I. Catalogue Description

800 Field Practice and Integrative Seminar II: This course is an approved advanced social work practice field placement in an area of focus. Field practice includes a minimum of 20 hours per week, including an integrative field unit seminar. This is the first course of the two-semester advanced field sequence.

II. Course Overview and Prerequisites/Co-requisites

Participation in the educational setting field unit requires an interest in children and education, a tolerance for ambiguity, an ability to be autonomous, a willingness to be open and to take some risks, and a sense of humor. Major content areas include the ecological perspective, systems theory, strengths-based practice, assessment and intervention, and the delivery of social work services in the school setting. Participating agencies are the Madison Metropolitan Schools and other surrounding school districts.

The perspective of the Social Work Practice in Educational Settings field unit is on generalist social work practice in the school community, with a focus on a continuum of intervention strategies from the individual to the organization and community. In preparing advanced practice (concentration) year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced generalist concentration behaviors. Advanced practice students are in field units, the majority of which are organized by an area of focus. The primary area of focus for this unit is children, youth, and family welfare. Students are expected to apply the concentration behaviors to this focus area. Advanced Practice Year students spend approximately 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. Students keep a log of their hours, and should plan ahead to account for school breaks to ensure that their field hours are completed each semester.

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 field, which necessitates the students not finish their placements early. In addition, a commitment is made between the student, the agency supervisor, and the field facility 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 generalist (entry or advanced) social work roles.

III. Course Competency, Description, 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 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 competencies addressed in this course can be found 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  
Field Unit Meetings: Wednesdays, 9:00 – 11:30 am  
The following schedule represents the agenda of activities the instructor intends to follow during the term. However, the instructor 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.

SEMESTER I AGENDA

Week One: September 6  ORIENTATION TO SOCIAL WORK IN EDUCATIONAL SETTINGS  
Community Building, School Social Work Roles, Professional Affiliations  
(Competencies: professional identity, behavior/attitudes necessary to practice social work, larger system skills)  
Handouts:  
- MMSD Student Services Job Triangles, Descriptions and Planning guide

Week Two: September 13  HISTORY AND THE ROLE OF SCHOOL SOCIAL WORKER  
(Competencies: behaviors/attitudes necessary to practice social work, larger system skills.)  
Required Readings:  
- Chapter 1: An Overview of the Theoretical Information Necessary in the Field of School Social Work (Jarolmen)
- Chapter 2: A Typical Day? (Jarolmen)
- Chapter 28: Developing and Defining the School Social Worker’s Role (Massat, posted on learn@uw)
- DPI Practice Guide: School Social Work Services,  
  http://sspw.dpi.wi.gov/sspw_sswguide

Week Three: September 20  MENTAL HEALTH: COGNITIVE BEHAVIORAL INTERVENTION FOR TRAUMA IN SCHOOLS  
(Competencies: work autonomously, solicit supervision and consultation, professional identity, knowledge and skills in generalist model in schools)  
Presenter: Mary Sue Roberts, Social Worker at Journey Mental Health on CBITS interviews  
Required Readings:  
- https://cbitsprogram.org

Week Four: September 27  RISK AND RESILIENCE  
Asset Building in Schools; School Social Work Licensure  
(Competencies: knowledge of “at risk” populations and strategies, problem analysis, apply a number of practice methods, engagement, link with community resources, advanced assessment and intervention skills, promote social justice)
Handouts:
- 40 Developmental Assets from the Search Institute
- “Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults”

Recommended Readings:
- Part III and IV from Every Day Anti-Racism (pp. 33-73) Pollack

Portfolio Artifact #1 Reflection on article on one of following topics: Cultural Responsiveness, Diversity and Anti-Racism in schools (WI School Social Work Standard 3 and 7)

Week 5: October 4 UNDERSTANDING SCHOOL CLIMATE: POSITIVE BEHAVIOR SUPPORT IN SCHOOLS
(Competencies: understanding pupil services programs, systematic assessment, larger systems skills, prevention and intervention, organizational assessment and analysis, articulate mission)

