

Indiana University School of Social Work
Outline for Educational Assessment
MSW Social Work Practica

Indiana University School of Social Work expects that MSW students have both the capacity and motivation to actively participate in developing a field learning plan with their field instructor. An important aspect of this process is clarifying together the objectives of the field practicum, the opportunities available in the setting, supervisory expectations, and student learning goals. As field experiences build upon the student's previous personal, volunteer, practicum and employment experiences, exploration of the relevance of these experiences is also helpful both to student and field instructor.

The following outline suggests topical areas for an "educational assessment" which explores the areas described above as well as other information students and field instructors have found helpful to discuss together. This outline is designed to facilitate discussion and mutual sharing as the semester begins.

Student's Name: _____ Date: _____

Practicum I _____

Practicum II & III _____

1. Employment/Volunteer/Personal Experiences Related to Social Work

2. Personal Strengths

3. Professional Strengths

4. Long Range/Immediate Professional Goals

5. Reactions to Assignment to Agency Setting – Are you pleased or disappointed with the assignment? Your degree of familiarity with the client population, treatment approaches, etc.

6. Expectations of Placement Experience – Expectations of Setting? Expectation of Self? Expectation of Field Instructor? Kinds of experiences desired? Experiences desired, but not available?

7. Learning Style/Pattern – What degree of responsibility do you plan to take for your own learning? What do you experience as stimuli or barriers to your learning? What motivates you to learn? Are you familiar with the adult learner concept? What does this concept mean to you? Specifically, how would you implement it in this setting?

8. Preferred Supervisory Style – What type of feedback from your Field Instructor would be helpful to you? Have you had previous experiences with authority, which might affect your relationship with the supervisor? What degree of structure/flexible would be helpful in the supervisory relationship? Have you reviewed the Educational Tools Appendix and selected several that you believe would help you keep focused and structure your learning?

9. Goals for Learning in Field – What areas would you like to work in while in this agency setting? What specifically do you want to learn in this practicum?

10. Evaluation Process – Have you carefully read the School's objectives and evaluation form for this course? What are your reactions/concerns/questions/grading concerns for this course? What are your concerns in general?

11. Concerns – Are there specific anxieties or fears related to field placement? What types of assignments do you anticipate might be particularly difficult? Other concerns? How might the Field Instructor best assist you with your anxieties, fears, concerns?

12. Response to this process – Has this process been helpful? How has this process been helpful or not helpful?

13. Implications – What are the implications for determining and sequencing assignments? Other implications?