Social Work 801 (202): Social Work Practice in Mental Health  
Spring 2018

Instructor Name and Title: Heidi Frank, MSW, LCSW, Long Term Lecturer  
Location: HSS 247  
Credits: 6 credits  
Class Day(s) & Time: Saturdays from 9:00-11:30am

Instructional Mode: Face-to-Face

Canvas Course URL: 
Office Hours: By Appointment  
Phone Number: will be given in class  
E-mail: hfrank3@wisc.edu

I. Course Description  
801 Field Practice and Integrative Seminar III  
Continuation of Social Work 800  
An approved advanced generalist seminar and placement linked to areas of focus. Seminar and placement require a minimum of 20 hours/week. The first course (SW800) of the two semester advanced field sequence. The second course (SW801) of the two semester field sequence.  
Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: MSW Student

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Saturdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview  
This advanced practice social work field unit provides an integrative seminar and supervised practice of clinical social work services, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of
DSM-V-recognized mental health problems.

This is a field course in the Mental Health Concentration and prior enrollment in SW 712 (Psychopathology) and SW 835 (Advanced Practice in Mental Health) is required. Major content areas comprising clinical social work practice will include assessment, diagnosis, and treatment including psychotherapy and counseling, client centered advocacy, clinical case management, consultation and evaluation. Special emphasis will be placed on providing students with a foundation for continued development of culturally competent clinical social work practice.

Our focus is direct clinical social work practice that is recovery-oriented and committed to providing culturally appropriate, effective services to clients who have traditionally been under or poorly served due to economic, social and political disenfranchisement. Students will be challenged to consider how to reduce barriers to mental health service delivery that may arise from intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses. Along with the content areas noted above, we will examine and apply values and principles of ethical practice and give particular attention to ethical dilemmas in which important values appear to collide. Some agencies may require the student pass an agency-initiated background check before having client contact in addition to the mandatory background check required by the School of Social Work.

Advanced Practice Students must acquire a minimum of 320 field hours per fall and spring semester, for a total of 640 hours over the academic year. Included in these hours is the weekly 2.5 hour Integrative Seminar held on Saturdays. In order to ensure that students have the most productive field experience, which is the combination of attending the Field Seminar while being placed in the field, students may not finish their placement early. In addition, field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as the time needed for student's professional development, and so the student’s field experience must continue through the last week of class in May 2018.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. If a student has questions about hours or other expectations and requirements of the program, the student should contact the field faculty member immediately. Supervision of direct practice will be provided primarily by staff members of the agency or program unit to which students are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and
timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

The seminar, as an integral component of the Field course, and the special activities of the Unit as a whole, are intended to support all the Competencies listed below for the Advanced Specialization year. The seminar differs from the agency component of the Field course in its emphasis and primary focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for introduction of new content, c) transcends the focus of individual agencies and d) works actively to further integration of practice and knowledge from multiple sources, using multiple methods.

III. Learning Outcomes: Competency Descriptions and Dimensions (Field and Seminar)

Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of the syllabus.

In seminar, a generalist perspective is used to analyze and reflect on entry advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help student demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.
In placement, students demonstrate mastery of a set of behaviors tied to entry and/or advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

IV. Course Content
Time: 9:00-11:30 a.m., with one break
Week 1: 1/27
Getting started; syllabus review & extended check-in. We will go over the field unit, syllabus, course expectations, and discuss each student’s placement with a focus on updating the seminar about successes and issues in the field experiences earlier in January.

Week 2: 2/3
Speaker: Chris Jorgenson, Sexual Assault Bystander Training
If after the speaker there is enough time we will have check-in.

Week 3: 2/10
Caring Safely
Discussion of how to “care safely” when working with individuals that are suffering.
Required Reading:

Week 4: 2/17
Caring Safely
Continuation of Caring Safely.