Required Readings:
- Chapter 3: Introduction and Definitions: Discussion of the Skills, Techniques, and Essential Practices (Jarolmen)
- Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen)
- http://www.pbisworld.com/

Recommended Reading:
- Part VI: How Opportunities are Provided or Denied Inside Schools (pp. 78-84) Pollack

***Learning Plan (signed by field supervisor) are due***

***Schedule Mid-semester Evaluation to take place between 10/5 and 10/19***

Week 6: October 11 INTRODUCTION TO MOTIVATIONAL INTERVIEWING, (A client-centered approach to promoting positive behavioral change (Part 1): Introduction, Overview and Skill Development of OARS (Open Questions, Affirmations, Reflections and Summarizations).

(Competencies: Critical thinking; engage diversity in practice; engage in research-informed practice; apply knowledge of human behavior and the social environment; engage, assess, intervene and evaluate)

Required Reading:
- (Handout) Article: Toward a Theory of Motivational Interviewing, (Miller, William and Rose, Gary S.; 2009, American Psychologist)

Week 7: October 18 EDUCATIONAL POLICY ISSUES IN SCHOOL SOCIAL WORK CONFIDENTIALITY AND MANDATED REPORTING
(Competencies: knowledge of human behavior and social policy, social welfare and educational policy, values and ethics, at-risk populations, assessment and intervention)
Required Readings:
- Chapter 8: Current Societal Issues Affecting Children in Schools (Jarolmen)

Handouts:
- MMSD document: Mandated Reporting of Suspected Child Abuse and Neglect
- Scenarios: Skill Building with Scenarios in Class

Recommended Reading:
- Chapter Ten: School Policy Development and the School Social Worker (Massat et al)

Week 8: October 25 ETHICS AND BOUNDARIES IN SCHOOL SOCIAL WORK
(Competencies: professionalism and conduct, apply social work ethical principles to guide professional practice, apply critical thinking to inform and communicate professional judgments)

Required Readings:
- Chapter 6: Ethical Dilemmas (Jarolmen)

Handouts:
- NASW Code of Ethics. Appendix A and B (posted on canvas)
- Class handouts

***School-Community Assessment is due, see Section VI for assignment Rubric (is also a portfolio artifact)***
(WI School Social Work Standards 1, 4, 5, 7, 8)

Mid-semester Evaluation, signed by field instructor is due

Week 9: November 1 ASSESSMENT AND COUNSELING OF CHILDREN AND ADOLESCENTS
(Competencies: advanced assessment and intervention, knowledge of “at risk” populations, apply a number of practice methods, engagement, linkage, diversity)

Required Reading:
- Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen)

Portfolio Artifact #2 Social welfare and educational policy (confidentiality & mandated reporting).
(WI School Social Work Standards 1, 2)

Week 10: November 8 CHILDREN WITH DISABILITIES/SPECIAL EDUCATION
(Competencies: social welfare and educational policy, comprehensive, coordinated practices
strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups)
Presenter: Nick Dressen, Program Support Teacher

Required Reading:
- Chapter 4: Special Education Component and School Social Work (Jarolmen)

Week 11: November 15 RESTORATIVE PRACTICES IN SCHOOL
(Competencies: comprehensive, coordinated practice strategies in schools, system-wide interventions)
Presenter: Lonna Stolzfus, MMSD Social Worker
Materials provided in class.

November 22 No class, Happy Thanksgiving!

