreast of any changes that may have occurred that affected services. 	<ul style="list-style-type: none"> Student has created various listservs that will be utilized throughout the 82nd Legislature to stay in contact with membership. Student has reached out to membership to gather information. Student participated in agency meetings and decision making processes regarding how we will go about advocating for children. Student also kept up with changing political environment that will have an impact on policy and children. Through research, student has identified the lack of resources and services to children. Student has used this information to educate the community and public officials in a proactive way. Student has improved her understanding of the agency structure and the CPS structure. Student has used this understanding to work closely with partner agencies on Foster Care Redesign to keep up with current trends. 	<ul style="list-style-type: none"> Student is the first social worker in a legal academic immigration setting in the US. Student shares resources and educated student attorneys on social welfare needs and resources that had never thought of. Student used management information systems and human resource management information to assess how changes and trends throughout an agency and macro-level policies affect an organization's scope of social work practice. 	

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PRACTICE: 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Practice Behavior: Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.</p>	<ul style="list-style-type: none"> Student has articulated good ideas regarding practice but has struggled in following through with objectives. 	<ul style="list-style-type: none"> Student can identify and talk about possible projects to advocate for the client and the community. Student recognizes need to monitor and evaluate project. Some practice in projects, limited in scope. 	<ul style="list-style-type: none"> Opportunities for application have been inconsistently demonstrated but the future will allow student to make consistent efforts to complete all stages of action/change, and increase student's interpersonal skills to work collaboratively with other in professional setting. Student has done research to initiate and implement an aftercare program. Student observes and thinks about whom the agency serves and the needs of client in goal formulation. 	<ul style="list-style-type: none"> Student consistently organizes, interprets and presents data to create action in the organization and community. Student has been working to coordinate an Advocacy Day at the capitol during the legislative session. Student has worked on planning the event and advocacy training for student. This is an ongoing project that involves collecting data, organizing groups, and scheduling. This has involved the use of her interpersonal skills and developing connections with professionals and collaborations. Student has collected data from agency computer system for children and families. Student created percentages and excel sheets to appropriately share data with appropriate offices. Student was able to identify trends for the offices and create a report based on the information gathered. Student attended board meetings and outlined the development of new projects and fundraisers. Student is efficient in collecting data, preparing plans of service for youth and families and developing an evaluation strategy. Student is very organized and able to take on projects from the planning stage through evaluation.. Student works well independently and is able to ask for assistance. 	<ul style="list-style-type: none"> Student assisted in planning and executing policy events, writing publications, and assisting in preparation for community presentation. Student is professional and is skillful in engaging stakeholders to share information that can help plan for their services.