

INSTRUCTIONS FOR LEARNING EVALUATION TOOL (LET)

Dear Students and Field Instructors,

Attached you will find information for the Concentration Year field placement at Indiana University School of Social Work. All materials found in this packet may also be found in an electronic file in the Resources Section of the Student's Oncourse Section for S651 and S652. Because the second field placement is concentration specific, all materials found in this packet are specific to the student's concentration choice. C in this document means Concurrent Placement or Two Semester Placement: B in this document means Block Placement.

We have included the following items:

1. Learning Evaluation Tool (LET)
2. Field Liaison Approval Form
3. Time Sheet
4. Student Log and Supervisory Agenda Form

Detailed instructions for this course are available during orientation with the Indiana University School of Social Work Field Team, which is required for all students. Anyone needing more explanation is welcome to contact a member of the Field Team or the Faculty Liaison assigned to the placement.

Jennifer Anderson, Field Instruction Director (IUN) jjanders@iun.edu
219-981-4201

Sheila Armstead, Coordinator (IUE) sarmstea@iue.edu
765-973-8534

Jacqueline Bell, Child Welfare Scholars Coordinator (IUPUI) bell23@iupui.edu
317-278-7927

Kristin Snyder Brandon, Coordinator (IUSB) kbrandon@iusb.edu
574-520-4247

Sheila Dennis, Coordinator (IUPUI) dennis2@iupui.edu
317-274-1378

Elena Mrozinske, Coordinator (IUN) emrozins@iun.edu
219-980-6727

Akanke Omorayo-Adenrele, Coordinator (IUPUI) akomoray@iupui.edu
317-274-6722

Carol Satre, Coordinator (IUPUI) csatre@iupui.edu
317-278-4859

Bob Weiler, Senior Coordinator (IUPUI) rweiler@iupui.edu
317-274-6707

OVERVIEW OF COMPETENCIES AND PRACTICE BEHAVIORS

In 2008, The Council on Social Work Education (CSWE) introduced changes within academic institutions known as Educational Policy and Accreditation Standards (EPAS.) Indiana University School of Social Work has adopted the CSWE EPAS Competencies and Practice Behaviors. The field education and practicum experience is focused on assisting students in the mastery of professional competencies and practice-related behaviors. The Indiana University School of Social Work has adopted the following CSWE EPAS Competencies and Practice Behaviors:

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

- a) advocate for client access to the services of social work;*
- 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;*
- e) engage in career-long learning; and;*
- f) use supervision and consultation.*

2.1.2 Apply social work ethical principles to guide 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 National Association of Social Workers 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;*
- c) tolerate ambiguity in resolving ethical conflicts; and*
- d) apply strategies of ethical reasoning to arrive at principled decisions.*

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;*
- b) analyze models of assessment, prevention, intervention, and evaluation; and*
- c) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*

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 influence 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; and*
- d) view themselves as learners and engage those with whom they work as informants.*

2.1.5 Advance human rights and social and economic justice.

- a) understand the forms and mechanisms of oppression and discrimination;*
- b) advocate for human rights and social and economic justice; and*
- c) engage in practices that advance social and economic justice.*

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

- a) use practice experience to inform scientific inquiry and*
- b) use research evidence to inform practice.*

- 2.1.7 *Apply knowledge of human behavior and the social environment.*
 - a) *utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;*
 - b) *critique and apply knowledge to understand person and environment.*
- 2.1.8 *Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*
 - a) *analyze, formulate, and advocate for policies that advance social well-being;*
 - b) *collaborate with colleagues and clients for effective policy action.*
- 2.1.9 *Respond to contexts that shape practice.*
 - a) *continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and*
 - b) *provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*
- 2.1.10 *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*
 - a) *Engagement*
 - 1) *substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;*
 - 2) *use empathy and other interpersonal skills; and*
 - 3) *develop a mutually agreed-on focus of work and desired outcomes.*
 - b) *Assessment*
 - 1) *collect, organize, and interpret client data;*
 - 2) *assess client strengths and limitations;*
 - 3) *develop mutually agreed-on intervention goals and objectives; and*
 - 4) *select appropriate intervention strategies.*
 - c) *Intervention*
 - 1) *initiate actions to achieve organizational goals;*
 - 2) *implement prevention interventions that enhance client capacities;*
 - 3) *help clients resolve problems;*
 - 4) *negotiate, mediate, and advocate for clients; and*
 - 5) *facilitate transitions and endings.*
 - d) *Evaluation*
 - 1) *critically analyze, monitor, and evaluate interventions.*

I. INSTRUCTIONS FOR USE AND COMPLETION OF THE LEARNING EVALUATION TOOL (LET)

The LET is the course evaluation and is separated into the 10 CSWE EPAS Competencies and Practice Behaviors. Each competency and inclusive practice behaviors have corresponding learning activities that will provide the opportunity to support mastery. Activities are designed to measure practice behaviors. The LET is a document that will be adjusted throughout the field experience as student learning needs shift and/or opportunities for learning develop.

PHASE ONE

1. *Complete all identifying information on page 1.*
2. *The Field Instructor (and Task Instructor, if applicable) and student will collaborate to identify one learning activity and product for each practice behavior associated with each competency. Please note some learning tasks may have been pre-assigned by Indiana University School of Social Work. Enter an activity and product for each practice behavior.*
3. *Once this is completed, the Field Instructor, (Task Instructor if applicable) and student sign and date page in the Learning Evaluation section.*

4. The entire document is submitted to your Faculty Field Liaison for review, by the end of the fourth week in field placement. The Field Liaison will let you know if the LET has been approved or needs revision.
5. Once approved, the student and their assigned Field Instructor will move through the completion of the designated learning activities.

