INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

Leadership
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

	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Professionalism and Ethical Practice (Competencies 1 &2)	Identify and analyze leadership roles within the organization and establish and maintain professional roles and boundaries within the organization and community (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).		
	Integrate constructive feedback to enhance leadership practice skills (arriving prepared for supervision and discerning when to seek consultation).		
	Make ethical decisions regarding clients, colleagues and the agency by critically analyzing situations and applying the NASW Code of Ethics to address ethical dilemmas.		

	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Critical Thinking, Theory and Research (Competencies 3, 6 & 7)	Identify, evaluate, and integrate multiple sources of research-informed assessment, prevention, intervention and evaluation strategies for organizational and community practice.		
	Demonstrate effective communication skills and strategies in practice with colleagues, communities, and stakeholders.		
	Synthesize and apply theories of human and organizational behavior in the environment to all aspects of leadership practice.		

	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Context, Diversity, and Policy (Competencies 4, 5, 8 & 9)	Promote diversity and difference from a strengths perspective, with emphasis on inclusion in functions and decisions within organizations and communities. (e.g., gender, race, class, disability, sexual orientation, color, religion, immigration status, mental disability, sex (including pregnancy), national origin, age (40 or older)		
	Examine how issues concerning diversity and difference shape the management and delivery of human services.		
	Apply understanding of the forms of oppression and discrimination in the agency's organizational culture and service delivery to influence leadership practice.		

	Practice Behavior	Agency Activity	Reflection: How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	Analyze fiscal policies that create barriers for both employees and consumers to provide and receive fair treatment.		
	Integrate the voice of all stakeholders, in particular consumers of service, in decision making for organizational policies and practices.		
	Analyze the historical and multifaceted relationships between the agency, organization(s), and community to determine how current service delivery systems are meeting the needs of stakeholders.		
	Develop plans for service delivery sustainability and effectiveness in the context of social, political, economic and environmental factors.		
Practice (Micro, Mezzo and Macro) (Competency 10)	Create collaborative processes that are inclusive of all individuals, committees, groups, organizations and communities in goal-setting, program design and implementation.		
	Conduct organizational and community needs assessments, using appropriate multidimensional measurement instruments and sources for data (individuals, families, groups, organizations, communities) to facilitate the delivery of effective, mission-driven, consumer centered services.		
	Select and apply theories and research-informed, best practice interventions to seek realistic solutions for gaps in services for identified populations.		

Use strategic planning processes and tools, such as Gantt and Pert Charts, for advancing change processes.		
Develop marketing plans and budgets to advance program, agency, or organizational mission, projects and activities.		
Implement appropriate evaluations of program effectiveness and efficiency.		
Responsibly report and use, for change, internal and external evaluative outcomes.		

LEARNING PLAN REVIEW

Leadership
S651-S652 Social Work Practicum

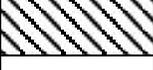|	
Faculty Field Liaison Review of Learning Evaluation Tool: ☐ **Accept** ☐ **Request Revision in this learning Evaluation Tool**	
Faculty Field Liaison Signature:	**Date:**
If not acceptable, make the following revisions:	**Date:**
Return to me by ____/____/____	**Date:**
Learning Evaluation Tool Revision Approval **Faculty Field Liaison Revision Signature:**	**Date:**

LEARNING PLAN SIGNATURES

Leadership
S651-S652 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 *inability* to demonstrate skills.	Demonstrates skill at a *basic, rudimentary* level of someone having no formal graduate coursework.	Demonstrates skills at the level of *beginning-level MSW coursework* with no more than one semester/quarter of courses.	Demonstrates skill at the *midpoint MSW level* of education.	Demonstrates skill at the level of an MSW graduate *(expected performance level by end of practicum).*	Demonstrates skill at the level expected of a **relatively new MSW graduate** (less than two years of social work experience, rarely expected at graduation).	Demonstrates skill at the level of a *seasoned, highly, experienced post-MSW practitioner* (very rarely expected score at graduation).

