



INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

Schools

S651-S652 Social Work Practicum

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

LEARNING PLAN

Professionalism and Ethical Practice <small>(Competencies 1 & 2)</small>	Practice Behavior	School Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	Use self-assessment to identify areas for professional growth as a school social worker.		
	Demonstrate professional demeanor in behavior, appearance, and communication in a manner that reflects the school's distinct organizational culture.		
	Integrate feedback from supervision and consultation from a variety of social work and education-based sources to improve school social work practice.		
	Respond to ethical dilemmas in a school setting, utilizing an ethical decision-making framework (e.g., the ETHIC Model) and applying the NASW Code of Ethics.		

Critical Thinking, Theory and Research (Competencies 3, 6 & 7)	Practice Behavior	School Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	Assess evidence –based models of practice and modify thinking based upon newly acquired knowledge.		
	Communicate effectively with individuals, families, groups, organizations, and colleagues that comprise the school community.		
	Examine current understanding of issues arising in the school setting and demonstrate ability to challenge previously held assumptions when presented with new information.		
	Use research as a guide to apply evidence-based strategies in school social work practice.		
	Collaborate with interdisciplinary colleagues to support a holistic focus in working with children and families.		
	Apply social work perspectives, theories, models, and research to guide interventions across client systems in school social work practice.		

Context, Diversity, and Policy (Competencies 4, 5, 8 & 9)	Practice Behavior	School Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	Articulate how diversity shapes the life experiences and perspectives of children and families in the school community.		
	Apply strengths-based assessment and intervention strategies that reflect culturally competent school social work practice.		
	Illustrate knowledge of how school policies and/or practice may perpetuate patterns of societal privilege and power in a way that negatively impacts vulnerable children and families in a school setting.		
	Analyze the impact of school-wide, state, and national policy proposals on student, families, and communities that are part of the school setting.		
	Evaluate how the evolving societal, political, and/or economic environment impacts the expectations of the school social worker role and the delivery of school social work services in each individual school setting.		
	Monitor census and school community data to evaluate the changing demographics that influence the school population.		
	Critically assess technological advancements (e.g., cyber bullying) and their influence on young minds.		
	Discern how societal changes are negatively impacting the lives of students and families within the school community.		

Practice (Micro, Mezzo and Macro) (Competency 10)	Practice Behavior	School Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	<p>Engage: Foster meaningful professional relationships with children, families, communities, and colleagues in the school setting.</p>		
	<p>Assess: Use methods of systematic assessment (e.g., Functional Behavioral Assessment, psycho-social history referral information, observation and student records) to inform school social work practice.</p>		
	<p>Assess: Evaluate student learning styles, special learning needs, and developmental needs and incorporate into assessment processes.</p>		
	<p>Assess: Develop intervention strategies and outcomes for children and families based upon assessment information, working in partnership with children, families, and school personnel.</p>		
	<p>Intervene: Implement strengths-based interventions that empower students to overcome barriers to learning.</p>		
	<p>Intervene: Advocate for access to school system and community resources.</p>		
	<p>Intervene: Facilitate transitions and endings when working with children and families in the school setting.</p>		
	<p>Evaluate: Evaluate interventions with children, families, groups, and/or communities and apply findings to improve practice.</p>		

LEARNING PLAN REVIEW

Schools
Social Work Practicum

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

Schools
Social Work Practicum

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

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 skill level of <i>beginning-level MSW coursework</i> with no more than one semester/quarter of courses completed.	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 of a relatively <i>new MSW graduate</i> (less than two years of social work experience and rarely expected at graduation).	Demonstrates skill at the level expected 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)	Use self-assessment to identify areas for professional growth as a school social worker.	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 professional demeanor in behavior, appearance, and communication in a manner that reflects the school's distinct organizational culture.	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"/>	
	Integrate feedback from supervision and consultation from a variety of social work and education-based sources to improve school social work 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"/>	
	Respond to ethical dilemmas in a school setting, utilizing an ethical decision-making framework (e.g., the ETHIC Model) and applying the NASW Code of Ethics.	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	
Professionalism and Ethical Practice (Competencies 1 & 2)	Use self-assessment to identify areas for professional growth as a school social worker.	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 professional demeanor in behavior, appearance, and communication in a manner that reflects the school's distinct organizational culture.	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"/>	
	Integrate feedback from supervision and consultation from a variety of social work and education-based sources to improve school social work 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"/>	
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		Final	<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
Critical Thinking Theory and Research (Competencies 3, 6 & 7)	Assess evidence-based models of practice and modify thinking based upon newly acquired knowledge.	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"/>	
	Communicate effectively with individuals, families, groups, organizations, and colleagues that comprise the school community.	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"/>	
	Examine current understanding of issues arising in the school setting, and demonstrate ability to challenge previously held assumptions when presented with new information.	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"/>	
	Use research as a guide to apply evidence-based strategies and school social work practice.	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"/>	
	Collaborate with interdisciplinary colleague to support a holistic focus 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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply social work perspectives, theories, models, and research to guide interventions across client systems in school social work practice.	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

