



**INDIANA UNIVERSITY**

SCHOOL OF SOCIAL WORK

Child Welfare

S651-S652 Social Work Practicum

<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> <small>(Naturally emerging from activities throughout placement experience)</small>
<b>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	Establish and maintain professional roles and boundaries with multiple constituencies in child welfare practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing speaking and dressing in a professional manner).		
	Demonstrate ability to use supervision in a professional manner (e.g., arrive prepared and seek supervision when appropriate)		
	Integrate constructive feedback to enhance practice with children, families and professional colleagues (e.g. respect diverse viewpoints, come prepared to supervisory sessions, and provide support to peers).		

	<p>Critically analyze practice situations and apply the NASW Code of Ethics to address ethical dilemmas involving dual focus of child and family needs and the legal mandates for promoting child safety, permanency and well-being.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Critical Thinking, Theory and Research (Competencies 3, 6 &amp; 7)</p>	<p><b>Practice Behavior</b></p>	<p><b>Agency Activity</b></p>	<p><b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small></p>
	<p>Effectively integrate multiple sources of research-informed intervention strategies in work with children, families, and communities.</p>		
	<p>Demonstrate effective communication skills and strategies in practicing with children, families, and communities.</p>		
	<p>Apply evaluation skills in child welfare practice interventions.</p>		

	Differentially apply a synthesis of social work perspectives, theories, models and research to guide interventions across client system in child welfare practice.		
	Apply ecological/systems, strength and empowerment perspectives to guide the processes of assessment, intervention, and evaluation in work with individuals, families, groups, and communities.		
<b>Context, Diversity, and Policy</b> (Competencies 4, 5, 8, & 9)	<b>Practice Behavior</b>	<b>Agency Activity</b>	<b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small>
	Analyze the social structures, values and patterns of privilege and power that create a system of disproportionality in child welfare practice.		
	Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.		

	<p>Critically analyze and advocate for child welfare legislation and policies that advance social well-being of children, families, and communities.</p>		
	<p>Through collaborative policy action, promote the development, implementation, and/or evaluation of policies that advance best practice in child welfare service delivery.</p>		
	<p>Negotiate, mediate and/or advocate for children and families to address oppression and discrimination in child welfare practice.(e.g. including unintended consequences of laws and policies)</p>		
	<p>Promote human rights and social and economic justice for children, families, and communities in child welfare practice. (e.g. advocate for legislative and policy change).</p>		
	<p>Assess the community context to determine how current service delivery systems are meeting the needs of children and families.</p>		

	<p>Demonstrate leadership skills by advocating to improve service quality to children, families, and communities.</p>		
<p><b>Practice (Micro, Mezzo and Macro)</b> (Competency 10)</p>	<p><b>Practice Behavior</b></p>	<p><b>Agency Activity</b></p>	<p><b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small></p>
	<p><b>Engagement:</b> Establish meaningful, culturally sensitive and relevant professional relationships with children, families, and communities by using theories and skills (including empathy and reflective listening) that have evidence in successfully engaging clients.</p>		
	<p><b>Engagement:</b> Collaboratively develop mutually agreed upon focuses and desired outcomes in practice with children, families, groups and communities.</p>		
	<p><b>Assessment:</b> Assess clients' needs, strengths/protective factors, and risks.</p>		
	<p><b>Assessment:</b> Select empirically-based treatment strategies for children and families experiencing challenges such as child maltreatment, DV, MI and substance abuse.).</p>		
	<p><b>Intervention:</b> Collaboratively develop and implement goals/objectives and developmentally-appropriate intervention plans for children and families, being aware of power differentials within the worker-client relationship.</p>		

	<b>Intervention:</b> Facilitate transitions and endings in working with children and families.		
	<b>Evaluation:</b> Conduct practice evaluation on interventions with children, families, groups and/or communities and apply findings to improve practice.		
	<b>Evaluation:</b> Communicate and disseminate evaluation results to audiences (e.g., client, field instructor).		

### LEARNING PLAN REVIEW

Child Welfare  
S651-S652 Social Work Practicum

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

### LEARNING PLAN SIGNATURES





Child Welfare  
S651-S652 Social Work Practicum

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





## EVALUATION OF STUDENT COMPETENCIES

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 graduate coursework.	Demonstrates skills at the level of <i>beginning-level MSW coursework</i> with no more than one semester/quarter of courses.	Demonstrates skill at the <i>midpoint MSW level</i> of education.	Demonstrates skill at the level of an MSW graduate ( <i>expected performance level by end of practicum</i> ).	Demonstrates skill at the level expected of a <i>relatively new MSW graduate</i> (less than two years of social work experience, rarely expected at graduation).	Demonstrates skill at the level of a <i>seasoned, highly, experienced post-MSW practitioner</i> (very rarely expected score at graduation).

## Field Instructor






		1	2	3	4	5	6	7	Not Observed
Professionalism and Ethical Practice (Competencies 1.&2)	Establish and maintain professional roles and boundaries with multiple constituencies in child welfare practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing speaking and dressing in a professional manner)..	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate ability to use supervision in a professional manner (e.g., arrive prepared and seek supervision when appropriate).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Integrate constructive feedback to enhance practice with children, families, and professional colleagues (e.g., respect diverse viewpoints, come prepared to supervisory sessions, and provide support to peers).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Critically analyze practice situations and apply the NASW Code of Ethics to address ethical dilemmas involving dual focus of child and family needs and the legal mandates for promoting child safety, permanency and well-being.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Student