Week 12: November 29 ATTENDANCE/TRUANCY PREVENTION
(Competencies: comprehensive, coordinated practices strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups, apply knowledge of social policies and programs, advanced assessment and intervention, diversity and cultural competence)

Required Readings:
- http://sspw.dpi.wi.gov/sspw_sswpgattendance
- https://sites.google.com/a/madison.k12.wi.us/attendance/?pli=1

Portfolio Artifact #3: Reflection on SSW Ethics and Values: (WI School Social Work Standards 1, 2, 4)

Presentations: Change Agent Proposals

Schedule final evaluation for period between 11/29 and 12/14

Week 13: December 6 LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING: SUPPORTING STUDENTS ACROSS THE DEVELOPMENTAL CONTINUUM
(Competencies: knowledge of human behavior; educational policy; values and ethics; at-risk populations; promote justice to help vulnerable groups)
Presenter: Sherie Hohs, School Social Worker/ LGBTQ+ Support

Required Reading:
- Chapter 12: School Policy, Program Development, and Evaluation (Jarolmen)

Portfolio Artifact #4: School Policy Analysis on Attendance/Truancy (WI School Social Work Standard 1, 4, 5)

Week 14: December 13 MANAGING STRESS AND SETTING PRIORITIES IN SCHOOL SOCIAL WORK
(Competencies: professionalism and conduct, apply critical thinking to inform and communicate professional judgments)

Portfolio Artifact #5: Assessment (use of formal tool, classroom observation, or structured social development history) (WI School Social Work Standard 4)

Presentations: Change Agent Proposals

V. Text and Reading Materials
A. Required Readings
3. Additional handouts will be distributed throughout the semester and are marked in the seminar schedule (Appendix A)

B. Recommended Readings

C. Recommended Professional Affiliations
Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is [www.wsswa.org](http://www.wsswa.org).

School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is [www.sswaa.org](http://www.sswaa.org).


National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.

VI. Evaluation: Assignments, Grading and Methods
Field Evaluations

3-way Mid-semester evaluations (See Appendix B (800 level)
Bring copies of these evaluations to meeting with supervisor and field faculty (make a copy for yourself, your supervisor and field faculty). Electronic copies are preferred.

End-of-semester evaluations (See Appendix B)
Complete evaluation form on yourself.
Have supervisor complete evaluation form.
Review evaluations and learning goals, and learning goals update with supervisor.
Field faculty will meet with you and your supervisor at your school to discuss the evaluations and learning goals (make copy for yourself and field faculty).
Be prepared to summarize the evaluations and discuss the social work skills you are developing.

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.

Student Lead Field Seminar Activity
In order to practice your group facilitation skills, as well as to enhance all of our learning in field, each student will have the opportunity to plan and lead a group activity as a portion of seminar. You are encouraged to be creative. You might choose to lead a team building exercise, icebreaker or mindfulness exercise lasting 5-10 minutes. It is entirely up to you. A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the seminar portion of your grade.

Expectations, Procedures, and Grading
Each semester, SW 800 (Advanced Practice Year) students are expected to spend an average of 20 hours a week for 15 weeks in field, including time spent in seminar (320 total). During finals week you should anticipate putting in a minimum of 8 hours. Two longer days and one shorter day are recommended for continuity for all parties involved. If the public school has an in-service day, students are expected to attend. Students are expected to call in if they are ill and expect to miss either field or seminar. If an illness is lengthy or chronic, arrangements may be needed to make up field time.

At the end of each semester, the student will meet with the faculty field instructor and the supervising social worker to review his/her field performance, to identify strengths in terms of knowledge and skills, and to identify areas for further learning. Two tools to assist with the structuring of this assessment and feedback are the student's learning goals and the evaluation form for Social Work in Educational Settings. The student will be expected to complete a self-assessment by discussing the quality of his/her performance in meeting the learning goals and by filling out the evaluation form independently of the supervising social worker. The supervising social worker will also provide feedback on the quality of the student's performance in meeting
the learning goals and will complete the evaluation form. Prior to this meeting, the student and
supervising social worker will meet to compare their assessment of the student's performance
and to begin to identify strengths, areas for growth and areas where there were discrepant
perceptions. Sixty percent (60%) of the grade will be based on the quality of the student's
fieldwork. Both the student's self-evaluation and the supervisor's assessment will be taken into
account when arriving at the grade, with the greatest weight given to the supervisor's overall
assessment of the quality of the student's performance.