Week 5: 2/24
Treatment with individuals with Chronic Pain- Amanda Neckar

Week 6: 3/3
Termination: Ending Our Work With Clients
Practice Questions When do you begin to consider terminating with clients? How do you know when to terminate? Do you believe that you are competent when referring clients to other clinician’s for services? What techniques do you use when terminating or transferring clients?

Required Readings:


Week 7: 3/10
MSW Panel Discussion=Licensing, Job Search, and SW Career Path: Community Provider Panel

Practice questions: Where do you visualize your social work career going in 5, 10, 15 years? How will you prepare for the role of supervisor to other staff? Do you see yourself moving into an administrative role or do you want to remain in the clinical provider role?

Required Reading:

Week 8: Spring Break

Week 9: 3/24
Treating Trauma and PTSD: EMDR

Practice Questions: What is it about a trauma that makes it PTSD? What effective techniques do you use to help patients overcome their traumatic events? How can you move a patient’s cognitive thinking to a more effective belief after a traumatic event? What is your experience with EMDR? What are the therapeutic benefits to this type of treatment?

Required Readings:


Week 10: 3/31
Speaker- Cassie Sedlacek, MSW, LCSW, WEAP
Autism Spectrum Disorder: Diagnosis, Treatment and Considerations.

Required Readings:
See Canvas for more up to date information for readings.

Week 11: 4/7
Change Agent Presentations and check-in
Week 12:  4/14
Speaker Amy Abel, Trust Based Relational Intervention

Required Readings:


Week 13:  4/21
Change Agent Presentations and check-in

Week 14:  4/28
Keynote Speaker- Lynette Studer, Ph.D., Macros Concerns in Mental Health

Week 15:  5/5
Turn in hour logs, final evaluations!

End of Year Celebration!

The schedule represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

V.  Text and Reading Materials

Books to purchase or rent:

Readings will be assigned, in advance, for specific class topics. For those identified as required readings, students are expected to come prepared for class having thoughtfully read the assigned articles or other materials. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in social work and related courses and to review past readings to enhance understanding.
and integration of theory, methods and practice. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on CANVAS. Students are also expected to read relevant practice material available in their agency placement.

It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas of interest in the field setting (e.g., the populations served, social, psychological, spiritual or health issues, evidence informed interventions to address needs, or related policies). Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. In compliance with University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (outlined in the grading rubrics) specific to graduate students in the expectations and assignments for this course.

Learning Plan

Learning plan drafts are by the dates indicated in the course schedule. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

The learning plan, sometimes referred to as a “learning contract,” is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in their field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and agency.
supervisor. The learning plan will be used to guide your fieldwork and evaluate your progress at the end of each semester. This learning plan is meant to be an organizational aid to help initiate, plan, and update/revise your field experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. Students needing assistance in completing it should contact the field faculty member.

**Integrative Seminar**
There is a required weekly seminar with the field faculty member. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in public and private child welfare agencies. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you are experiencing and to enhance each other’s learning. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

The seminar is designed to support the integration of academic course content in the generalist curriculum and practice experience in the field pertinent to social work practice with children, youth, and families. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in field, fostering the implementation of evidenced-informed practice. Faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, offering active consultation and problem solving and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem-solving and multi-method, evidenced-informed interventions with consultation, support, and teamwork involving students, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support, and readings.

**Participation and Professionalism**
Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Participation and professionalism in all field unit seminars is required. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation
can be challenging for some students.

Professionalism includes being prepared and present in every class. It includes arriving on time. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

Practice Question of the Week
This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

Individual Meetings and Out-of-Class Contact
Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice, if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

Supervision, Consultation, and Evaluation
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty member, and the seminar group. The required weekly field seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs. Students are responsible for defining and achieving the competencies and behaviors suggesting, organizing, and documenting activities; and fully participating in the field instruction process. Students are required to receive weekly
supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed.

Meetings Together with your Agency Supervisor
Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, before our end-of-semester meeting.

Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss and process the following:

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);
- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and the Field Education Handbook, section I.

