Instructor Name and Title: Katie Larsen-Klodd, Field Facility Associate
Location: Doyle Administration Building, Room 100A
Credits: MSW (6 credits)
Class Day(s) & Time: Wednesdays from 8:30-11:00am
Instructional Mode: Face-to-Face
Office Hours: By Appointment
Phone Number: 608.263.3831
E-mail: krlarsen@wisc.edu

I. Course Description
801 Field Practice and Integrative Seminar IV
Attributes and Designations: This course counts toward the 50% graduate coursework requirement.
Requisites: MSW Student (advanced year)

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 (Wednesdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview
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. Advanced practice (concentration) 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.
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 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, an advanced social work (800-801) practice situations students encounter in their placement. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help student demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.

In placement, students demonstrate mastery of a set of behaviors tied to entry and/or advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

IV. Course Content
Time: 8:30-11:00 a.m.

Week 1: Wednesday, January 24
Field Seminar to Meet at Doyle, Room 100A
Topic: Welcome Back and Support LGBTQ+ Students
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Presenter: Sherie Hohs, MSW, LGBTQ+ School Social Worker

Week 2: Wednesday, January 31
Topic: Collaboration and Consultation with Teachers and Parents
Portfolio Work time
• Please bring portfolio/artifact materials for work time during second half of seminar

Required Readings (posted on Canvas):
  • *Chapter 3: Developing Collaborative Norms (Garmston and Welling, 2009)*
  • *Chapter 4: Two Ways of Talking That Make a Difference for Student Learning: (from: Developing Adaptive Schools Sourcebook, (Garmston and Welling, 2009)*

*Learning Plan due*

**Week 3: Wednesday, February 7**
Field Seminar to Meet at Doyle, Room 100A
Topic: Interview Skills
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Presenter: Gina Augulia, MSW, MMSD Lead School Social Worker

* Portfolio Artifact #6: Reflections on Working with Families of Color due 2/7

**Week 4: Wednesday, February 14**
Field Seminar to Meet at Doyle, Room 100A
Topic: Children’s Mental Health and Schools: Overview of Trauma and Collaborative Problem Solving
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:
  • Jarolmen text, Chapter 9
  • *Collaborative Problem Solving, Ross Greene (Lives in the Balance)*

**Week 5: Wednesday, February 21**
Field Seminar to Meet at Doyle, Room 100A
Topic: Alcohol and Drug Assessment (AODA) and the School Social Worker Role
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Presenter: Nicole Rairden, MSW, Sun Prairie Area School District School Social Worker

**Week 6: Wednesday, February 28**
Field Seminar to Meet at Doyle, Room 100A
Topic: Children’s Mental Health and Schools: Self-harm
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Film:
  • “Cut”

**Week 7: Wednesday, March 7**
Field Seminar to Meet at Doyle, Room 103
Topic: Homelessness in Schools  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving  
Presenters: MMSD Transitional Education Program Team  

Required Reading (posted at Canvas):  
•  *Sample from Evicted by Desmond*  

***Mid-semester check-in with student and agency supervisor (optional with Katie present if requested)***  

**Week 8: Wednesday, March 14**  
Field Seminar to Meet at Doyle, Room 100A  
Topic: The Realities of the First Year in School Social Work Practice  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving  
Presenters: Panel Discussion Group  

Required Readings:  
•  *Jarolmen text, Chapter 5 and 13*  
*Portfolio Artifact #7: Personal Mission Statement due 3/14*  

**Week 9: Wednesday, March 21**  
Field Seminar to Meet at Doyle, Room 100A  
Topic: Bullying and Harassment/Ethical Responsibility in Practice Settings  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving  

Film:  
•  *Bullied, Teaching Tolerance*  

Required Reading:  
•  NASW Code of Ethics (revised 2017)  
*Change Agent due 3/21*  

**Week 10: Wednesday, March 28**  
No Class—Spring Break  

**Week 11: Wednesday, April 4**  
Field Seminar to Meet at Doyle, Room 100A  
Topic: Grief at School  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving  
Presenter: Thom Evans, MSW, former School Social Worker and Field Instructor  

Required Reading:
• Chapter 54: Best Practice Grief Work With Students in Schools, School Services Sourcebook, Franklin/Harris/Allen-Meares
• Chapter 55: Grief Work with Elementary and Middle school students, (Franklin/Harris/Allen-Meares)

Week 12: Wednesday, April 11
Field Seminar to Meet at Field Seminar to Meet at Wisconsin Child Professional Development System (WCPDS) at 8010 Excelsior Drive in Training Room 2
Topic: Collaboration with CPS seminar group
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:
• Jarolmen text, Chapter 7

