I. Course Description

801 Field Practice and Integrative Seminar IV

Continuation of Social Work 800

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

The Health and Aging field unit provides practice experiences in agency, community, health care and institutional settings that serve older adults and a myriad of patient populations and specialty areas. Students acquire skills in psychosocial assessment, resource coordination, care management, crisis intervention, and counseling. Some of the major tasks and functions performed by students are discharge planning, linking clients with community resources, patient education, advocacy, and collaboration as a member of an interdisciplinary team. Supervised experience and dynamic learning in both the field setting and the integrative seminar creates opportunities for students to acquire and develop the knowledge, skills, ethics, and values essential to the role of working with clients in a health care and/or gerontological setting. The primary objective of the field experience is to develop advanced practice skills. The primary goal of the integrative seminar is to strengthen the relationship between academic coursework and clinical and other practice experience.

This field unit, which meets for two semesters, is approved for advanced generalist specialization year students (second-year MSW students). Advanced generalist year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field
placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week and spring break; if students prefer not to be in placement these weeks, or to reduce placement hours, they may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 14 at 2.5 hours for each seminar for a total of 35 hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student’s educational experience until May 2018. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn advanced generalist social work roles.

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 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 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 advanced social work 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 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: Saturdays 9:00-11:30 a.m., with one break
Place: School of Social Work, Room 315b

Week 1: Saturday, January 27 – Welcome Back!

Topic: “Stepping it Up” - Introduction to the Semester
- Seminar Expectations
- Syllabus Review
- Assignments
- Learning Plan Revision

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Questions and Reflections:
- What learning do you hope to accomplish this semester in your placement?
- How has your experience at your agency thus far helped shape your opinion about what you hope to do professionally after graduation?

Required Reading and Assignments:
- Read this syllabus in its entirety and come prepared to ask questions regarding expectations and assignments.
- Review your learning plan. How do you intend to revise it this semester to increase your learning?
- Think about the components of the change agent assignment, and come prepared to discuss and ask questions about how these components apply to your project.

Week 2: Saturday, February 3
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Social Justice and Social Work

Practice Questions and Reflections:
- Reflecting on your experiences at your agency, in what are ways can you infuse social justice
in your social work practice?

- Thinking of your experiences in your practice (past and present) and your own life, think of examples of the ways meaning, context, power, history, and possibility define our clients’ or our own experience of situations.

Required Reading


Week 3: Saturday, February 10

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

****Revised Learning Plan Draft Due

**Topic: Adult Protective Services, Guardianship, and Protective Placement**

Guest Speaker: Amy Scarr MSSW, APSW - Dane County Department of Human Services, Adult Protective Services.

**Practice Questions and Reflections:**

- What are your agency’s policies regarding reporting of elder abuse?
- Have you been involved with a case where elder abuse was suspected? If so, what was the decision-making process that led to whether or not the case was reported to Adult Protective Services?
- In making a decision regarding whether to report a situation to Adult Protective Services, what ethical issues do you consider?

Required Readings:


Review:
- Review additional fact-sheets on Canvas
Week 4: Saturday, February 17
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: 2017 Revised Code of Ethics

Practice Question and Reflections:
• How is our day-to-day use of the Internet and social media impacting our social work practice?
• When we find information about someone posted on the Internet is it like seeing someone on the street or “peaking into their window” (as described in the recommended podcast below)?
• What do you think of the removal of the term “disability” from the code? What are the pros and cons to this change?

Required Readings:
NASW Code of Ethics (revised 2017)

Hahn, K.: Summary of Revisions (see Canvas)


Recommended:


Week 5: Saturday, February 23
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

****Signed Learning Plan Due

Topic: Using Models of Ethical Decision-Making

Practice Questions and Reflections:
• What kinds of ethical issues/dilemmas are the most challenging at your field placement?
• What do you think about how they are resolved? Is there any way you would change the decision-making process at your agency?