The Agency Supervisor has the following responsibilities:
1. Participate in student selection/placement process.
2. Work with student and faculty in development of learning plans and supervisory arrangements.
3. Orient student to agency, work unit, and practice area.
4. Provide ongoing practice supervision.
5. Possible teamwork with student.
6. Provide good professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism and final evaluation.

The Field Faculty has the following responsibilities:
1. Responsible for student selection and community placement.
2. Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide good professional role model.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development
8. Help student integrate constructive criticism and responsible for evaluation and grading.

For more detail, see “Summary of Educational Roles in Working with Field Students” in the Field Education Handbook.

**Evaluation and Grading**

**Grading.** Evaluation is on-going between the student, agency supervisor(s) and the field faculty member. The field faculty member receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a shared responsibility, so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting.

**Forty percent (40%)** of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be turned in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:
Regarding professionalism, field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments this semester, field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus.
If you have not completed the required hours for field practicum by the end of the semester, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have obtained advance approval from field faculty of your plan to complete the hours).

**Sixty percent (60%) of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through observable behaviors, including the student’s performance in the classroom and in the field. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Students are expected to achieve the competencies of the field course through the observable behaviors; complete the required hours per semester, cooperate fully with agency staff and the field faculty member; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are ongoing professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the agency supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities. The field evaluation instrument with the competencies and respective behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process.**

The following components will be assessed based on the student’s performance:

**End of semester evaluation instrument:**

- **Utilization of supervision** (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)

- **Participation in field placement activities** (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)

- **Cultural and ethical components of field practice** (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)

- **Clinical documentation** (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)

- **Professionalism** (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)
• Attendance and timeliness (in seminar and in field)

Practice Skills:
• Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)

• Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)

• Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

• Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

• Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

Final responsibility for grading the student’s performance in the placement rests with the field faculty member. However, considerable weight in grading will be given to the student’s agency supervisor’s assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student’s work in the field placement. Field faculty will periodically review your progress both with you and with the agency supervisor and joint meetings will be held with you if indicated or desired by you or your agency supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In December, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your agency supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your agency supervisor’s overall assessment of your work. Be sure that you and your agency supervisor each have a copy of each other’s evaluation form and have shared this information with each other prior to the final evaluation meeting.

The grade equivalency for these percentages is as follows:

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<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<td>88-93</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
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<tr>
<td>76-81</td>
<td>BC</td>
</tr>
<tr>
<td>70-75</td>
<td>C (see “Field Education Handbook” regarding this grade)</td>
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<tr>
<td>64-69</td>
<td>D</td>
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The following are grading standards for the course:

A grade of “A” will include:

* **Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.**

* Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

* Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.

* Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).

* With participation, clearly demonstrates ability to provide other perspectives, solutions, options to discussion (e.g., problem solving) AND integrate social work concepts with field and other experiences.

* Excellent, thorough and timely completion of all written and/or oral assignments for the field seminar.

* Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop learning opportunities and take appropriate risks to further your learning.

* Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.

A grade of “AB” represents very good to superior/excellent performance in all areas. It may mean that a student has met the “A” criteria in all but one or two of the above areas.

A grade of “B” represents good performance. A student earning a "B" will exhibit good performance in most areas. A student may be meeting only minimum standards in an area but is working actively to make improvements.

A grade of “BC” indicates that the student has met the minimum criteria needed to pass the course.

The “C” grade represents below minimum performance standards/expectations in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

A grade of “D” or “F” may be assigned in this class and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious
ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

D= failing, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above and I will give your appeal my careful attention.

Fall Semester
Weekly Seminar (40% of Final Grade):

Professionalism and Participation 15 points
Updated Learning Plan 25 points
Large System Change Paper/Presentation 30 points
Use of self Paper 30 points.
Total Points 100

End-of-semester evaluations (60% of final grade)
Successful completion of the course requires completion of all assignments. Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

1. WEEKLY FIELD SEMINAR
Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

WRITTEN ASSIGNMENT
Larger Systems Change Project – Choose either Paper or Presentation
4/14, presentations either 4/7, 4/21 or 5/5
Length: 6-8 Pages, 30 points

Last semester you identified three areas in need of change. This semester you are asked to choose one of those ideas and develop it more fully, including a plan for implementing the proposed change and if possible carrying out the desired change. The change idea should be one which is feasible to implement.

