



# INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

BSW Program  
S481 Practicum I & S482 Practicum II  
Learning Evaluation Tool

<b>Student Name:</b>	<b>IU Email:</b>	<b>Phone:</b>
<b>Agency:</b>	<b>Address:</b>	<b>Phone:</b>
<b>Field Instructor:</b>	<b>Email:</b>	<b>Phone:</b>
<b>Task Instructor</b> (if applicable):	<b>Email:</b>	<b>Phone:</b>
<b>Faculty Field Liaison:</b>	<b>Email:</b>	<b>Phone:</b>

## LEARNING PLAN

	<b>Practice Behavior</b>	<b>Agency Activity</b>	<b>Reflection: How I Demonstrate Competency</b> (Naturally emerging from activities throughout placement experiences)
<b>Professionalism and Ethical Practice</b> (Competencies 1 & 2)	Students identify, select and appropriately fulfill multiple social work roles in their professional practice.		
	Students integrate learning from supervision and consultation for self-reflection and self-correction.		
	Students maintain professional relationships with colleagues and clients.		
	Students apply standards of the NASW Code of Ethics to professional relationships and practice situations.		
	Students acknowledge and manage personal values to allow professional values to guide decision making and practice.		

**Critical Thinking, Theory and Research**  
(Competencies 3, 6 & 7)

Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experiences)
Students apply strategies of ethical reasoning to arrive at principled decisions.		
Students identify, critique, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, in assessment, prevention, intervention and evaluation.		
Students demonstrate effective oral and written communication in professional contexts.		
Students use practice experience to inform scientific inquiry.		
Students use research evidence to inform practice.		
Students apply knowledge of human behavior and the social environment to social work practice.		
Students apply theoretical frameworks and apply appropriately in practice with clients.		

Context, Diversity, and Policy (Competencies 4, 5, 8 & 9)	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experiences)
	Students actively seek supervision and engage in practice based on the unique situation of the client system.		
	Students identify interventions to address aspects of power and privilege.		
	Students engage in practice that advances social economic justice.		
	Students collaborate with colleagues and clients and develop and advocate for policies that advance social well-being.		
	Students take steps to initiate change and improve service delivery.		

Practice (Micro, Mezzo and Macro) (Competency 10)	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experiences)
	<p><b>Engagement:</b> Students use interpersonal and interactional skills to build and maintain rapport with client systems.</p>		
	<p><b>Assessment:</b> Students conduct basic client system assessments including collecting, organizing, and interpreting client system information.</p>		
	<p><b>Intervention:</b> Students will develop mutually agreed-upon goals, intervention and/or preventions strategies with client systems.</p>		
	<p><b>Evaluation:</b> Students critically analyze, monitor, and evaluate interventions, transitions, and terminations.</p>		

## LEARNING PLAN REVIEW

Faculty Field Liaison Review of Learning Evaluation Tool: <input type="checkbox"/> Accept <input type="checkbox"/> Request Revision in this learning Evaluation Tool	
Faculty Field Liaison Signature:	Date:
If not acceptable, make the following revisions:	Date:
Return to me by ___/___/___	Date:
<u>Learning Evaluation Tool Revision Approval</u> Faculty Field Liaison Revision Signature:	Date:

## LEARNING PLAN SIGNATURES

Student's Signature:	Date:
Field Instructor's Signature:	Date:
Task Instructor's Signature (if applicable):	Date:
Field Liaison's Signature:	Date:

## EVALUATION OF STUDENT COMPETENCIES

### Evaluation Assessment Scale

1	2	3	4	5	6	7
Complete <i>inability</i> to demonstrate skills.	Demonstrates skill at a <i>basic, rudimentary</i> level of someone having no formal undergraduate coursework.	Demonstrates skill at the level of <i>beginning-level BSW coursework</i> with no more than one semester/quarter of courses.	Demonstrates skill at the <i>mid-point BSW level</i> of education.	Demonstrates skill at the level of <i>new BSW graduate</i> ( <i>expected performance level by end of practicum</i> ).	Demonstrates skill at the level expected of a <i>relatively new BSW graduate</i> (less than two years of social work experience).	Demonstrates skill at the level of a <i>seasoned, highly experienced post-BSW practitioner</i> (rarely expected score).

### Field Instructor

			1	2	3	4	5	6	7	Not Demonstrated	
<b>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	Students identify, select and appropriately fulfill multiple social work roles in their professional practice.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students integrate learning from supervision and consultation for self-reflection and self-correction.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students maintain professional relationships with colleagues and clients.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students apply standards of the NASW Code of Ethics to professional relationships and practice situations.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students acknowledge and manage personal values to allow professional values to guide decision making and practice.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Student

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**Field Instructor**

			1	2	3	4	5	6	7	Not Demonstrated
<b>Context, Diversity, and Policy</b> (Competencies 4, 5, 8 & 9)	Students actively seek supervision and engage in practice based on the unique situation of the client system.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students identify interventions to address aspects of power and privilege.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students engage in practice that advances social and economic justice.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students collaborate with colleagues and clients to develop and advocate for policies that advance social well-being.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Students take steps to initiate change and improve service delivery.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Assessment:</b> Students conduct basic client system assessments including collecting, organizing, and interpreting client system information.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Intervention:</b> Students will develop mutually agreed-upon goals, intervention and/or preventions strategies with client systems.	S481	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		S482	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**OVERALL EVALUATION SCORE (Field Instructor's total score divided by 21, the number of practice behaviors): \_\_\_\_\_**

**Narrative Feedback**

*Please provide comments to support your overall evaluation. If this is the midpoint evaluation please include plans to support student development if any of the scores are less than five.*

**S481 Field Instructor Evaluation Narrative Feedback:**

1. Describe the student's strengths that you have observed during the first part of the practicum.

2. What are areas of growth that you would like to observe in the next half of the practicum

**S482 Field Instructor Evaluation Narrative Feedback:**

1. Discuss the student's readiness for professional social work practice.

2. What recommendations would you make to the student for further professional development?

**S481 Student Reflection:**

1. Elaborate on your top 3 professional and personal strengths and 3 areas that you would like to sharpen.
2. How would you assess your personal character? Characteristics may include: ability to be assertive, interpersonal communication accountability, time management, problem solving, flexibility, dependability, boundary management, leadership, self-care, etc.
3. Describe how you might effectively utilize supervision and/or consultation with colleagues in your practicum setting to advance your growth during the second half of your practicum.

**S482 Student Reflection:**

1. Comment on your sense of readiness for professional practice as a result of this practicum experience. Discuss your ability to work independently at this final stage of your practicum.
2. As you consider the transition into the next stage of your professional life, describe your plan for ongoing professional development.

**S481 EVALUATION SIGNATURE PAGE**

<b>Student's Signature:</b>	<b>Date:</b>
<b>Field Instructor's Signature:</b>	<b>Date:</b>
<b>Task Instructor's Signature (if applicable):</b>	<b>Date:</b>
<b>Field Liaison's Signature:</b>	<b>Date:</b>

**S482 EVALUATION SIGNATURE PAGE**

<b>Student's Signature:</b>	<b>Date:</b>
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