The other forty percent (40%) of the grade will be based on performance in field seminar
meetings and assessment of the quality of written assignments. Factors that will be taken into
account will be participating in field seminar, including attending and arriving on time, and
demonstrating an ability to listen, ask questions, and share with peers. The faculty field
instructor will make the final determination of the grade for the semester.

Grade Standards for the Course

A grade of “A” (94-100) (Student Field Evaluation Criteria = 4/5) (consistently
superior/excellent performance) will include:

● Superior/excellent progress towards achieving goals and activities specified in your learning
  plan.
● Excellent, accurate, thorough, and timely clinical documentation as required by your agency.
● Excellent, thorough and timely completion of all written assignments for the field seminar.
● Superior/excellent skills for engaging clients who may present with a wide range of issues,
  problems, strengths and resources.
● Superior/excellent ability to utilize supervision, receives feedback with minimal defensiveness,
  respond positively to suggestions and implement them.
● Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop
  learning opportunities and taking 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.
● 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.
● Superior reliability, thoroughness and organization in your management of work responsibilities
  at the placement.
● Consistent attendance and thoughtful, collaborative participation in the field seminar, with
  consistent evidence of having read assigned material.

A grade of “AB” (88-93) (Student Field Evaluation Criteria = 3/4) 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” (82-87) (Student Field Evaluation Criteria = 3/4) 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” (76-81) (Student Field Evaluation Criteria = 2/3) indicates that the student has met the minimum criteria needed to pass the course.

The “C” (70-75) (Student Field Evaluation Criteria = Below 3 in several areas) (C grade represents below minimum performance standards 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) agrees 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” (69 and below) 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, scores of 1 on the Evaluation, may not continue in program. F= failing grade, no points.

Your final course grade will be based on your work both in your work at your field placement and your field seminar.

**Fall Semester:**
Weekly Seminar (40% of final grade):
- Participation: 10 points
- School Community Assessment: 10 points
- Portfolio Artifacts (5): 4 points (each)
- Total Maximum Points: 40 points

End of Semester evaluation (60% of final grade)
- Total Maximum Points: 60 points

**Learning Plan, due October 4, 2017**
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.

Each method to observe and demonstrate achievement should be clearly written and followed by:

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

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.

**Portfolio Artifacts – Semester One**

Portfolio artifacts are designed to be directly relevant to the teaching of knowledge, values and skills in the field of school social work. They are also in adherence with the Wisconsin State Licensing Standards. Portfolio artifacts should be a minimum of one page and should be included in the portfolio that is turned in for approval by the end of each semester of the student’s graduate program at UW-Madison school of social work.

**Week 4: Portfolio Artifact #, Cultural Responsiveness, Diversity and/or Antiracism in schools**

one of following topics: Cultural Responsiveness, Diversity and/or Anti-Racism in schools (WI School Social Work Standard 3 and 7) 4 points, due September 27, 2017

A portfolio reflection is about one page in length, typed and double spaced. It is okay to go over the one page suggestion. This assignment has several options, please see below. I have included the rubric for “grading” this assignment.

I have posted three articles at canvas on cultural and race. For each, please provide a brief summary of the article. What was your reaction to the reading? What did take away from the reading? How might this apply in your field setting?

Or

School Observation Reflection: Using observation of your school environment (walls, photos, books, learning tools, art, curriculum, music, physical space, entry, accessibility, office, classrooms, hallways, playground, etc) consider the way your school represents and supports diversity. What do you see/not see? What is in place to increase a sense of belonging, participation and safety amongst your population? Is anything missing? What might be done to increase the level of cultural responsiveness in your school? Has this exercise influenced your
own thinking about cultural competence and responsiveness?