Be sure to discuss this project with your agency supervisor in an ongoing manner throughout the semester.
This is an academic paper and should be written as such. In other words, your style of writing should mirror that which you would see in a scholarly journal. You should not use first-person pronouns. Do not regurgitate the assignment questions. You must have an introduction and conclusion. You should use respectful, professional language in case you choose to provide some or all of this paper to stakeholders in your agency as part of your change proposal.

1). In your paper, provide a description of the problem based on your observations, information gathered from others (interviews with staff – specific comments or direct quotes; administrators; clients) and information you have gathered from your research on this topic (scholarly articles; agency data or reports). You need to provide a solid argument for why this is a problem that needs to be addressed; it cannot be based on your opinion. Begin researching now! You should introduce and discuss the problem as if the reader is unfamiliar with the agency and the problem. This also needs to have some research to back it up. At least two different sources.

2). Provide a description of the proposed change. Briefly introduce the change you are suggesting and the reasons why this change would be helpful. In this change proposal, you need a clear discussion of specific goals for this change. In other words, what exactly are you hoping to achieve and why? What outcomes do you anticipate to see with this change? Support the proposed change with evidence. For example, if you are suggesting your agency implement a new treatment group for depression, you need to provide a detailed description of the proposed treatment, including evidence that supports its efficacy. If you are suggesting your agency implement a new policy to address a problem in service delivery (i.e. no shows, wait times, access to providers, etc.) you must describe the new policy in detail. This might include providing information on other agencies that have similar policies.

3). Develop a plan for implementing the change, including a detailed description of action steps involved. What would be the first steps in implementing the change? With whom will you discuss this change? What will be needed to make this change happen? Who will be involved? Who might assist with funding, materials, space, documents? How will you inform all stakeholders of the change? How will you generate buy-in? If the change will be ongoing once you have left the agency, who will remain in the agency to ensure the change continues? Anticipate and address as well as you can any potential barriers you may encounter in implementing this change.

*Part of your implementation plan must include presenting your change proposal to agency stakeholders, such as at a staff meeting or board of directors meeting. Discuss options for this with your supervisor.*

4.) Your plan must also include discussion of how you will evaluate the effectiveness of this change once it is implemented. In other words, how will you know if you were effective in achieving your goals? How will you know that you accomplished what you set out to do? For example, if you are proposing a new treatment group for depression with the goal to improve the mood of participants, how will you know if the group does in fact lead to improved mood among consumers? (You would need to do pre and post assessments of mood to determine this outcome.)

**Larger Systems Change Proposal Paper**

Professional, academic writing in APA format (5 points) _______

Detailed description of identified problem with a solid argument for why change is needed, including effective use of research to support your argument (10 points) _______
Thorough and sophisticated proposal for change with clear and specific outcome goals and effective use of research to support your proposal (points)  

10

Complete plan for implementation including specific action steps to address logistical and stakeholder needs, as well as plan to present the proposal to stakeholders (5 points)  

Detailed plan for evaluating effectiveness of the proposed change (points)  

Total Points Possible 25  

Total Points Awarded  

General Comments:  

3A Option: Oral Presentation Option on Larger Systems Change Project Outcome  
Due: The last three classes (students will sign up for a presentation date). Power Point due to Instructor day of presentation.  
Value: 30 Points  
Length: 15-20 minutes plus 5 minutes for questions  
In this presentation you are being asked to provide a thorough update on your change project.  
1). Begin with a very brief introduction to the agency, followed by an introduction of the problem being addressed, identifying the main points that indicate this is a problem within the agency.  

2). Provide an overview of the proposed change including the goals for this project. In other words, what exactly did you set out to achieve? What outcomes did you anticipate to see with this change?  