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		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Communicate effectively with individuals, families, groups, organizations, and colleagues that comprise the school community.	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"/>	
	Examine current understanding of issues arising in the school setting, and demonstrate ability to challenge previously held assumptions when presented with new information.	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"/>	
	Use research as a guide to apply evidence-based strategies and school social work practice.	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"/>	
	Collaborate with interdisciplinary colleague to support a holistic focus 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"/>
		Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Apply social work perspectives, theories, models, and research to guide interventions across client systems in school social work practice.	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
Context, Diversity, and Policy (Competencies 4, 5, 8 & 9)	Articulate how diversity shapes the life experiences and perspectives of children and families in the school community.	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 strengths-based assessment and intervention strategies that reflect culturally competent school social work 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"/>	
	Illustrate knowledge of how school policies and/or practice may perpetuate patterns of societal privilege and power in a way that negatively impacts vulnerable children and families in a school setting.	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"/>	
	Analyze the impact of school-wide, state, and national policy proposals on student, families, and communities that are part of the school setting.	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"/>	
	Evaluate how the evolving societal, political, and/or economic environment impacts the expectations of the school social worker role and the delivery of school social work services in each individual school setting.	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"/>	
	Monitor census and school community data to evaluate the changing demographics that influence the school population.	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"/>	
	Critically assess technological advancements (e.g., cyber bullying) and their influence on young minds.	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"/>	
Discern how societal changes are negatively impacting the lives of students and families within the school community.	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
Context, Diversity, and Policy (Competencies 4, 5, 8 & 9)	Articulate how diversity shapes the life experiences and perspectives of children and families in the school community.	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 strengths-based assessment and intervention strategies that reflect culturally competent school social work 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"/>	
	Illustrate knowledge of how school policies and/or practice may perpetuate patterns of societal privilege and power in a way that negatively impacts vulnerable children and families in a school setting.	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"/>	
	Analyze the impact of school-wide, state, and national policy proposals on student, families, and communities that are part of the school setting.	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"/>	
	Evaluate how the evolving societal, political, and/or economic environment impacts the expectations of the school social worker role and the delivery of school social work services in each individual school setting.	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"/>	
	Monitor census and school community data to evaluate the changing demographics that influence the school population.	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"/>	
	Critically assess technological advancements (e.g., cyber bullying) and their influence on young minds.	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"/>	
Discern how societal changes are negatively impacting the lives of students and families within the school community.	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

			1	2	3	4	5	6	7	Not Observed	
Practice (Micro, Mezzo and Macro) (Competency 10)	Engage: Foster meaningful professional relationships with children, families, communities, and colleagues in the school setting.	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"/>		
	Assess: Use methods of systematic assessment (e.g., Functional Behavioral Assessment, psycho-social history, referral information, observation and student records) to inform school social work 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"/>	
	Assess: Evaluate student learning styles, special learning needs, and developmental needs and incorporate into assessment processes.	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: Develop intervention strategies and outcomes for children and families based upon assessment information working in partnership with children, families, and school personnel.	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"/>	
	Intervene: Implement strengths-based interventions that empower students to overcome barriers to learning.	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"/>	
	Intervene: Advocate for access to school system and community resources.	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"/>	
	Intervene: Facilitate transitions and endings when working with children and families in the school setting.	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"/>	
	Evaluate: Evaluate 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"/>	

Student

			1	2	3	4	5	6	7	Not Observed	
Practice (Micro, Mezzo and Macro) (Competency 10)	Engage: Foster meaningful professional relationships with children, families, communities, and colleagues in the school setting.	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"/>		
	Assess: Use methods of systematic assessment (e.g., Functional Behavioral Assessment, psycho-social history, referral information, observation and student records) to inform school social work 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"/>	
	Assess: Evaluate student learning styles, special learning needs, and developmental needs and incorporate into assessment processes.	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: Develop intervention strategies, and outcomes for children and families based upon assessment information working in partnership with children, families, and school personnel.	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"/>	
	Intervene: Implement strengths-based interventions that empower students to overcome barriers to learning.	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"/>	
	Intervene: Advocate for access to school system and community resources.	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"/>	
	Intervene: Facilitate transitions and endings when working with children and families in the school setting.	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"/>	
	Evaluate: Evaluate 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"/>	

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 PAGESchools
Social Work Practicum

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

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 26, the number of practice behaviors): _____

FINAL EVALUATION SIGNATURE PAGE

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