Rubric
Potential Employer (1 pt): (Does this artifact express concerns in a professional manner?)
License Evaluator and Competence of Practice (1 pt): (Does the artifact provide evidence of developing readiness for licensure?)
Demonstrates Critical Thinking (1 pt): (Does the artifact provide the reader with evidence that the writer applies critical thinking to make sense of the issue, and states a well-informed position or direction for action).
Provides a sense of writer voice (1 pt): (Does the reader have a sense of “who” is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, even passion that shows through in the writing?)

Week 8: School-Community Assessment is due (is also a portfolio artifact)
(WI School Social Work Standards 1, 4, 5, 7, 8) 10 points, due October 25, 2017.
(Competencies: organizational assessment and analysis, larger systems skills, advanced assessment and intervention skills, use of research to inform practice, social welfare and educational policy; WI DPI Standards 4, 5, 8)
(2 pts)
1. This assignment should be typed and generally be within the 4-6 page range.
2. This assignment begins to look at your skills in looking at multiple sources of information to begin to identify needs. While you may be creative, the following questions should be addressed in your assessment:

Demographics and School/Community Description (2 pts):
1. Describe the population of your student and staff (Visit your district website and WINSS and describe demographic and achievement data with your critical analysis.
2. Describe the organizational structure of your school/community. How is the school organized? What is unique about it? Describe the school climate.
How is the community organized? (Neighborhoods, housing patterns, transportation to/from school)
A. Leadership and Decision-making (2 pts)
   a. Describe the power/decision making in the school
   b. How are decisions made?
   c. Describe formal and informal structure for decision-making
   d. What are your observations about the leadership style evident in your building?
B. Resources
   a. Describe the resources available in the school and in the community
   b. What formal and informal resources are available?
   c. Where are there gaps in resources or access to resources?
C. School Priorities (2 pts)
   a. What is the school and district mission?
   b. Identify the problems and potentials in both the school and community
   c. What are the top goals the school has identified for school improvement? How do they connect to the district’s priorities?
D. Implications for School Social Work (2 pts)
   a. If you were a school social worker starting at this school, what would be your priorities for meso-macro level practice interventions? Why? How do these priorities relate to the priorities you describe in section D.
   b. How would you get started? What would you do first? What would be your plan for the first 4 weeks of the school year
   c. What steps could you take to evaluate your progress

Week 9: Portfolio Artifact #2 Social welfare and educational policy (confidentiality & mandated reporting) (WI School Social Work Standards 1, 2) 4 points, due October 1, 2017
Reference materials: Readings, DPI practice guide resources, class handouts, reporting scenarios, or your own experience in field with mandated reporting or staff training on reporting.
Some choices are:
   a. What is clearer to you about mandated reporting and/or confidentiality?
   b. How might what you have learned help in a future situation or decision making about reporting or sharing of information?
   c. What did you learn that could have been applied to a situation you were part of, or observed that might have contributed to a different, perhaps better outcome?
   d. What are some challenges that you anticipate and how might you overcome them?

OR
Artifact on policy and practice:
Reflect on a practice related to behavior, bullying or a topic of your choice. Attendance is also an option, but keep in mind, there is a separate artifact assignment on attendance. It should be an intervention you were involved in. It could be a letter you wrote, a phone call, problem-solving meeting, a group, classroom intervention, a staff presentation, board meeting, court hearing, restorative justice circle, etc.
   a. Describe the practice, what service did you provide?
   b. What is the school or district policy related to the work? Is there a law or statute and/or district policy? What is it?
   c. Reflection on the policy and your practice – any future activity related to this reflection?