3). Discuss in detail the steps taken to implement the change. What were the first steps in implementing the change? Who was involved in the process? What was needed to make this change happen? Who assisted with funding, materials, space, documents, etc.? How did you inform all stakeholders of the change? How did you generate buy-in? If the change will be ongoing once you have left the agency, describe the plan in place to ensure the change continues? Discuss, in detail, any barriers or obstacles in the implementation process. Likewise, discuss any successes in the implementation process.  
Be sure to include a discussion of your presentation of the change proposal to agency stakeholders. Discuss the feedback and reactions from stakeholders, perhaps including recommendations for changes or improvements.  

4.) Discuss the overall outcome of your change project. Provide a summary of how you were evaluating effectiveness of the change and discuss your findings. Were you effective in achieving your goals? Did you accomplish what you set out to do? If you were unable to implement the change fully or partially, discuss in detail what contributed to this. Be sure to discuss any future plans in the agency regarding this change project.  

Grading Rubric handed out in class.  

The purpose of the assignment is to:  
• Acknowledge and share the NUMEROUS ADVOCACY AND EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a
difference” in the welfare of people and society.

- Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.
- Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review SW442 & SW840).
- Complete and evaluate, to degree possible, a change effort that is effective, efficient and sustainable.
- Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).

The opportunities in field to move from careful assessment to planned intervention at the mezzo and macro level supports a skill area of critical importance in all social work. Focusing each semester on mezzo and macro considerations helps to attune the student, agency supervisor and field faculty member to student learning at this level. It also assists the student and agency supervisor in supporting positive agency and system approaches to services delivery. It can assist the field faculty member and/or subsequent students to continue on your work. Finally, if results are shared with the seminar, it can assist the field unit as a whole to learn.

Learning Plan
Updated Learning Plan – Due Feb 10th: Signed by you and your supervisor
Value: 25 points
No draft, just handing in the signed, final; if I have major concerns you will be asked to revise it.

In your SW 800 evaluation meeting with your agency supervisor, we discussed the general direction for your learning for the Spring semester. As with the fall semester plan, your plan will require input and approval by agency supervisor. The learning plan should be signed by the student and agency supervisor and given to the field faculty member. The student is responsible for providing a copy to the agency supervisor and retaining a copy for themselves. If any revisions are required, you will need to provide these to your agency supervisor.

In the learning plan, be sure to specify what you will be doing in your field practice this semester aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required advanced generalist practice behaviors. This learning plan should include more specific learning goals and action steps than your Fall learning plan. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your learning plan goals can reflect “making progress” towards the requirements and focus on the skills you will be working towards at the agency.

Include:

- *At least one specific goal* to be met at the agency that is aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required practice behaviors for the concentration year.

Each goal should be clearly written and followed by one or more observable action steps indicating:

a) experiences and methods you will use to reach your goal
b) a description of what your agency supervisor will do in support of your goal
c) a statement that describes how you, your agency supervisory, and I will know that each goal has been met.

- *A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffing
you will attend, agency or community trainings you will attend that are identified now, and involvement in program development, procedures or policy review.

*Self-care plan (1-2 paragraphs)- updated*

*Field placement schedule- updated *

*Field placement supervision plan and schedule –updated*

**Individualized Learning Plan Grading Rubric**

Student’s Name:  ____________________________________________________________

Clear Goals with specific, observable actions steps for each competency, including actions steps for your supervisor (8 points) __________

Detailed Field Placement Activities (1 point) ______

Updated Self-Care Plan (1 point) ______

Total Points Possible 10

Total Points Awarded ______

General Comments:

**Use of Self Analysis: Due April 28th**

As discussed in class acknowledgment of use of self is crucial to therapy and clinical social work. This assignment requires you to acknowledge and identify your presentation as a clinical social work/therapist and how use of self, impacts your professional practice and clients.

