



**INDIANA UNIVERSITY**

SCHOOL OF SOCIAL WORK

Mental Health & Addictions  
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>Professionalism and Ethical Practice</b> <small>(Competencies 1 &amp; 2)</small>	<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 one’s own conduct with regard to professional behavior through personal reflection and self-correction as well as engage in continued professional development.		
	Utilize supervision and consultation; integrating constructive feedback, personal reflection, and theory to enhance mental health and addictions practice augmenting agency and classroom learning.		
	Demonstrate professional demeanor in oral and written communication that reflects awareness of and respect for those who struggle with mental health and addictions.		
	Employ current models of ethical decision making to inform practice as practitioners challenge their own personal beliefs and values.		
	Actively engage in professional consultation.		
	Consider cultural context and employ a strengths perspective in analyzing and implementing ethical decision-making.		

<b>Critical Thinking, Theory and Research</b> <small>(Competencies 3, 6 &amp; 7)</small>	<b>Practice Behavior</b>	<b>Agency Activity</b>	<b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small>
	Identify, evaluate, and select effective culturally sensitive theory and evidence-based intervention strategies for individuals, couples, families, and groups affected by mental health or addictions issues.		
	Design, apply, and evaluate research informed mental health and addictions practices in assessment, interventions, and evaluations procedures.		
	Maintain ongoing evaluation of the progress and efficacy for the change effort/intervention.		
	Synthesize intrapersonal, social, and environmental issues and risk factors into theory-informed assessment, intervention and evaluation of mental health and addictions services for individuals and families.		
<b>Context, Diversity, and Policy</b> <small>(Competencies 4, 5, 8 &amp; 9)</small>	<b>Practice Behavior</b>	<b>Agency Activity</b>	<b>Reflection: How I Demonstrate Competency</b> <small>(Naturally emerging from activities throughout placement experience)</small>
	Understand the impact of systemic cultural influences (e.g. generational poverty) on the development and maintenance of mental health and addictions.		
	Recognize personal, professional, social, and cultural mores and reduce bias that leads to disproportionate diagnosing within specific populations/class and ensuing impact on practice, policy, organizational culture and program development.		
	Analyze policies and practices at the macro and mezzo levels that promote or hinder social and economic justice in order to facilitate the provision of mental health and addictions services that ensure the protection of basic human rights and equal access to care.		
	Understand the forms and mechanisms of oppression and discrimination and advocate for the reduction of stigma for all individuals and families who struggle with mental health and addictions.		
	Assess current agency, locality, state, and national policies for intervention efficacy.		

	Analyze current policy and articulate well-reasoned suggestions to improve agency effectiveness.		
	Intervene at micro, mezzo and macro levels to improve services and policies that affect client populations.		
	Define regional contexts that affect individuals and families who struggle with mental health and addictions.		
	Provide leadership and apply knowledge in advocating for sustainable organization change in order to meet mutable client needs.		
<b>Practice (Micro, Mezzo and Macro)</b> (Competency 10)	<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>Engagement:</b> Preview pertinent information across system levels prior to meeting with the client, engaging in an affective self-centering process.		
	<b>Engagement:</b> Utilize advanced empathy as well as supportive confrontation, in the interview and engagement process.		
	<b>Engagement:</b> Apply the Stages of Change Model and Motivational Interviewing Techniques in work with clients affected by addictive disorders and other mental health concerns, while reframing the dynamics of client resistance as well as other defense mechanisms present.		
	<b>Assessment:</b> Utilize advanced assessment skills when preparing for intervention where appropriate for identifying family dynamics, mental health status, and addiction with clients affected by addiction disorders and other mental health issues.		
	<b>Assessment:</b> Develop contracts (treatment plans) utilizing a strengths informed, DSM-5 axis assessment that accurately reflect the concerns and goals of the client (client-centered).		
	<b>Intervention:</b> Identify, evaluate, and select effective culturally sensitive theory and evidence-based intervention strategies for individuals, couples, families, and groups affected by mental health or addictions issues.		

	<b>Intervention:</b> Advocate and intervene for clients in situations where the social environment is known to foster or exacerbate addiction based behavior or other mental health issues.		
	<b>Intervention:</b> Implement evidence based interventions (for example, CBT, Motivational Interviewing, recovery management).		
	<b>Intervention:</b> Facilitate transitions and terminations through the use of culturally sensitive best practices as well as the use of clinical supervision.		
	<b>Evaluation:</b> Utilize evidence-based criteria as a process to implement single-system design research in an effort to guide and evaluate professional intervention.		
	<b>Evaluation:</b> Evaluate outcomes within the context of chronic mental health and addiction recovery.		

### LEARNING PLAN REVIEW

Mental Health & Addictions  
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

Mental Health & Addictions  
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>



**Field Instructor**

			1	2	3	4	5	6	7	Not Observed
<b>Critical Thinking Theory and Research</b> (Competencies 3, 6 & 7)	Identify, evaluate, and select effective culturally sensitive theory and evidence-based intervention strategies for individuals, couples, families, and groups affected by mental health or addictions issues.	Midpoint	<input type="checkbox"/>							
		Final	<input type="checkbox"/>							
	Design, apply, and evaluate research informed mental health and addictions practices in assessment, interventions, and evaluations procedures.	Midpoint	<input type="checkbox"/>							
		Final	<input type="checkbox"/>							
	Maintain ongoing evaluation of the progress and efficacy for the change effort/intervention.	Midpoint	<input type="checkbox"/>							
		Final	<input type="checkbox"/>							
	Synthesize intrapersonal, social, and environmental issues and risk factors into theory-informed assessment, intervention and evaluation of mental health and addictions services for individuals and families.	Midpoint	<input type="checkbox"/>							
		Final	<input type="checkbox"/>							

**Student**

			1	2	3	4	5	6	7	Not Observed
<b>Critical Thinking Theory and Research</b> (Competencies 3, 6 & 7)	Identify, evaluate, and select effective culturally sensitive theory and evidence-based intervention strategies for individuals, couples, families, and groups affected by mental health or addictions issues.	Midpoint	<input type="checkbox"/>							
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		Final	<input type="checkbox"/>							

**Field Instructor**

			1	2	3	4	5	6	7	Not Observed
<b>Context, Diversity, and Policy</b> (Competencies 4, 5, 8 & 9)	Understand the impact of systemic cultural influences (e.g. generational poverty) on the development and maintenance of mental health and addictions.	Midpoint	<input type="checkbox"/>							
		Final	<input type="checkbox"/>							
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	<b>Evaluation:</b> Utilize evidence-based criteria as a process to implement single-system design research in an effort to guide and evaluate professional intervention.	Midpoint	<input type="checkbox"/>									
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		Final	<input type="checkbox"/>									

**Student**

		Midpoint	1	2	3	4	5	6	7	Not Observed	
<b>Practice (Micro, Mezzo and Macro)</b> <small>(Competency 10)</small>	<b>Engagement:</b> Preview pertinent information across system levels prior to meeting with the client, engaging in an affective self-centering process.	Midpoint	<input type="checkbox"/>								
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	Final	<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**Mental Health & Addictions  
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<b>Student's Signature:</b>	<b>Date:</b>
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<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 30, 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>