Rubric
Potential Employer (1 pt): (Does the artifact express concerns in a professional manner?) License Evaluator and Competence of Practice (1 pt): (Does the artifact provide evidence of developing readiness for licensure?) Demonstrates Critical Thinking (1 pt): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?) Writer Voice (1 pt): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Week 12: Portfolio Artifact #3: Reflection on SSW Ethics and Values: (WI School Social Work Standards 1, 2, 4) 4 points, due November 29, 2017
Describe an ethical dilemma that you have been faced with in your practice. What factors did you need to consider in resolving or addressing the dilemma? What was your course of action? Did you consult with any colleagues? Is there anything you might have done differently to prevent this dilemma in the future? There may not always be a definite right or wrong answer to your scenario. I am looking for the process and decision making model you considered when making decisions in this particular case.

Examples: A parent asks you for money; a staff member asks you not to report a potential child abuse case (even though it seems to fall under mandated reporting); you go on a home visit and realize you and the person you are visiting went to high school together; you disagree with a discipline course of action by an administrator; you have worked with a family in a different setting/agency and you know of a traumatic events – do you share with other staff; you disagree with a team decision to refer a child for special education – you feel more interventions should take place; or a teacher wants to know many details about a family – parent wants information to be kept confidential.

Rubric
Potential Employer (1 pt): (Does the artifact express concerns in a professional manner?)
License Evaluator and competence of practice (1 pt): (Does the artifact provide evidence of developing readiness for licensure?)
Demonstrates Critical Thinking (1pt): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)
Writer Voice (1 pt): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Ethics Artifact
Artifact contains the following:
_____Description of the ethical dilemma
_____Course of action related to the dilemma
_____Reflection

Please include Policy/ Law related to Attendance. What are requirements or expectations in the district?
Practice/ Service at your placement: What types of interventions are in place for attendance? Examples may include, but are not limited to letters (formal or informal), phone calls, articles shared in school newsletter on attendance, Attendance Intervention Plans (AIP), Attendance teams, work with an individual student on attendance or attendance groups. Feel free to attach related documents like an AIP, group agenda, sample letters, etc.
Reflections of practice: How do you think this intervention is working? What is going well? Is there any room for improvement? Are practices culturally sensitive?

Rubric
Potential Employer (1 pt): (Does the artifact express concerns in a professional manner?)
License Evaluator and Competence of Practice (1 pt): (Does the artifact provide evidence of developing readiness for licensure?)
Demonstrates Critical Thinking (1 pt): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)
Week 14: Portfolio Artifact #5: Assessment (use of formal tool, classroom observation, or structured social development history) (WI School Social Work Standard 4)
Consider Formal or Informal Assessment that you were a part of in some capacity.

1. State the type of assessment used. What was the need? When was it done and how? Who was the target audience for the assessment? Is it Tier 1, 2, or 3?
2. Intervention. Was there an intervention as a result of your assessment? Who carried out the intervention? Did you have a role in this? What is the follow up? Is the intervention measurable? Evidence Based?

Some examples may include, (but are not limited to): Universal depression screener, IEP evaluation, social history, home visit (informal assessment), TEP interview with family, interview for a new student, 504 meeting, Student Service Intervention Team meeting.

Rubric
Potential Employer (1 pt): (Does the artifact express concerns in a professional manner?)
License Evaluator and Competence of Practice (1 pt): (Does the artifact provide evidence of developing readiness for licensure?)
Demonstrates Critical Thinking (1 pt): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)
Writer Voice (1 pt): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Assessment Artifact
Artifact contains the following:
_____Description of the Assessment
_____Type of Intervention as a result
_____Reflection

VII. Course Policies
1. Course Behavioral Expectations
   - Attendance at seminar is critical. More than one absence could affect a student’s grade. Please email the instructor of the absence in advance.
   - Assignments are due at the beginning of class on the due date.
   - Late papers receive a point deduction. If you know that you will be absent from class on the due date, then the assignment must be sent by e-mail by 8:00 am on the date it is due. Exceptions to this must be arranged with the instructor.
• Assignments should be typed and double-spaced with one inch margins for comments. I prefer students submit a hard copy of each assignment.
• Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.
• Prepare for class by reading, critical thinking, & reflection on the assigned text.
• Participate actively in class, and be willing to take risks.
• Students and instructors are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning.