*Portfolio due 4/11

Week 13: Wednesday, April 18
Field Seminar to Meet at the School Forest
Topic: Ropes Course Field trip, full day seminar
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

*Schedule End of Year Evaluations, 4/23 – 5/9

Week 14: Wednesday, April 25
Field Seminar to Meet at Doyle, Room 100A
Topic: School To Prison Pipeline
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Competency Assessment for Program Evaluation (CAPE)

Required Readings:
• Chapter 20: Tackling Oppression in School: Skills for Social Workers (Massat, et. al, 8th edition)
• “School to Prison Pipeline”, Teaching Tolerance Magazine

Week 15: Wednesday, May 2
Field Seminar to Meet at Doyle Room 100A
Course Evaluations
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
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 will be assigned, in advance, for specific class topics. For those identified as required readings, students are expected to come prepared for class having thoughtfully read the assigned articles or other materials. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in social work and related courses and to review past readings to enhance understanding and integration of theory, methods and practice. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on CANVAS. Students are also expected to read relevant practice material available in their agency placement. The required text is the same from the fall, School Social Work: A Direct Practice Guide by Jarolmen, JoAnn.

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).
- **The American Council for School Social Work (ACSSW):** A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Offers a reduced rate membership for students. Website is [www.acssw.org](http://www.acssw.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
**Assignments and Expectations:** In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

**Learning Plan, due 1/31/18**
The field instructor provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. Students identify “measurable methods of achievement” in each of the competency areas each semester with consultation from the field supervisor. Learning goals must be connected to the CSWE approved ten competencies. Please use these competencies and review the student field evaluation criteria to assist in creating a
learning plan. Students then explore these with the school social field supervisor to further assess the unique learning opportunities for developing knowledge, values and skills at their school placement. A plan is written each semester, which outlines learning goals, activities, and responsibilities of the student, and supervising social worker. Please also include field placement arrangements with the school name, address, phone, email, and weekly work schedule (days and hours). The learning plan will be signed and dated by the student and the field supervisor. The student and the field supervisor complete a written mid-semester evaluation to encourage conversation and reflection on the student’s progress.

Integrative Seminar
There is a required weekly seminar with the field faculty instructor on Wednesdays from 8:30 to 11:00 in room 100A at the Doyle Administration building. A few classes will be outside the Doyle building, please refer the course schedule. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues; integration of content from this and other courses with practice; faculty instruction; student collaboration and consultation, student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

The Portfolio, due 4/11/18
In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process.

Completion of portfolio artifacts is required of all students, regardless of intention to apply for School Social Work licensure in the State of WI, as they demonstrate development of competencies identified in the Learning Plan and Evaluation for this course. The Portfolio Artifacts are also designed to develop and demonstrate emerging proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will receive a final assessment when the portfolio is completed in the spring of his/her advanced practice concentration year. 5 artifacts are submitted during the first semester. 2 additional artifacts are completed in the second semester.

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.

Spotlight Activity
This is an informal presentation to share with other students in seminar a practice or intervention that you have been involved in. Here is the what, why and how:
What: A description of the intervention/practice
Why: Rationale for it, your evaluation (why is this practice done, what are goals, does it seem to be effective)
How: Materials related to what you are discussing and how are you involved in it?
Lastly, your own reflection – what are you learning about yourself in the process.
The presentation should be about 15 to 20 minutes. You may consider cultural humility, evidence based practice, data and any competencies addressed in your work. This can be part of your change agent project if desired. This could also be joint effort with a fellow student if relevant. This is not a graded assignment; it will be part of your participation grade.

Individual Meetings and Out-of-Class Contact
Students are encouraged to meet with me at any time during the semester. I am happy to meet before or 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
Each semester, SW 801 (Advanced Practice Year) students are expected to spend an average of 20 hours a week for 16 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 plan 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 their 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 seminar 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.

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 humility 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)

• 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)

The grade equivalency for these percentages is as follows:
94-100       A
88-93        AB
82-87        B
76-81        BC
70-75        C (see “Field Education Handbook” regarding this grade)
64-69        D

The following are grading standards for the course:
A grade of “A” will include:
* Outstanding; frequently surpasses expectations in all areas (competencies and behaviors) on the “Student Field Evaluation Instrument” and in seminar.

* Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.
*Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.

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

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

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

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

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

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

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

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

The “C” grade represents below minimum performance standards/expectations in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”
A grade of “D” or “F” may be assigned in this class and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

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

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

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

| Professionalism & Participation | 10 points |
| Portfolio Artifacts # 6 and 7 | 5 points |
| Change Agent Project | 20 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. Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

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

WRITTEN ASSIGNMENT
Learning Plan, due 1/31/18
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.