In-Class Activity: We will break into groups to discuss an ethical dilemma and how to resolve it. We will convene as a class to discuss how our groups came to that decision.
Required Reading:

Review Table of ethical decision-making models comprised from last semester’s readings. (Peruse last semester’s articles – posted on Canvas – if it would be helpful.)

**Week 6: Saturday, March 3**
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** Providing inclusive and responsive services to transgender people
Speaker: Jay Botsford, Wisconsin Transgender Health Coalition and the Transgender Youth Resource Center of Wisconsin.

*Practice Questions and Reflections:*
• How comfortable are you asking new people you meet about their preferred pronouns? If you feel uncomfortable, what are some of the reasons for this? (e.g. it’s not a habit; concerned it may confuse or offend; afraid of judgment from peers; etc.)
• What questions do you have about gender identity that you would like more information on? How could you obtain that information?

Required Reading:


Review the webpage of the FORGE Transgender Aging Network: http://forge-forward.org/aging/

Recommended Reading:


**Week 7: Saturday, March 10**
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**** Dimensions of Diversity Collaborative Document – Three Resources Due
**Topic: Communicating across Cultures**

*Practice Questions and Reflection:*

- If you only had a few key questions you could ask a patient/client that would support you in providing culturally informed services, what would they be?
- How is communicating cross culturally using the frame of “cultural humility” linked to the social work competency of assessment?

**Required Reading:**


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**Week 8: Saturday, March 17**

No class - Spring Break!

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**Week 9: Saturday, March 24**

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: Specialized Medical Social Work Practice and Credentials**
Speaker: Carissa Hodgson, LCSW, OSW-C, Gilda’s Club Madison

*Practice Questions:*

- What are the pros and cons of “specializing” in a specific area of health care?
- What are the pros and cons of obtaining additional certifications after your MSW?

**Required Reading:**
Review these links regarding specialized medical social work practice:

- Society for Transplant Social Workers: [https://www.stsw.org/](https://www.stsw.org/)
- Council of Nephrology Social Workers: [https://www.kidney.org/professionals/CNSW/aboutcnsw](https://www.kidney.org/professionals/CNSW/aboutcnsw) and [https://www.kidney.org/professionals/CNSW/Certification](https://www.kidney.org/professionals/CNSW/Certification)

Review links on the NASW Credentials and Certifications webpage:

- [https://www.socialworkers.org/Careers/CredentialsCertifications](https://www.socialworkers.org/Careers/CredentialsCertifications)
- [https://www.socialworkers.org/Careers/Credentials-Certifications/Apply-for-NASW-Social-Work-Credentials](https://www.socialworkers.org/Careers/Credentials-Certifications/Apply-for-NASW-Social-Work-Credentials)
Week 10: Saturday, March 31
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: Offering Inclusive, Just, Services to People with Disabilities.**
Speaker: Anna Gouker, M.S.

**Speaker Bio:** Anna is a veracious community activist, passionate about the inclusion of all in roles of leadership. Over the last three years, she has been dedicated to assisting adults with disabilities in achieving their personal and professional goals at the Madison non-profit Employment Resources, Inc. Anna holds a Master’s of Science degree in Rehabilitation Psychology from UW-Madison. Prior to joining the ERI team, Anna gained experience in counseling and developed an extensive knowledge in community resources through internships with a variety of Dane County non-profits. Currently, Anna is writing and speaking on the topic of leadership as well as pursuing a seat on the Dane County Board of Supervisors.

**Practice Questions and Reflections:**
- How do we offer the supports that people with disabilities may need without creating a sense of “otherness” in our services.

**Required Readings:**


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Week 11: Saturday, April 7
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: Discharge Planning and Care Transitions**

**Practice Questions and Reflections:**
- What are some of the challenges you’ve faced related to discharge planning or care transitions of your clients?
- What do you think of the interventions identified in the articles to improve care transitions? Could any of these strategies be effective in your agency?