Field Instructor

Professionalism and Ethical Practice (Competencies 1 &2)			1	2	3	4	5	6	7	Not Observed
	Identify and analyze leadership roles within the organization and establish and maintain professional roles and boundaries within the organization and community (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	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	
	Integrate constructive feedback to enhance leadership practice skills (arriving prepared for supervision and discerning when to seek consultation).	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	
	Make ethical decisions regarding clients, colleagues and the agency by critically analyzing situations and applying the NASW Code of Ethics to address ethical dilemmas.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	

Student

Professionalism and Ethical Practice (Competencies 1 &2)			1	2	3	4	5	6	7	Not Observed
	Identify and analyze leadership roles within the organization and establish and maintain professional roles and boundaries within the organization and community (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	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	
	Integrate constructive feedback to enhance leadership practice skills (arriving prepared for supervision and discerning when to seek consultation).	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	
	Make ethical decisions regarding clients, colleagues and the agency by critically analyzing situations and applying the NASW Code of Ethics to address ethical dilemmas.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	

Field Instructor

Critical Thinking Theory and Research (Competencies 3, 6, & 7)			1	2	3	4	5	6	7	Not Observed
	Identify, evaluate, and integrate multiple sources of research-informed assessment, prevention, intervention and evaluation strategies for organizational and community practice.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Demonstrate effective communication skills and strategies in practice with colleagues, communities, and stakeholders.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Synthesize and apply theories of human and organizational behavior in the environment to all aspects of leadership practice.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////

Student

Critical Thinking Theory and Research (Competencies 3, 6, & 7)			1	2	3	4	5	6	7	Not Observed
	Identify, evaluate, and integrate multiple sources of research-informed assessment, prevention, intervention and evaluation strategies for organizational and community practice.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Demonstrate effective communication skills and strategies in practice with colleagues, communities, and stakeholders.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Synthesize and apply theories of human and organizational behavior in the environment to all aspects of leadership practice.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////

Field Instructor

			1	2	3	4	5	6	7	Not Observed
Context, Diversity, and Policy (Competency 4, 5, 8, & 9)	Identify and analyze leadership roles within the organization and establish and maintain professional roles and boundaries within the organization and community (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	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨
	Integrate constructive feedback to enhance leadership practice skills (arriving prepared for supervision and discerning when to seek consultation).	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨
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		Final	☐	☐	☐	☐	☐	☐	☐	▨
	Analyze fiscal policies that create barriers for both employees and consumers to provide and receive fair treatment.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨
	Integrate the voice of all stakeholders, in particular consumers of service, in decision making for organizational policies and practices.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨
	Analyze the historical and multifaceted relationships between the agency, organization(s), and community to determine how current service delivery systems are meeting the needs of stakeholders.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨
	Develop plans for service delivery sustainability and effectiveness in the context of social, political, economic and environmental factors.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	▨

Student

			1	**2**	**3**	**4**	**5**	**6**	**7**	**Not Observed**
Context, Diversity, and Policy (Competency 4, 5, 8, & 9)	Identify and analyze leadership roles within the organization and establish and maintain professional roles and boundaries within the organization and community (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	☐	☐	☐	☐	☐	☐	☐	☐
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		Final	☐	☐	☐	☐	☐	☐	☐	

Field Instructor

			1	2	3	4	5	6	7	Not Observed
Practice (Micro, Mezzo and Macro) (Competency 10)	Create collaborative processes that are inclusive of all individuals, committees, groups, organizations and communities in goal-setting, program design and implementation.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Conduct organizational and community needs assessments using appropriate multidimensional measurement instruments and sources for data (individuals, families, groups, organizations, communities) to facilitate the delivery of effective, mission-driven, consumer centered services.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Select and apply theories and research-informed, best practice interventions to seek realistic solutions for gaps in services for identified populations.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Use strategic planning processes and tools, such as Gantt and Pert Charts, for advancing change processes.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Develop marketing plans and budgets to advance program, agency, or organizational mission, projects and activities.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Implement appropriate evaluations of program effectiveness and efficiency.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////
	Responsibly report and use for change internal and external evaluative outcomes.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////

Student

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		Final	☐	☐	☐	☐	☐	☐	☐	////
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		Final	☐	☐	☐	☐	☐	☐	☐	////
	Responsibly report and use for change internal and external evaluative outcomes.	Midpoint	☐	☐	☐	☐	☐	☐	☐	☐
		Final	☐	☐	☐	☐	☐	☐	☐	////

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 Leadership S651-S652 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 20, the number of practice behaviors): _____

FINAL EVALUATION SIGNATURE PAGE	
Leadership S651-S652 Social Work Practicum	
Student's Signature: 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.	**Date:**
Field Instructor's Signature:	**Date:**
Task Instructor's Signature (if applicable):	**Date:**
Field Liaison's Signature:	**Date:**