**Change Agent Project Report**, due 3/21/18
This is a 5-7 page paper where you have the opportunity to propose a change in your school that you have already started to implement or you are dreaming about. This can be a meso or macro change and should be something realistic and potentially a legacy that you could leave behind in your year as intern. This could be connected to the School Community Assessment or a brand new idea. Citing the literature would be a great way to show that your change project fits in the context of a larger body of research.

The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuels and develop or modify applicable and evidence-based school social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.

Students will be using social work theory, methods, principles, and concepts learned in their
Master’s program to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation. Please refer to the scoring rubric below regarding this assignment.

<table>
<thead>
<tr>
<th>Topic Selection/Research</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 5 - 7 pages long not including the cover page and the reference page.</td>
<td>Provides a clear understanding and synthesis of school change agent project. Identifies how this project could be integrated in practice. Research is broad and theoretical understanding is integrated</td>
<td>Provides a written summary of school change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and theoretical understanding is emerging.</td>
<td>Written summary of school change agent process is incomplete. Unclear description of the process and how it applies to school social work. Research efforts are limited and theoretical understanding is unclear.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Is extremely clever and original; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to school social work.</td>
<td>Is clever at times; thoughtfully and uniquely written with basic knowledge of change process that applies to school social work.</td>
<td>Adds a few original touches to enhance the paper but knowledge of change processes that apply to school social work is limited.</td>
<td>Little creativity or clear knowledge of change process in school social work practice.</td>
</tr>
<tr>
<td>Appropriate Strategies</td>
<td>There is an ability to describe and synthesize the school social work change process and choose the best aspects to create unique approach to school social work practice. Knowledge of related literature shows the relevance to school social work practice. Change agent process demonstrates knowledge and application to the school setting.</td>
<td>There is an ability to describe the school social work change process and choose aspects of each to create an approach to school social work practice. Knowledge of related literature shows their relevance to school social work practice. Change agent process demonstrates knowledge and application to the school setting.</td>
<td>There is an ability to describe school social work change process. Description of related literature does not make connection to school social work practice. Change process is described but application to school social work practice is unclear.</td>
<td>School social work change process is not described clearly and there is no attempt to choose best aspects to create unique approach. Related literature is not explained adequately.</td>
</tr>
</tbody>
</table>

Please include the following in your Change Agent Write-up. Please remember to include the ‘What, Why, How’ of your project: in other words, What are you planning on doing; Why is this important to you, the students, the school, the community and cite the literature/research that supports your rationale; How are you going to implement the program and How will you evaluate its effectiveness:

The paper should clearly specify the following:
1. A statement of the problem
2. A review of relevant literature
3. A plan of action (including key players in the school building)
4. An evaluation plan (how will you know that it has worked)

**Portfolio**, due 4/11/18
In order to qualify for State of Wisconsin Licensure in School Social Work (DPI License 50), License applicants must submit a portfolio of artifacts that demonstrate emerging proficiency on each of 8 School Social Work Content Standards.

Standard 1: Social Work and Educational Policy
Standard 2: Social Work Values and Ethics
Standard 3: Social and Economic Justice and Populations at Risk
Standard 4: Systematic Assessment of Individuals, Families, Schools and Community and Their Interactions
Standard 5: Effective Prevention and Intervention with Individuals, Families, Schools and Communities
Standard 6: Human Behavior and the Social Environment
Standard 7: Diversity
Standard 8: Research

**Portfolio Artifacts**
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.

**Students complete four artifacts during the 800 semester**
Artifact #1: Reflections on Cultural Responsiveness, Diversity, and Anti-Racism in Schools
Artifact #2: Social welfare and educational policy
Artifact #3: Reflection on Social Work Ethics and Values
Artifact #4: School Policy Analysis on Attendance/Truancy
Artifact #5: Assessment: Use of Formal Tool(s), Classroom Observation, or Structured Social Development History
School Community Assessment

**The following portfolio artifacts (2) are to be completed during the 801 semester**, further description posted at canvas
Artifact #6: Reflection on working with Parent(s) of Color due 2/7/18
Artifact #7: One page Personal Mission Statement due 3/14/18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students
Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

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

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

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Addressed in Course</td>
<td>2.1.1: <strong>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</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>
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<td></td>
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<td>Development of the Learning plan and discussion with field supervisor (V, C, K, &amp; AP)</td>
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<td>Ethical Responsibility in Practice Setting (V, C, &amp; K)</td>
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<td></td>
<td>Joint seminar and collaboration with CPS unit (V, C, K, S &amp; AP)</td>
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</table>
social work practice.