Being aware of use of self in clinical social work helps reduce burnout and secondary trauma as well as builds clinical competence. Knowing and understanding use of self in clinical social work is a continual work in progress and will change over time. For this analysis please use the Claudia Dewane reading from week 1- Use of Self: A Primer Revisited and follow the 5 operational uses of self. These include: Use of Personality (including touch and humor)

Use of Belief System

Use of Relational Dynamics

Use of Anxiety

Use of self-disclosure.

This paper is an analysis of the above operations of use of self.

This paper will have the following sections: Introduction, Theory of Use of Self, My use of self overall, My use of personality, My use of belief system, my use of relational dynamics, my use of anxiety, my use of self-disclosure, and ending with how you will continue to acknowledge use of self in the future and conclusion. Use examples to elicit what you have realized in your use of self in each of the 5 categories described.

Use of Self Rubric
Introduction- 2.5 points

Theory of Use of Self (how it impacts therapy, why is it important, what is it? Etc) 3 points

Use of Personality (including touch and humor) 3 points

Use of Belief System 3 points

Use of Relational Dynamics 3 points

Use of Anxiety 3 points

Use of self-disclosure. 3 points

Discussion on how you will look at use of self ongoing 4 points

Conclusion 2.5 points

Grammar/Spelling and Sentence structure/succinct- points will be taken off in the above break down for errors.

References (at least 3) 2 points.

Record of Field Hours

Students are required to use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours. Students are encouraged to consult with their agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log.

This is an all or nothing assignment. If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with the field faculty member and the agency supervisor, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures, and students are unable to begin a new semester with an “Incomplete.”

VII. Course Policies

Your final course grade will be based on your work both in your work at your field placement and your field seminar.
Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Reading Assignments:
Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Confidentiality:
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Written Assignment Policy:
All written assignments are to be either typed or computer-generated using Microsoft Word. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the field faculty member, course number, and course title (do not put this information on the first page of your paper). You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting (http://writing.wisc.edu/Handbook/DocAPA.html). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the field faculty member. Failure to comply with these expectations will result in a loss of points. All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the field faculty member prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Accommodation Due to a Disability:
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to
inform the field faculty member and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Academic Misconduct:
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.

Incomplete Policy:
According to University policy, an Incomplete may only be given when students, who have otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the field faculty member prior to the end of the semester to explain the situation and make arrangements for making up the required work.

Attendance & Class Participation Policy:
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning and end of each class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Three points will be deducted from your grade for each unexcused absence incurred.

Technology in Class:
A minimal level of external distractions is essential to a productive learning environment. Cellphones, iPods, iPads, and any other electronic devices are not to be used in seminar. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments
of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Laptops are not to be utilized during field seminar.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague’s right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class and field placement.
- Student has read materials and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student actively and constructively participates in classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Student solicits and incorporates feedback when there are questions about performance
- Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom and field will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the field faculty member. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to peers, field faculty or to guest speakers. Field seminar is an extension of the field placement. Your grade in field seminar is based on successful completion of the competencies and behaviors, both in seminar and in the field. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook. If you have any concerns with this policy, or a concern that needs to be brought to the class’s attention, please speak with this field faculty member. It is the student’s responsibility to contact the field faculty member for any clarification on disrespectful and unprofessional behavior.

**Code of Ethics, Professional Conduct & Plagiarism**

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.
The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:

- Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

For guidelines on quoting and paraphrasing:

- UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
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<th><strong>Advanced Practice Year</strong></th>
<th><strong>Course Content</strong></th>
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<td><strong>Competency Addressed in Course</strong></td>
<td><strong>Course Content</strong></td>
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<tr>
<td><strong>2.1.1: Demonstrate ethical and professional behavior</strong> Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in interprofessional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working in mental health. (V,C &amp; AP) Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&amp;AP) Evaluate ethical dilemmas related to problems and issues in the area of mental health. (K,S,V,C &amp; AP) Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of mental health. (K, S, V, C &amp; AP) Apply knowledge of social services, policies and programs relevant to the</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 9 Week 9 Week 1-15</td>
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<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability,</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with individuals and groups and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender,</td>
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<td>area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP)</td>
<td>Develop a plan for continuing professional education and development. (K, S, &amp; V)</td>
<td>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C &amp; AP)</td>
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ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice
Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies

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<td>sexual identity, poverty and privilege. (V, C &amp; AP)</td>
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<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
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<td>Week 3 and final meetings All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</td>
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<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V,C &amp; AP)</td>
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<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</td>
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designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

### 2.1.4: Engage in Practice-informed Research and Research-informed Practice

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working in mental health (V,C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 |
| Change Agent Report and Presentation (K,S,V, C & AP) | Week 10, 11 and 14 |
| Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP) | Weeks 3 and 15 |

### 2.1.5: Engage in Policy Practice

Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state | All: Field practicum, class exercises, participation in field seminar |

| Weeks 1-15 |
implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.

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<th>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with adults, children, youth and families in various settings. (V, C &amp; AP)</th>
<th>use of self paper</th>
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<td>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, and national policies in public and private settings with emphasis on the role of the social worker. (V, C &amp; AP)</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Weeks 7 &amp; 15 Use of self paper</td>
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</table>

Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)
families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.

### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7 &amp; 15 Use of self paper</td>
</tr>
</tbody>
</table>

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities
Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weeks 7 &amp; 15</td>
</tr>
</tbody>
</table>
implementing interventions in a focus area. They also engage in interdisciplinary, interprofessional, and inter organizational 
collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V,C &amp; AP)</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in mental health settings (V, C &amp; AP)</td>
</tr>
<tr>
<td></td>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td></td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</td>
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<tr>
<td></td>
<td>Weeks 7 &amp; 15</td>
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<tr>
<td></td>
<td>Use of self paper</td>
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</tbody>
</table>
UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument

Social Work Practice in ___________________________________________

Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year_______________________

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>__________________</th>
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<tbody>
<tr>
<td>Phone Number:</td>
<td>__________________</td>
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<tr>
<td>Placement Phone Number:</td>
<td>________________</td>
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<tr>
<td>UW Email Address:</td>
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<tr>
<td>Field Hour Schedule:</td>
<td>________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENCY SUPERVISOR:</th>
<th>__________________</th>
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</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>__________________</td>
</tr>
<tr>
<td>Agency Name/Address:</td>
<td>________________</td>
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<tr>
<td>Office Location:</td>
<td>__________________</td>
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<tr>
<td>Email Address:</td>
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</tbody>
</table>

**Academic Courses (Fall):**

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</thead>
<tbody>
<tr>
<td>Full Course Name &amp; Number:</td>
<td>Instructor:</td>
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<td>Instructor:</td>
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<td>Full Course Name &amp; Number:</td>
<td>Instructor:</td>
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</tbody>
</table>

**Academic Courses (Spring):**

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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<tbody>
<tr>
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<td>Instructor:</td>
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<tr>
<td>Full Course Name &amp; Number:</td>
<td>Instructor:</td>
</tr>
</tbody>
</table>
Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

The nine competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). The student’s learning plan has identified the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies. Under each competency statement are several indicators, i.e., behaviors, which we ask you to rate, according to the following criteria, based upon their performance of the measurable methods of achievement (the observable learning opportunities). Students demonstrate mastery of a set of behaviors tied to practice competencies that are related to the mission and goals of social work in the field placement. Students gain experience and focus on skill development in their field placements related to the behaviors associated with the competencies.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student has excelled in this area.</td>
</tr>
<tr>
<td>4</td>
<td>The student is functioning somewhat above expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>2</td>
<td>The student is functioning somewhat below expectations for students in this area.</td>
</tr>
<tr>
<td>1</td>
<td>The student is functioning significantly below expectations for students in this area.</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable, as the student has not had the opportunity to demonstrate competence in this area.*</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement. For the latter, please note specific strategies for making improvement or indicate that these will need to be identified during the three-way (agency supervisor, student and field faculty) evaluation meeting.

