



<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 (if applicable):</b>	<b>Email:</b>	<b>Phone:</b>
<b>Faculty Field Liaison:</b>	<b>Email:</b>	<b>Phone:</b>

### LEARNING PLAN

<b>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	Attend to professional boundaries and roles within health care practice.		
	Engage in life-long learning, ongoing personal reflection and professional development.		
	Actively participate in shared decision-making with other health care professionals, patients and families.		
	Analyze and manage personal values that conflict with professional values in health care.		
	Apply strategies of ethical reasoning to address ethical dilemmas occurring for and between patients, families, health care settings and systems.		

<b>Critical Thinking, Theory and Research</b> (Competencies 3, 6 & 7)	Practice Behavior	Agency Activity	<b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small>
	Apply effective oral and written communication skills with and on the behalf of health care consumers.		
	Discriminately apply critical thinking skills to specific medical issues such as client interventions, policy, application of theory and relevant research.		
	Utilize evidence-based assessment tools, interventions, and strategies with patients/families/communities in the field of health care.		
	Evaluate personal and professional competencies as a health care practitioner.		
	Apply theories, social work perspectives, and relevant research to health care practice.		
	Integrate systems theory and the Strengths Perspective to guide the process of assessment, intervention and evaluation of health care services.		

<b>Context, Diversity, and Policy</b> (Competencies 4, 5, 8 & 9)	Practice Behavior	Agency Activity	<b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small>
	Practice family-centered, community-based, coordinated, culturally competent care.		
	Recognize institutional oppression and discrimination in health care.		
	Advocate for human rights and social and economic justice for clients, families, and communities.		
	Analyze, formulate and promote policies that advance social well-being for patients and their families in the health care system.		
	Collaborate with colleagues to advocate for policies that will empower patients from under-served populations.		
	Analyze trends in service delivery and practices to promote improved service quality to patients and families in health care.		
	Apply proficient technological skills in patient care documentation and access to and sharing of information.		

Practice (Micro, Mezzo and Macro) (Competency 10)	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency <small>(Naturally emerging from activities throughout placement experience)</small>
	Synthesize knowledge from the culture of the patient, family, community and the health care setting to promote <b>engagement</b> .		
	Adapt, modify, and apply <b>assessment</b> tools and approaches that support evidence-based, best practices in health care settings.		
	Create appropriate <b>intervention</b> plans for the patient, family and community regarding health care issues.		
	Negotiate, mediate and advocate for patients, families and communities for positive health outcomes.		
	Use best practices to choose and implement evaluation in health care.		

## LEARNING PLAN REVIEW

Health  
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

Health  
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 (if applicable):</b>	<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).




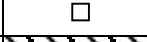
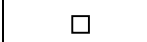

**Field Instructor**

			1	2	3	4	5	6	7	Not Observed	
<b>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	Attend to professional boundaries and roles within health care 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"/>		
	Engage in life-long learning, ongoing personal reflection and professional development.	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"/>	
	Actively participate in shared decision-making with other health care professionals, patients 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"/>	
	Analyze and manage personal values that conflict with professional values in health care.	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"/>	
	Apply strategies of ethical reasoning to address ethical dilemmas occurring for and between patients, families, health care settings and systems.	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	
<b>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	Attend to professional boundaries and roles within health care 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"/>		
	Engage in life-long learning, ongoing personal reflection and professional development.	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"/>	
	Actively participate in shared decision-making with other health care professionals, patients 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"/>	
	Analyze and manage personal values that conflict with professional values in health care.	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"/>	
	Apply strategies of ethical reasoning to address ethical dilemmas occurring for and between patients, families, health care settings and systems.	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>Critical Thinking Theory and Research</b> (Competencies 3, 6 & 7)	Apply effective oral and written communication skills with and on the behalf of health care consumers.	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"/>	
	Discriminately apply critical thinking skills to specific medical issues such as client interventions, policy, application of theory and relevant research.	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"/>	
	Utilize evidence-based assessment tools, interventions, and strategies with patients/families/communities in the field of health care.	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 personal and professional competencies as a health care practitioner.	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 theories, social work perspectives, and relevant research to health care 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"/>	
	Integrate systems theory and the Strengths Perspective to guide the process of assessment, intervention and evaluation of health care services.	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 1, 2, & 3)	Apply effective oral and written communication skills with and on the behalf of health care consumers.	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"/>	
	Discriminately apply critical thinking skills to specific medical issues such as client interventions, policy, application of theory and relevant research.	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"/>	
	Utilize evidence-based assessment tools, interventions, and strategies with patients/families/communities in the field of health care.	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 personal and professional competencies as a health care practitioner.	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 theories, social work perspectives, and relevant research to health care 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"/>	
	Integrate systems theory and the Strengths Perspective to guide the process of assessment, intervention and evaluation of health care services.	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
<b>Context, Diversity, and Policy</b> <small>(Competencies 4, 5, 8 &amp; 9)</small>	Practice family-centered, community-based, coordinated, culturally competent care.	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"/>	
	Recognize institutional oppression and discrimination in the health care.	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"/>	
	Advocate for human rights and social and economic justice for clients, 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"/>	
	Analyze, formulate and promote policies that advance social well-being of patients and their families in the health care system.	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"/>	
	Collaborate with colleagues to advocate for policies that will empower patients from under-served populations.	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 trends in service delivery and practices to promote improved service quality to patients and families in the health care system.	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 proficient technological skills in patient care documentation and access to and sharing of information.	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>Context, Diversity, and Policy</b> <small>(Competencies 4, 5, 8 &amp; 9)</small>	Practice family-centered, community-based, coordinated, culturally competent care.	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"/>	
	Recognize institutional oppression and discrimination in the health care.	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"/>	
	Advocate for human rights and social and economic justice for clients, 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"/>	
	Analyze, formulate and promote policies that advance social well-being of patients and their families in the health care system.	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"/>	
	Collaborate with colleagues to advocate for policies that will empower patients from under-served populations.	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 trends in service delivery and practices to promote improved service quality to patients and families in the health care system.	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 proficient technological skills in patient care documentation and access to and sharing of information.	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)	Synthesize knowledge from the culture of the patient, family, community and the health care setting to promote <b>engagement</b> .	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"/>	
	Adapt, modify, and apply <b>assessment</b> tools and approaches that support evidence-based, best practices in health care settings.	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"/>	
	Create appropriate <b>intervention</b> plans for the patient, family and community regarding health care issues.	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"/>	
	Negotiate, mediate and advocate for patients, families and communities for positive health outcomes.	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"/>	
	Use best practices to choose and implement evaluation in health care settings.	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
Practice (Micro, Mezzo and Macro) (Competency 10)	Synthesize knowledge from the culture of the patient, family, community and the health care setting to promote <b>engagement</b> .	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"/>	
	Adapt, modify, and apply <b>assessment</b> tools and approaches that support evidence-based, best practices in health care settings.	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"/>	
	Create appropriate <b>intervention</b> plans for the patient, family and community regarding health care issues.	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"/>	
	Negotiate, mediate and advocate for patients, families and communities for positive health outcomes.	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"/>	
	Use best practices to choose and implement evaluation in health care settings.	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"/>	

**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 23, 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>