		1	2	3	4	5	6	7	Not Observed
Professionalism and Ethical Practice (Competencies 1.&2)	Establish and maintain professional roles and boundaries with multiple constituencies in child welfare practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing speaking and dressing in a professional manner).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate ability to use supervision in a professional manner (e.g., arrive prepared and seek supervision when appropriate).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Integrate constructive feedback to enhance practice with children, families, and professional colleagues (e.g., respect diverse viewpoints, come prepared to supervisory sessions, and provide support to peers).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Critically analyze practice situations and apply the NASW Code of Ethics to address ethical dilemmas involving dual focus of child and family needs and the legal mandates for promoting child safety, permanency and well-being.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Field Instructor**

			1	2	3	4	5	6	7	Not Observed
<b>Critical Thinking Theory and Research</b> (Competencies 3, 6, & 7)	Effectively integrate multiple sources of research-informed intervention strategies in work with children, families, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate effective communication skills and strategies in practicing with children, families, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply evaluation skills in child welfare practice interventions.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Differentially apply a synthesis of social work perspectives, theories, models and research to guide interventions across client system in child welfare practice.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply ecological/systems, strength and empowerment perspectives to guide the processes of assessment, intervention, and evaluation in work with individuals, families, groups, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Student**

			1	2	3	4	5	6	7	Not Observed
<b>Critical Thinking Theory and Research</b> (Competencies 3, 6, & 7)	Effectively integrate multiple sources of research-informed intervention strategies in work with children, families, and communities	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate effective communication skills and strategies in practicing with children, families, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply evaluation skills in child welfare practice interventions.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Differentially apply a synthesis of social work perspectives, theories, models and research to guide interventions across client system in child welfare practice.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply ecological/systems, strength and empowerment perspectives to guide the processes of assessment, intervention, and evaluation in work with individuals, families, groups, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Field Instructor**

			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Not Observed</b>
<b>Context, Diversity, and Policy</b> (Competency 4, 5, 8, & 9)	Analyze the social structures, values and patterns of privilege and power that create a system of disproportionality in child welfare practice.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Critically analyze and advocate for child welfare legislation and policies that advance social well-being of children, families, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Through collaborative policy action, promote the development, implementation, and/or evaluation of policies that advance best practice in child welfare service delivery.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Negotiate, mediate and/or advocate for children and families to address oppression and discrimination in child welfare practice.(e.g. including unintended consequences of laws and policies)	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Promote human rights and social and economic justice for children, families, and communities in child welfare practice. (e.g. advocate for legislative and policy change).	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Assess the community context to determine how current service delivery systems are meeting the needs of children and families.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate leadership skills by advocating to improve service quality to children, families, and communities.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Student**

			1	2	3	4	5	6	7	Not Observed	
<b>Context, Diversity, and Policy</b> (Competency 4, 5, 8, & 9)	Analyze the social structures, values and patterns of privilege and power that create a system of disproportionality in child welfare practice.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Critically analyze and advocate for child welfare legislation and policies that advance social well-being of children, families, and communities.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Through collaborative policy action, promote the development, implementation, and/or evaluation of policies that advance best practice in child welfare service delivery.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Negotiate, mediate and/or advocate for children and families to address oppression and discrimination in child welfare practice.(e.g. including unintended consequences of laws and policies)	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Promote human rights and social and economic justice for children, families, and communities in child welfare practice. (e.g. advocate for legislative and policy change).	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Assess the community context to determine how current service delivery systems are meeting the needs of children and families.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate leadership skills by advocating to improve service quality to children, families, and communities.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Field Instructor**

			1	2	3	4	5	6	7	Not Observed	
<b>Practice (Micro, Mezzo and Macro)</b> <small>(Competency 10)</small>	<b>Engagement:</b> Establish meaningful, culturally sensitive and relevant professional relationships with children, families, and communities by using theories and skills (including empathy and reflective listening) that have evidence in successfully engaging clients.	Midpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Engagement:</b> Collaboratively develop a mutually agreed upon focuses and desired outcomes in practice with children, families, groups and communities.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Assessment:</b> Assess clients' needs, strengths/protective factors, and risks.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Assessment:</b> Select empirically-based treatment strategies for children and families experiencing challenges such as child maltreatment, DV, MI and substance abuse.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Intervention:</b> Collaboratively develop and implement goals/objectives and developmentally-appropriate intervention plans for children and families, being aware of power differentials within the worker-client relationship.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Intervention:</b> Facilitate transitions and endings in working with children and families.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Evaluation:</b> Conduct practice evaluation on interventions with children, families, groups and/or communities and apply findings to improve practice.	Midpoint	<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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Midpoint	<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"/>
	<b>Evaluation:</b> Communicate and disseminate evaluation results to audiences. (e.g. client, field instructor).	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**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 four.*

**Midpoint Field Instructor 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

**Midpoint 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.

**MIDPOINT EVALUATION SIGNATURE PAGE**

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<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>

**Final Field Instructor 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?

**Final 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.

**OVERALL EVALUATION SCORE** (Using Only the Field Instructor's final evaluation total score divided by 25, the number of practice behaviors): \_\_\_\_\_



## FINAL EVALUATION SIGNATURE PAGE

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<p><b>Student's Signature:</b></p> <p>I have read the field instructor's evaluation and comments. I understand that it is the policy of the school that students may have a copy of their field evaluation, which is intended for educational purposes. I understand that my faculty field liaison assigns the final grade. This evaluation will remain a part of my permanent IUSSW student record.</p>	<p><b>Date:</b></p>
<p><b>Field Instructor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Task Instructor's Signature (if applicable):</b></p>	<p><b>Date:</b></p>
<p><b>Field Liaison's Signature:</b></p>	<p><b>Date:</b></p>