I. CATALOGUE DESCRIPTION

SW800 Field Practice and Integrative Seminar. An approved advanced social work practice field placement in an area of focus. A minimum of 20 hours per week, including an integrative field unit seminar. The first course of the two-semester advanced field sequence.

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES

This field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) and master level students (primarily second year MSW). Generalist Practice Year practice students can be considered for this field unit, and are given appropriate content and assignments. BSW and first year MSW students spend 16 hours per week in field placement including the two-hour integrative seminar for a total of 256 hours per semester. Advanced practice year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester.

The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities (see Guidelines for Generalist Practice Year Field Placements, Guidelines for Advanced Year Field Placements” and the general guidelines, “Field Placement Guidelines and Expectations” in the Field Education Handbook). As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors (see section “Competencies and Practice Behaviors”). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is based on acquiring the core competencies for entry-level generalist practice. In preparing advanced practice year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced practice behaviors specific to a concentration.

In the integrative seminar, faculty and students share responsibility for identifying practice problems and issues arising in fieldwork; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem solving and multi-method, evidenced-informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors (see section “Course Competencies and Practice
Behaviors”). Content areas include assessment, principles of privacy and confidentiality, surrogate decision making, disparities in health care, ethics, cultural competence, social justice, and socioeconomic factors in health care.

The Practice in Health unit works with a large number of hospitals, clinics, and health care agencies. Students placed in this unit have opportunities to work directly with patients and families and participate in policy and organizational processes and projects.

Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important co/pre requisites and conceptual supports for the field experience. The theory, value and process content in SW 440 and the development of generalist practice skills and techniques with individuals, family and groups in SW 441 (some of which will also be covered in the field seminar) at the foundation level, as well as advanced practice courses in the concentrations, will be valuable sources of information and skills for field work. Similarly, the integration of knowledge from course work with the field experience is an important learning goal in the Field Course. Conscious utilization of knowledge in practice situations and full participation in seminar discussions is expected. Even intuitive assessments need to be validated.

### III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS (Field and Seminar)

Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the respective year (generalist or advanced practice):

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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</table>
| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. 
*Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.* | *Apply knowledge of social services, policies, and programs relevant to the concentration, to advocate with and/or on behalf of clients for access to services.* 
*Develop a plan for continuing professional education and development.* 
*Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).* | Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| 2.1.2 Apply social work ethical principles to guide professional practice. 
*Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are* | *Evaluate ethical dilemmas related to problems and issues in the concentration.* 
*Weigh values, principles of ethical decision-making, and the NASW\(^1\) code of ethics in order to address ethical dilemmas related to practice in concentration area.* | Participation in field seminar discussions, course readings, case/project presentation, |
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<th>Knowledgeable about the value base of the profession, its ethical standards, and relevant law.</th>
<th>Continuing education final evaluation with agency supervisor</th>
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| **2.1.3 Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. | *Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration.*  
*Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.*  
*Utilize effective communication skills with diverse communities, constituencies, and multidisciplinary colleagues when dealing with issues related to the concentration.* Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| **2.1.4 Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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. | *Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.*  
*Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.*  
*Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.* Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| **2.1.5 Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. | *Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.*  
*Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the concentration.* Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| 2.1.6 Engage in research-informed practice and practice-informed research. | *Demonstrate ability to evaluate practice in the concentration area.  
*Translate practice knowledge in order to contribute to scientific inquiry.  
*Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the concentration. | Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
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<td>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment.</td>
<td>*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the concentration problems and populations.</td>
<td>Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor</td>
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<td>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</td>
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| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | *Evaluate, formulate, and advocate for policies that advance outcomes relevant to the concentration.  
*Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the concentration. | Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. | | |
| 2.1.9 Respond to contexts that shape practice. | *Assess the impact of historical and contemporary contexts on practice and policy in the concentration.  
*Engage in leadership roles in the concentration area. | Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor |
| Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. | | |
2.1.10. (a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

*Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration
*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.
*Demonstrate ability to intervene on different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the concentration.
*Apply research skills to analyze, monitor and evaluate interventions in the concentration.
*Communicate and disseminate evaluation results to a variety of audiences.