PHASE TWO:

1. At Mid-term (approximately 320 hours completed), all parties review the LET, including Competencies, Practice Behaviors and Learning Activities. Adjust learning activities at this time based on student needs and additional learning opportunities if needed.
2. The Field Instructor will assign a score for demonstrated learning for each practice behavior. (See Scoring Guidelines below).
3. Time sheets will be completed with dates and hours of time spent in field.
4. The Field Instructor, (Task Instructor if applicable), and student will sign and date both documents.
5. The Mid-term LET and time sheets will then be submitted to the Faculty Field Liaison for review and approval.

PHASE THREE:

1. At Final Evaluation (640 hours completed), all parties review the LET, including Competencies, Practice Behaviors and Learning Activities. The Field Instructor will assign a score for demonstrated learning for each practice behavior. (See Scoring Guidelines below).
2. Time Sheets will be completed with dates and hours of time spent in field.
3. The Field Instructor, (Task Instructor if applicable), and student will sign and date both documents.
4. The Final LET and time sheets will then be submitted to the Faculty Field Liaison for review and approval.

II. UNDERSTANDING CALENDAR AND ASSIGNMENT DUE DATES

In order to provide maximum understanding of the requirements of this placement, below is an overview for assignment due dates.

Concurrent /Extended Placement (2 Semesters)

Block Placement (1 Semester)

LET Phase one – Due Week 4

LET phase one – Due Week 4

First Half of Placement = Weeks 1-16 or 20 (extended)

First Half of Placement = Weeks 1-8

Mid-Term Evaluation – Due Week 16 or 20 (extended)

Mid-Term Evaluation - Due Week 8

Second Half of Placement = Weeks 17-32 or 21-40 (extended)

Second Half of Placement =
Weeks 9-16

Final Evaluation/Time Sheets – Due Week 32 or 40 (extended)

Final Evaluation/Time Sheets –
Due Week 16

III. DOCUMENTATION AND GRADING INSTRUCTIONS

To receive a grade for the course, the student must submit the following documents (with all signatures) to the Faculty Field liaison as designated on the course calendar **before** a grade will be assigned:

- Completed Phase one LET with activities and products
- Mid-Term Evaluation
- Final Evaluation
- All Time Sheets Showing All Hours

V. EVALUATION OF STUDENT PERFORMANCE INSTRUCTIONS

At mid- term and the final weeks of the placement, the field instructor, (task instructor if applicable), and student complete an evaluation of the student's performance. A completed and signed evaluation is returned to the Field Liaison by the due date assigned on the course calendar. Being honest and accurate in assessment of performance is essential. Please use the following rating scale when completing the evaluation:

| 1 Not Demonstrated | 2 | 3 Apprentice | 4 | 5 Proficient (PASSING) | 6 | 7 Distinguished |
|---|---|---|---|--|---|---|
| <p>Offers no evidence of engagement with practicum experience</p> <p>Examples include the following:</p> <p>Does not show-up to practicum when scheduled;</p> <p>Does not complete identified learning activities</p> | | <p>Demonstrates the following:</p> <p>Imitates behavior of instructor and/or colleagues;</p> <p>Provides limited evidence of mastery in the activities selected to demonstrate this practice behavior</p> | | <p>Demonstrates the following:</p> <p>Understands overarching professional competency;</p> <p>Displays commitment to mastery of practice behavior;</p> <p>Profiles evidence of mastery in activities related to practice behavior assessment</p> | | <p>Exceeds expectations by:</p> <p>Proactively engages and excels in learning activities related to practice behavior;</p> <p>Extending this behavior to other activities throughout the practicum experience</p> |

STUDENT TIME SHEET

Student Name: _____ Date: _____

Agency: _____

Field Instructor: _____

Instructions: List the time as accumulated. Submit the time sheets to the field instructor for review and signature. Forward the time sheets to the faculty field liaison at the completion of each 8-week segment. Each university semester is divided into two eight-week segments. Students in placements extended beyond the end of the semester will need additional time sheets to be submitted with the final evaluation. **Keep copies of all of your time sheets.**

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| DATE/HOURS | | | | | | | | |
| <i>Direct Practice (Over the placement time, an average of 50-75% of assignments should be in this section.)</i> | | | | | | | | |
| <i>Practicum support (readings, reflections, etc.)</i> | | | | | | | | |
| <i>Field Seminar (if applicable)</i> | | | | | | | | |
| <i>MSW Field Instruction Supervision</i> | | | | | | | | |
| Total Hours Per Week | | | | | | | | |

Total Hours in this segment _____/640 Remaining hours in practicum _____/640

Task Instructor Signature (if applicable)

Field Instructor Signature

Student Signature

Faculty Field Liaison Signature

Student Log and Supervisory Agenda

Instructions:

Submit this log to your Field Instructor each week. Choose those items in questions 2, 3 and 4 that are relevant to this week or that you have been asked to address by your Field Instructor. The content of this log should become the content for your weekly supervisory session.

1. Summarize how you have spent your time this week.

2. What have been your learning successes this week?
 - Practice situations
 - Personal bias situations
 - Implementing social work values situations
 - Value conflict situations
 - Ethical dilemma situations
 - Social and economic injustice situations
 - Organizational and/or community issues
 - Other

3. What have been your learning challenges this week?
 - Practice situations
 - Personal bias situations
 - Implementing social work values
 - Ethical dilemma situations
 - Social and economic injustice situations
 - Organizational and/or community issues
 - Other

4. What's your plan for addressing each of the challenges?
(Include new approaches, research, consultation and other professional development activities.)
 - Practice situations
 - Personal bias situations
 - Implementing social work values
 - Ethical dilemma situations
 - Social and economic injustice situations
 - Organizational and/or community issues
 - Other