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<tr>
<th>2.1.2 Engage Diversity and Difference in Practice</th>
<th>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)</th>
<th>All: Field Practicum (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</th>
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<tbody>
<tr>
<td>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, 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.</td>
<td>Working with LGBTQ+ youth (K, V, C, &amp;AP)</td>
<td>Week 1</td>
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<td>Children’s mental health and schools (K, V, C, S)</td>
<td>Week 4</td>
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<td></td>
<td>Homelessness in Schools (K, V, C, &amp;AP)</td>
<td>Week 7</td>
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<tr>
<td></td>
<td>School to Prison Pipeline (K, V, C, &amp; S)</td>
<td>Week 13</td>
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<tr>
<th>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice</th>
<th>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)</th>
<th>All: Field Practicum (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</th>
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<td>Working with LGBTQ+ youth (K, V, C, &amp;AP)</td>
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<td>Children’s mental health and schools (K, V, C, S)</td>
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<td>Homelessness in Schools (K, V, C, &amp;AP)</td>
<td>Week 7</td>
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<td></td>
<td>School to Prison Pipeline (K, V, C, &amp; S)</td>
<td>Week 13</td>
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</table>
Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

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

<p>| 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) | All: Field Practicum (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14) |
| Change Agent (K, S, V, C, &amp; AP) | Week 9 |
| Working with LGBTQ+ youth (K, V, C, &amp;AP) | Week 1 |
| Children’s mental health and schools (K, V, C, S) | Week 4 |
| Homelessness in Schools (K, V, C, &amp; AP) | Week 7 |
| School to Prison Pipeline (K, V, C, S) | Week 13 |
| 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) | 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14) |</p>
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<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</th>
<th>All: Field Practicum (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</th>
<th>Week 7</th>
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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, 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.</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 (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</td>
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<td>processes for translating research findings into their focus area of practice</td>
<td>Mid and End of Semester evaluation and learning plan with supervisor and field facility. (K, S, V, C &amp; AP)</td>
<td>Week 8 and 15</td>
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2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities
Advanced Generalist social workers understand and demonstrate that engagement is an ongoing process.
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.

### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities

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

<table>
<thead>
<tr>
<th>Related to dimensions of ethics working with children, youth and families in various settings (V,C, &amp; AP)</th>
<th>Children’s Mental Health and Schools (K, V, C, &amp;AP)</th>
<th>Role of Alcohol and Drug Assessment (K, V, C, &amp;AP)</th>
<th>Grief at School (K, V, C, &amp;AP)</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 10</th>
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<tr>
<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>Children’s Mental Health and Schools (K, V, C, &amp;AP)</td>
<td>Role of Alcohol and Drug Assessment (K, V, C, &amp;AP)</td>
<td>Grief at School (K, V, C, &amp;AP)</td>
<td>All: Field Practicum (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</td>
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<td><strong>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Collaboration with CPS (K, V, C, &amp; S)</td>
<td>Week 11</td>
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<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 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 inter organizational collaboration as appropriate, in evaluating and implementing interventions.</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 (weeks 1 -15), class exercises, participation in field seminar discussions, weeks 1 – 14)</td>
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<td>Community Building, Ropes Course (K, V, &amp; S)</td>
<td>Week 12</td>
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<td>First Year Panel, the first year in the schools (K, V, C, &amp; AP)</td>
<td>Week 8</td>
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</table>

<table>
<thead>
<tr>
<th><strong>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</strong></th>
<th>Collaboration with CPS (K, V, C, &amp; S)</th>
<th>Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in</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 (weeks 1 – 15), class exercises, participation in field seminar discussions, weeks 1 – 14)</td>
</tr>
</tbody>
</table>
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)

| Community Building, Ropes Course (K, V, & S) | Week 12 |
| First Year Panel, the first year in the schools (K, V, C, & AP) | Week 8 |
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.*
Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

**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>Fall Final</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>
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</tr>
<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
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</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>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
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<tr>
<td></td>
<td></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>
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</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>
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</tr>
</thead>
<tbody>
<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>Fall Final</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>
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</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
### Competency 2.1.4

**Engage In Practice-informed Research and Research-informed Practice.**

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

<table>
<thead>
<tr>
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</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>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<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></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>
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<td></td>
</tr>
<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
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</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:

<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>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>
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</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>
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<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>Independent collection and organization of 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>
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<tr>
<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.</td>
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</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>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
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</tr>
<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
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<tr>
<td>Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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</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>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
<td></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>
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</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):

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Faculty Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

### Learning Plan Approval (Spring):

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Faculty Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

### Final Fall Field Evaluation

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

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

(Student signature)

(date)

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

<table>
<thead>
<tr>
<th>Final Spring Field Evaluation</th>
</tr>
</thead>
</table>

(Agency Supervisor signature)

(date)

(Field Faculty signature)

(date)