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the practice behavior. For the advanced generalist level student, the desired outcome is that of an autonomous social work practitioner. The Field Faculty will determine the student’s grade based on their overall evaluation of the student’s performance in the field placement in conjunction with performance in the integrative seminar.

*Note: The N/A rating is only applicable for the fall semester final.
Competency 2.1.1
Demonstrate Ethical and Professional Behavior.

Advanced Generalist social workers demonstrate and employ in their focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.</td>
<td></td>
<td></td>
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<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
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</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.2
Engage Diversity and Difference in Practice.
Advanced practice social workers demonstrate in their focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Advanced Generalist Social Workers:

<table>
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<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
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<tbody>
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<td>Fall Final</td>
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<tr>
<td>Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.</td>
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<tr>
<td>Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.</td>
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<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area.</td>
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</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.
Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Advanced Generalist Social Workers:

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<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
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<tbody>
<tr>
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<td>Fall Final</td>
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<tr>
<td>Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area.</td>
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</tr>
<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
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<td></td>
</tr>
<tr>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
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</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.4
Engage In Practice-informed Research and Research-informed Practice.
Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice. Advanced Generalist Social Workers:

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<thead>
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<tbody>
<tr>
<td></td>
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<td>Fall Final</td>
</tr>
<tr>
<td>Use practice experience and theory to inform social work interventions in a focus area.</td>
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<tr>
<td>Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</td>
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<tr>
<td>Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.</td>
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</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
**Competency 2.1.5**  
**Engage in Policy Practice.**

Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.

**Advanced Generalist Social Workers:**

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<tr>
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<tbody>
<tr>
<td><strong>Fall Final</strong></td>
<td><strong>Spring Final</strong></td>
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</tbody>
</table>

- Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.
- Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.
- Apply advanced critical thinking to analyze, formulate, and advocate for policies.

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
**Competency 2.1.6**

Engage with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area.</td>
<td></td>
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<tr>
<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
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</table>

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
**Competency 2.1.7**

**Assess Individuals, Families, Groups, Organizations, and Communities.**

*Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.*  

**Advanced Generalist Social Workers:**

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<tbody>
<tr>
<td>Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
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<tr>
<td>Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area.</td>
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<tr>
<td>Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.</td>
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<tr>
<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.</td>
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**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
Competency 2.1.8
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

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<tbody>
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<td>Fall Final</td>
</tr>
<tr>
<td>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</td>
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</tr>
<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area.</td>
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<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
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<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
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<tr>
<td>Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.9  
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

Advanced Generalist Social Workers:

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<tbody>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
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<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area.</td>
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<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
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<tr>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
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Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
V. **Field Hours and Supervision:** A total of 320 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. **Supervisor/Student Plan Schedule**

VII. **Self-Care Plan**

VIII. **Field Faculty Notes from Final Fall Evaluation**

IX. **Field Faculty Notes from Final Spring Evaluation**
### Learning Plan Approval (Fall):

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Agency Supervisor Signature</th>
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<table>
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<tr>
<th>Field Faculty Signature</th>
<th>Date</th>
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### Final Fall Field Evaluation

**Student:** My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:

- [ ] I agree with the evaluation
- [ ] I do not agree with the evaluation

(Student signature)  (date)

If the student disagrees with the evaluation they should state that disagreement in writing with relevant documentation or examples of work and submit a copy to both the agency supervisor and the field faculty by a specified due date. Documentation of disagreement will be attached to the end of this form.

### Learning Plan Approval (Spring):

<table>
<thead>
<tr>
<th>Student Signature</th>
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<th>Field Faculty Signature</th>
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### Final Spring Field Evaluation

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<th>Agency Supervisor Signature</th>
<th>Date</th>
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<th>Field Faculty Signature</th>
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(Agency Supervisor signature)  (Agency Supervisor signature)

(Field Faculty signature)  (Field Faculty signature)