Participation in field seminar discussions, course readings, case/project presentation, continuing education final evaluation with agency supervisor

### EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS:

#### A. Methods

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

#### B. Expectations

**Student is Expected to:**

- Attend, prepare for and actively participate in weekly seminar meetings
- Identify learning needs and in consultation with the field supervisor develop a learning plan that will describe the methods by which the practice behaviors for each of the core competencies required by the Council of Social Work Education (CSWE) will be measured
- Meet with the agency supervisor on a regular basis (at least weekly)
- Prepare for all meetings with the agency supervisor and alert the supervisor to topics that need to be discussed during the upcoming meeting
- Honestly assess one’s progress toward accomplishing competencies and practice behaviors
Meet with the agency supervisor and the field instructor jointly during the academic semester to review progress.

Be in attendance at the agency on days and at times agreed upon by the student and field supervisor, and provide notification by the start of the work day if unable to attend due to illness or unforeseen emergencies.

Behave in a professional manner, taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.

Complete all agency and seminar-related assignments, record keeping, tasks, and responsibilities in a manner consistent with agency and seminar policies.

Bring to the attention of the field instructor any practice or behavior within the agency that is clearly unethical.

Discuss with the agency supervisor or field instructor any areas of significant confusion, disagreement, or dissatisfaction or concern related to the practicum experience.

Devote and keep record of the total required number of hours spent in practicum.

**Agency Supervisor is Expected to:**
- Interview prospective field students and provide input into placement decisions.
- Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
- Assist the student to develop a learning plan that will describe the methods by which the practice behaviors for each of the required core competencies required by CSWE will be measured.
- Provide regularly scheduled private supervision conferences with the student (i.e., at least weekly).
- Provide the practicum student with suitable office space, equipment, and support staff.
- Include the student in regular staff meetings and staff training sessions.
- Assign duties and responsibilities that are appropriate to the student’s learning needs and that are increasingly difficult and challenging.
- Assign duties and responsibilities that help the student to achieve the core competencies and practice behaviors detailed in the learning plan.
- Work with the student in ways that recognize the practicum first and foremost as a learning experience and in ways that expand the students’ opportunities to learn.
- Monitor the student’s work and progress and regularly provide feedback and constructive criticism.
- Evaluate the student’s performance in a fair, respectful, rigorous and thorough manner.
- Meet with the student and field instructor jointly at least once during the academic semester to review progress.
- Complete all evaluation forms and reports required by the school.
- Model ethical practice and reframe from inappropriate or unethical behavior toward the student (i.e., verbal abuse, sexual harassment, dual relationships).
- Participate in educational events sponsored by the School of Social Work.
- Work with the field instructor on future planning for student placements.

**Faculty Field Instructor is Expected to:**
- Select agencies and field instructors and match them with student learning needs.
- Help the agency supervisor and other agency personnel learn about the school’s expectations of students, the social work curriculum, and the school’s goals for the practicum.
- Monitor the student’s practicum experience and assist in evaluating the student’s performance.
- Assist the student in identifying his or her learning needs and preparing the learning plan and/or revising the learning plan.
• Facilitate the student’s learning by providing guidance and serving as a source of information
• Be available to meet individually with students to process the field experience, and to consult with student on professional growth and development
• Meet each semester with the student and the agency supervisor to discuss the practicum and the student’s progress
• Develop syllabus and facilitate the field unit seminar to assist the student in the integration of academic course content in the generalist and concentration curriculum with their practicum experience
• Maintain regular contact with field supervisor to monitor student performance, ensure learning opportunities, and/or address performance problems
• Consult with student on professional growth and development
• Help student integrate constructive criticism
• Assume responsibility for arranging and securing a midterm and final evaluation of the student’s performance in the practicum
• Assign student’s final grade
• Work with practicum supervisor on future planning for student placements

C. Requirements

1. Field Placement Hourly Log
   To ensure that total hour requirements are met for field, students must track and record how many hours were spent at the field placement, the activities that were performed, whether any hours were missed and the reason. Time spent getting to and from the placement does NOT count towards field hours. Missed hours must be made up by the end of the semester. Students will submit the “Field Placement Hourly Log” prior to the end-semester three-way meeting. To avoid receiving a grade of Incomplete, Student completion of the required field hours each semester is required.