**Required Readings:**

**Week 12: Saturday, April 14**
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: To Be Determined**
We’ll use this week to discuss an issue that may arise during the first half of the semester that students want to explore further. If no issue arises prior to Spring Break, I’ll identify a topic and readings that will be shared after Spring Break.

**Week 13: Saturday, April 21**
Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving

*****Change Agent Report Due
*****Change Agent Poster and Presentations

**Topic: Change Agent Presentations and Posters**
Each student will present a 10-minute presentation, inclusive of questions and discussion regarding their change agent project.

*Practice Questions and Reflections:*
- What lessons did you learn from the development and implementation of your Change Agent Project?
- How did this experience impact your learning and professional development

**Week 14: Saturday, April 28**
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

****Dimensions of Diversity Collaborative Document – Three “Mini” Analyses Due

Completion of the *Competency Assessment for Program Evaluation*

**Week 15: Saturday, May 5**
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
You’ve made it! Looking to the future
Pulling It All Together; Course Review and Wrap Up
Course 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
Readings are assigned, in advance for specific class topics. Students are expected to come prepared for class having read and thought critically about the concepts in the required articles or other materials. In seminar, the student should integrate these concepts identified into their discussion about the weekly topic and their agency placement during check-in. I may provide additional relevant readings throughout the semester. All materials are available on CANVAS.

Dimension of Diversity
In addition to the required weekly readings, the course includes a collaborative document on the Canvas course site entitled “Dimensions of Diversity” that consists of readings or other media (videos, podcasts, etc.) created by persons of diverse identities or cultures. Students are required to read, view, or listen to and reflect upon three of these sources and add three additional sources that represent diverse experiences to the list. More information is provided under the Assignment section of this syllabus.

VI. Evaluation: Assignments, Grading and Methods
Assignments and Expectations: In order to achieve the competencies, students must complete assignments in by the due date. 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.

Learning Plan
Learning plan drafts are due 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 materials so that they are fully prepared to participate in discussion and class activities. Students should also integrate content they have learned from other classes in order to enhance understanding and implementation of social work theory, methods and practice.

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 experiences in health settings and/or in settings that support aging populations. 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 students’ field placements. 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.

**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 Questions of the Week
This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, questions, and problem solve issues in social work practice. Students are expected to critically think about their agency experiences and the 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
I encourage 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 ongoing 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.

At the end of the semester, 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:

94-100     A
88-93       AB
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, receives 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 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 & Participation: 10 points
- Change Agent Report: 20 points
- Change Agent Poster and Presentation: 7 points
- Dimensions of Diversity Collaborative Document: 3 points

Total Maximum Points: **40 points**

End-of-semester evaluations (60% of final grade)
Total Maximum Points: **60 points**

Successful completion of the course requires completion of all assignments.
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.

2. WRITTEN ASSIGNMENTS
Change Agent Project and Report (20 points)
This assignment significantly expands upon an exercise you completed in the fall semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal. Review the course calendar for due dates regarding this assignment.

Report (Report of your action, outcomes, recommendations, and learning)
Write a 5-7-page report detailing your action, outcomes, recommendations, and learning related to your Change Agent Project. Report should be submitted on April 21, and provided simultaneously to your agency supervisor. This report should include

• What actions you took within the agency to address the selected issue and the reasons why. It is understood that an agency-level intervention requires considerable inclusion of, and collaboration with, a variety of agency staff and possibly others. You should detail these choices of personnel and why, and your actions toward your goal. It is required that you will share the results of your project with your agency supervisor as well as the director of the organization or department, prior to the due date of this assignment. This activity should be noted in your report (how you provided the information to management and the response).

• A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user-friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.

• A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of four sources)

• What outcomes or results have occurred thus far? What do you make of these results? Specify if there are additional outcomes expected in the near future and why.

• How you evaluated or would evaluate the change effort (if time does not allow completion)

• What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?

• What have you learned from working on this project? What you would do differently in the future? Be honest, complete, and objective as it will make your learning and written reporting more clear.