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.

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.

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

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Competency Addressed in Course</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1.1: Demonstrate ethical and professional behavior</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 with children, youth and families in various settings. (V,C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&amp;AP)</td>
<td>Week 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,S,V,C &amp; AP)</td>
<td>Week 7</td>
</tr>
<tr>
<td></td>
<td></td>
<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 the area of children, youth, and families. (K, S, V, C &amp; AP)</td>
<td>Week 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a plan for continuing professional education and development. (K, S, &amp; V)</td>
<td>Week 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio Artifact #2 Social welfare and educational policy (confidentiality &amp; mandated reporting)</td>
<td>Week 9</td>
</tr>
</tbody>
</table>

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.
| 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 issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions | Week 8 & 14 |
| 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 | 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 | Week 8 & 14 |
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.

<table>
<thead>
<tr>
<th>2.1.4: Engage in Practice-informed Research and Research-informed Practice</th>
<th>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.</th>
<th>Mid and End of semester evaluation and learning plan with supervisor and field faculty</th>
<th>Week 8 &amp; 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<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 with children, youth and families.</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions</td>
<td>Week 13 &amp; 14</td>
</tr>
<tr>
<td>Change Agent Report and Presentation (K,S,V, C &amp; AP)</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<td></td>
<td>Weeks 8 &amp; 14</td>
</tr>
<tr>
<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 with children, youth and families.</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<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, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<td>Weeks 8 &amp; 14</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.

<table>
<thead>
<tr>
<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 children, youth and families in various settings. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions Weeks 8 &amp; 14</th>
</tr>
</thead>
<tbody>
<tr>
<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>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<td></td>
</tr>
<tr>
<td>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</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 8 &amp; 14</td>
</tr>
<tr>
<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>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</td>
<td></td>
</tr>
<tr>
<td>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</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</td>
</tr>
<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 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 intervention 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></td>
<td></td>
</tr>
</tbody>
</table>
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, interprofessional, and interorganizational collaboration as appropriate, in evaluating and implementing interventions.

| 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. (V, C & AP) | Mid and End of semester evaluation & learning plan with supervisor and field faculty | Weeks 8 & 14 |
| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in educational settings. (V, C & AP) | Mid and End of semester evaluation & learning plan with supervisor and field faculty. | All: Field practicum, class exercises, participation in field seminar discussions. | Week 8 & 14 |
Appendix B: Student Learning Plan and Evaluation Instrument

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 _______________________

STUDENT:
Phone Number:
Placement Phone Number:
UW Email Address:
Field Hour Schedule:

AGENCY SUPERVISOR:
Phone Number:
Agency Name/Address:
Office Location:
Email Address:

Academic Courses (Fall):
Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Academic Courses (Spring):
Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:
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>
</tr>
<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<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></td>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</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:

<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></td>
<td></td>
<td>Fall Final</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
<td></td>
<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>
<td></td>
<td></td>
</tr>
</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:

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

<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>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.</td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:*  

| Advanced Generalist Level Practice  
Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above ( 5, 4, 3, 2, 1 or NA) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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:*

<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>Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
</tr>
</thead>
<tbody>
<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>
<td>Enter rating using key above (5,4,3,2,1 or NA)</td>
</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>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
<td></td>
</tr>
<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
<td></td>
</tr>
<tr>
<td>Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
</tr>
</tbody>
</table>

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:***

<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>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
<td>Fall Final</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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):

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.

___________________________
(Student signature)
___________________________
(date)

Final Fall Field Evaluation

Final Spring Field Evaluation

Learning Plan Approval (Spring):

___________________________
(Student signature)
___________________________
(date)

___________________________
(Agency Supervisor signature)
___________________________
(date)

___________________________
(Field Faculty signature)
___________________________
(date)