



TOURO UNIVERSITY  
WORLDWIDE

## **Learning Agreement Evaluation**

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## LEARNING AGREEMENT EVALUATION

**Instructions:** The Site Supervisor completes a Learning Agreement Evaluation form each quarter to reflect the student Competencies and Practice Behaviors demonstrated. All of the practice behaviors are to be completed by the end of the student's traineeship.

Student's Name \_\_\_\_\_  
Agency \_\_\_\_\_  
Site Supervisor \_\_\_\_\_  
TUW Faculty \_\_\_\_\_

### Evaluation Rating Scale

Rating No.	Grade Level	Description of Performance
5	Excels	Student consistently functions with a very high degree of competency in this particular area.
4	Competent	Student demonstrates consistent growth and change; functions with better-than-average competence in this area
3	Adequate	Student's performance in this area fulfills minimum competency requirements
2	Needs Improvement	Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change
1	Unsatisfactory	Student's level of performance consistently low; minimum evidence of growth and change
0	Noncompliance	Student does not comply with agency / field instructor requirements.
NO	Not Observed	Student has not completed this expectation under observation.

**Please Note:** A satisfactory grade in the last quarter of field can only be assigned if there are no items scored at "NO, 0, 1, 2"; in that case, the student may be required to complete more clock hours prior to receiving their final grade. Please consult with faculty field liaison in regards to those issues.

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**For each question below, please choose one option from the dropdown box and then add the totals at the bottom of each section.**

## **EP 2.1.1: IDENTIFY AS A PROFESSIONAL MARRIAGE AND FAMILY THERAPIST AND CONDUCT ONESSELF ACCORDINGLY**

**CHOICES: NO 0 1 2 3 4 5**

- a. Advocate for client access to appropriate services
- b. Practice personal reflection and self-correction to assure continual professional development
- c. Attend to professional roles and boundaries
- d. Demonstrate professional demeanor in behavior, appearance, and communication, i.e. teamwork
- e. Engage in career-long learning
- f. Actively utilizes and appropriately seeks weekly one hour individual supervision from their site supervisor

**CATEGORY TOTAL SCORE: \_\_\_\_\_ / \_\_\_\_\_**

## **EP 2.1.2: APPLY MFT ETHICAL PRINCIPLES TO PROFESSIONAL PRACTICE**

- a. Recognize and manage personal values in a way that allows professional values to guide practice
- b. Make ethical decisions by applying standards of the AAMFT Code of Ethics
- c. Tolerate ambiguity in resolving ethical conflicts
- d. Apply strategies of ethical reasoning to arrive at principled decisions

**CATEGORY TOTAL SCORE: \_\_\_\_\_ / \_\_\_\_\_**

## **EP 2.1.3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS**

- a. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (ability to link theory with practice)
- b. Analyze models of assessment, prevention, intervention, and evaluation
- c. Demonstrate effective oral and written communication in working with individuals, families, groups,

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organizations, communities, and colleagues

**CATEGORY TOTAL SCORE:** \_\_\_\_\_/\_\_\_\_\_

## **EP 2.1.4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- b. Gain sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences
- d. View themselves as learners and engage those with whom they work as informants

**CATEGORY TOTAL SCORE:** \_\_\_\_\_/\_\_\_\_\_

## **EP 2.1.5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE**

- a. Understand the forms and mechanism of oppression and discrimination
- b. Advocate for human rights and social and economic justice
- c. Engage in practices that advance social and economic justice

**CATEGORY TOTAL SCORE:** \_\_\_\_\_/\_\_\_\_\_

## **EP 2.1.6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

- a. Use practice experience to inform scientific inquiry
- b. Use research evidence to inform practice (review literature to support agency intervention strategies)

**CATEGORY TOTAL SCORE:** \_\_\_\_\_/\_\_\_\_\_

## **EP 2.1.7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

- a. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation

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- b. Critique and apply knowledge to understand person and environment

**CATEGORY TOTAL SCORE:** \_\_\_\_\_ / \_\_\_\_\_

## **EP 2.1.8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE TREATMENT SERVICES**

- a. Analyze, formulate, and advocate for policies that Advance social well-being (agency-based and legislative policy)
- b. Collaborate with colleagues and clients for effective policy action

**CATEGORY TOTAL SCORE:** \_\_\_\_\_ / \_\_\_\_\_

## **EP 2.1.9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE**

- a. Continuously discover, appraise, and attend to changing locales and populations, scientific and technological developments, and emerging society trends to provide relevant services
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of therapeutic services

**CATEGORY TOTAL SCORE:** \_\_\_\_\_ / \_\_\_\_\_

## **EP 2.1.10: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS & COMMUNITIES**

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities
- b. Use empathy and other interpersonal skills
- c. Develop mutually agreed-on focus of work and desired outcome (engagement)
- d. Collect, organize and interpret client data (assessment)
- e. Assess client strengths and limitations
- f. Develop mutually agreed-on intervention goals and objectives
- g. Select appropriate intervention strategies



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Student \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

TUW Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

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