• Use generalist social work concepts and principles as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials.
*If students worked in groups, each student must turn in their own report and identify within the report what their individual responsibilities were throughout the project.

In a separate document each student will write a brief, one paragraph, description and overview of their change agent project. (name, agency, supervisor, description) to support the School of Social Work in promoting the benefits of this activity.

A grading rubric for this assignment is available on CANVAS.

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 vulnerable or marginalized populations. These populations may include: elders, patients, persons of color, persons with disabilities, LGBTQ populations, 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 the 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.

**Change Agent Poster and Presentation (7 points)**

Building further on the Change Agent Project, students are required to develop a professional poster to be presented either at the April 20, 2018 Spring Poster session of the Agency Supervisor Workshop (details to be provided), or at the field seminar on April 21.

Posters should include a title, and be large enough to accommodate the required sections below. To create a visually appealing and effective poster, students should allow ample space for text and for space in between text boxes/topics. It should also include at least one photo or visual. Tips for developing the poster can be found here at: [https://writing.wisc.edu/Handbook/PosterPresentations.html](https://writing.wisc.edu/Handbook/PosterPresentations.html). Further information will be provided regarding logistics of poster printing and development.

Posters should include:

- Centered title, name, agency placement
• Description of the problem or issue that you are attempting to address - This will include needs assessment information or evidence of the problem. This might include a brief summary of the literature, especially if the problem is a common one. It should include what led you to develop the project you chose.
• Attempted Solution – Brief description of the project.
• Process – Describe how you developed the project throughout the semester. Whose input did you obtain? Did you create a pilot? Did you conduct a literature review? Explain how you decided to make the choices you did, and how you got to your final result.
• Results – Describe the final product, and identify any results. If you did a community event or training, summarize details of the event, such as how many people attended. If you created a resource, identify what was in it, perhaps adding a photo or graphic of it. If you changed or developed a policy identify what was implemented. This section would include the results of any evaluation you’ve done.

In addition to the poster, students should prepare a brief 5-7 minute verbal synopsis of the “take away points” from their project, and also be prepared to answer questions.

A grading rubric of this assignment is on CANVAS

The purpose of this assignment is to:
• Develop skills to effectively communicate project or research information through a visual medium typically used at professional conferences.
• Practice presenting key information in a clear, yet concise, manner that conveys key information in a short amount of time.
• Enhance ability to respond extemporaneously about a project based on audience questions and interest.

These skills will support the student’s future leadership in the social work profession or in the larger community by enhancing their ability to communicate innovative practices to peers and colleagues at professional conferences or meetings.

Dimensions of Diversity Collaborative Document (3 points)
During the course of the semester, the students will be required to add three sources from the popular media (newspapers, podcasts, blogs, movies, websites, etc.) to a collaborative document on Canvas – each source conveying experiences of someone who identifies with a specific culture, history, identity, or experience. They are also to read/watch/listen and analyze three sources listed on the document. Person or persons from within the identified community, culture, etc. must be the originator of the item. For instance, an article describing experiences of Native Americans on a reservation should be written by someone who is Native American.

To Add Resources:
Students will add three sources under the proper heading (website, podcast, video, etc), writing a brief description of each. The student should put their initials in parenthesis at the end of the entry. All additions are due by MARCH 10, 2018.

To Analyze Resources:
Students should read/watch/or listen to three media items from the document and write a one paragraph “mini-analysis” of each, describing the main conflict between the person’s
experience and their understanding of how others (the larger community, society, dominant culture) perceive their experience. Use relevant concepts within the Just Practice framework (meaning, context, power, history, and possibility) to analyze the person’s experience, as well as the macro environment (policies, economic factors, etc) that helps define that experience. This assignment is due on APRIL 29, 2018, submitted on Canvas.

A grading rubric of this assignment is on Learn@UW.

The purpose of this assignment is to:

- Be exposed to several “voices” within a community or identified group in order to understand the numerous forces that shape how someone with that lived experience may view themselves and their environment.
- Appreciate how a group’s history and experience of power, as well as a person’s individual context, may shape the person’s experiences of meaning and possibility.
- Become accustomed to consuming media that conveys a diversity of experiences in order to better understand the viewpoints of clients who may have similar factors influencing their lives.

In our multicultural world, it is critical for social workers to increase awareness of the range of viewpoints expressed within diverse communities. This requires not only continuing education professionally, but also a curiosity related to the media we consume personally. This curiosity enables us to widen our understanding of a group’s culture or identities beyond the insular or stereotypical viewpoints that are often expressed in the mainstream media.

3. LEARNING PLAN

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which course competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided on the Canvas site. The learning plan provides the required behaviors for each competency in column one. The student will need to formulate methods for observing and demonstrating achievement of each behavior in column two. The methods should be specific and observable, and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior. In section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.

*Establish at least one specific method of achievement to be observed and met at the agency that is aimed at furthering your development of skills in each of the nine competency areas.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the Canvas site. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard
copy of the final learning plan, with signatures, will be submitted to the field instructor in class as stated above. You should also provide your supervisor with a copy of the final plan. This is an ungraded assignment but a requirement to complete the course.

4. 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.

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
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 when they came into the program. In doing so, they agreed that while in the 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. 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.

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.

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.
- 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.

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. Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work.

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:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
### Appendix A: Competencies

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<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
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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 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.</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 settings that focus on aging populations and/or health. (V,C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15.</td>
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<td>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&amp;AP)</td>
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<td>Evaluate ethical dilemmas related to problems and issues in the area of health and aging. (K,S,V,C &amp; AP)</td>
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<td>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 settings that focus on aging populations and/or health. (K, S, V, C &amp; AP)</td>
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<td>Apply knowledge of social services, policies and programs relevant to the areas of health and/or aging to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP)</td>
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<td>Guest presentation related to ethics in conjunction with social services, policies, and programs relevant to the area of aging. (K,V, C, AP)</td>
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### 2.1.2 Engage Diversity and Difference in Practice

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, 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.

Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity in settings that focus on aging populations and/or health, as well as the intersectionality of multiple factors regarding diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)

Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)

Guest presentations focusing on life experiences related to an aspect of diversity. (K, V, C, &AP)

All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15.

### 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

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 & AP)

All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15.
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.

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<th>Module</th>
<th>Description</th>
<th>Assignments</th>
<th>Timeframes</th>
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<td>2.1.4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>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.</td>
<td>Guest presentations focusing on an aspect of human rights within the fields of aging and health. (K, V, C, &amp; AP)</td>
<td>Weeks 3,6,10</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 evidence based methods and practices in working in client settings that focus on health and/or aging populations.</td>
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<td>Change Agent Report and Presentation (K, SV, C &amp; AP)</td>
<td>Week 13</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>
<td>Weeks 7,15</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 local, state and national policies in health and/or aging with emphasis on the role of the social worker. (V,C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15.</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>
<td>Weeks 7,15</td>
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<td>2.1.5: Engage in Policy Practice</td>
<td>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 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,</td>
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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>Guest presentation focusing on aspects of policy practice in the field of aging. (K, V, C, &amp; AP)</th>
<th>Week 3</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, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to engagement throughout the continuum of practice with individual, families, groups, organizations, and communities, particularly related to issues of health and aging. (V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</td>
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<tr>
<td>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7,15</td>
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<td>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.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</td>
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<tr>
<td>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7,15</td>
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<tr>
<td>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</td>
<td>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)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</td>
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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, interprofessional, and interorganizational collaboration as appropriate, in evaluating and implementing interventions.

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<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>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)</th>
<th>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
<th>Weeks 7, 15</th>
</tr>
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<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, 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 practice related to health and aging. (V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</td>
<td>Weeks 7, 15</td>
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