2. Attendance and Participation in Seminar
   Because the Integrative Seminar is an essential part of the practicum experience and the hours are counted toward the practicum, students are required to attend the weekly seminar and actively engage in the seminar discussions. Attendance is required for all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing the instructor of absences from class, in advance if possible, and for following up with the instructor as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up will result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen and formulate questions will also figure importantly into this portion of the overall grade. To increase the overall knowledge of health related social work practice, each student is also required to complete a continuing education assignment.

   Professional Behavior and Academic Integrity: It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes matters of confidentiality and respect for all members of the class, including their clients, supervisors, and agencies. The instructor has the same professional expectations. Academic dishonesty or misconduct will not be tolerated. Academic misconduct
includes, but is not limited to, plagiarism, cheating, copying, forging, falsifying, multiple submissions of the same projects/papers and/or helping another student engage in academic misconduct.

Students are responsible for knowing and adhering to University of Wisconsin and School of Social Work policies on academic misconduct and plagiarism, as described in:

- Student Academic Misconduct Policy and Procedures
- Field Education Handbook
- Code of Ethics, Code of Conduct & Plagiarism Policy

4. **Student Learning Plan**

In consultation with one’s supervisor, each student will design a Learning Plan for the semester based on individualized learning needs and opportunities. The Learning Plan outlines specific tasks the student will complete in order to meet the CSWE required competencies and practice behaviors. In addition to describing WHAT the learning opportunities are, please address **BY WHEN, HOW MANY, HOW MUCH AND WHERE**, as applicable, in order to assist in clarity of learning opportunities and expectations, as well as in the evaluation of both quality and quantity of performance. Remember that you will have two semesters to meet the competencies. The learning plan should include any special learning opportunities such as one-time observational experiences, workshops or staff development opportunities, professional staff meetings, etc. that may apply to the competencies.

Though the Learning Plan may change over time, it is important that the plan include field experiences that are explicitly linked to practice behaviors for the Generalist or Advanced Practice year. A detailed description of the Learning Plan assignment will be distributed in class and a template including the required competencies and practice behaviors will be available at Learn@UW. Once feedback is obtained from the Field Supervisor and the learning plan if finalized, the final copy should be submitted by the student to Learn@UW by the due date.

5. **Agency Setting Analysis: Presentation**

Students will conduct an agency analysis with attention to the organizational structure, staffing, services provided, funding mechanisms, diversity initiatives, policies, and other organizational dimensions. In addition to assisting the student to use data collection and assessment skills for agency level analysis, the assignment will provide an opportunity to build a shared class knowledge of the social service network in the field of aging, clarify structures in the student’s placement and how they relate to the generalist model, provide the field unit with a beginning basis for comparison of local services and delivery systems and facilitate the development of presentation skills.

6. **Case/Project Presentation**

Each student will complete a case presentation/project presentation and paper. Presentation of a case or project is a strategy that is completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

7. **Final Three-Way Meeting**

All students are required to participate in a final evaluation meeting with the field supervisor and field instructor. The Student Field Placement Field Evaluation Instrument
will be completed by the field supervisor and provided to the student prior to each meeting.

IV. Course Content

Week: 1  September 5  No Seminar-Labor Day

Week: 2  September 12
Topics:  Introductions and Review of Syllabus and Expectations
         Autonomy and Respect in Health Care

Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Required Reading:

Week: 3  September 19
Topics:  Continued Introduction to Field Placement
         Core Competencies and Practice Behaviors
         Completion of Social Work Outcome Study

Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Required Readings:

Week: 4  September 26
Topics:  Interviewing, Communication, and Documentation
         Review of Student Conduct and Plagiarism Policies

Competency Focus:  Competency 2.1.7: Apply knowledge of human behavior and the social environment
                   Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments

Required Readings:

University of Wisconsin Policies Relating to Student Conduct, including Student Academic Misconduct

**Week: 5  October 3**  
Topics: Agency Mission, Development, Cultural Competence, and Purpose

Competency Focus:  
Competency 2.1.9: Respond to contexts that shape practice.

Required Readings:  

Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (10 minutes) description of the mission and purpose of the field agency. See assignment attachment.

**Week: 6  October 10**  
Topic: Agency Mission, Development, Cultural Competence, and Purpose

Competency Focus:  
Competency 2.1.9: Respond to contexts that shape practice.

Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (10 minutes) description of the mission and purpose of the field agency. See assignment attachment.

Submit learning plan to Learn@UW. Submission confirms collaboration with and support by the Field Supervisor. The learning plan will be reviewed and signed at the end of semester evaluation.

**Week: 7  October 17**  
Topic: Agency Mission, Development, Cultural Competence, and Purpose  
Ethical Decision Making Models and Approaches

Competency Focus:  
Competency 2.1.9: Respond to contexts that shape practice.  
Competency 2.1.2: Apply social work ethical principles to guide professional practice.  
2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Required Reading:  
Wisconsin Statutes and Administrative Code Relating to the Practice of Social Workers Marriage and Family Therapists, and Professional Counselors (2014). *Chapter 457: Examining*
Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (10 minutes) description of the mission and purpose of the field agency. See assignment attachment.

**Week: 8**  
October 24  
Topic: Patient Privacy and Confidentiality

Competency Focus: Competency 2.1.6: Engage in research-informed practice and practice-informed research.

Required Readings:  

**Week: 9**  
October 31  
Topic: Professional Boundaries

Competency Focus: Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

**Week: 10**  
November 7  
Topic: Guest Speaker: Stephanie Pasciak, CAPSW/MSW  Dean Clinic

**Week: 11**  
November 14  
Topic: The Impact of Socioeconomic, Gender, Sexual Orientation, Disability, and Diversity Factors on Health Care Access, Quality, and Outcomes

Competency Focus: Competency 2.1.4: Engage diversity and difference in practice.  
Competency 2.1.5: Advance human rights and social and economic justice.  
Competency 2.1.10(a)–(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Required Reading:  


**Week: 12**  November 21
Topic:  Student Case Presentations
Activity/Assignment: A 10-minute description of interaction with a client with focus on self-critique. See attachment. Case must be submitted to Learn@UW on date of presentation.
Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

**Week: 13**  November 28
Topic:  Student Case Presentations
Activity/Assignment: A 10-minute description of interaction with a client with focus on self-critique. See attachment. Case must be submitted to Learn@UW on date of presentation.
Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

**Week: 14**  December 5
Topic:  Student Case Presentations
Activity/Assignment: A 10-minute description of interaction with a client with focus on self-critique. See attachment. Case must be submitted to Learn@UW on date of presentation.
Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

**Due date for “Student Placement Hourly Log” to learn@UW**

**Week: 15**  December 12
Topic:  Student Case Presentations
Activity/Assignment: A 10-minute description of interaction with a client with focus on self-critique. See attachment. Case must be submitted to Learn@UW on date of presentation.
Competency Focus:  Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

**Due date for Continuing Education Report to Learn@UW.**
**Completion of evaluation tool.**
**End of semester meeting with supervisor.**

**Week: 16:**  December 22
V. The following materials will be available on reserve in the Social Work library and at Learn@UW:


Snow, K. (2008). To ensure inclusion, freedom, and respect for all, it is time to embrace people first language. [http://www.disabilityisnatural.com](http://www.disabilityisnatural.com)


Wisconsin Statutes and Administrative Code Relating to the Practice of Social Workers Marriage and Family Therapists, and Professional Counselors (2014). *Chapter 457: Examining*
VI. Evaluation of Student Outcomes: Assignments, Grading, and Methods

**INTEGRATIVE SEMINAR** - 40% of your final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments. All written assignments must be submitted to Learn@UW by specified due dates unless specific arrangements have been made in advance. Three points per day will be deducted for any late assignment. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing the instructor of absences from class, in advance if possible, and for following up with the instructor as soon as possible regarding that day’s seminar content. Two points will be deducted for any unexcused absence (absence unrelated to illness or emergency). Frequent absences from field unit meetings and/or failure to follow up will result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen and formulate questions will also figure importantly into this portion of the overall grade. More specifically, class participation is evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to the seminar learning process.

There are two presentation responsibilities, one describing the fieldwork setting and one case/project presentation (see attachments 3+4).

**FIELD WORK** - 60%: Evaluation and grading of the field experience is ultimately the responsibility of the field instructor. However, the field supervisor’s assessment (as assessed with the evaluation tool, reviewing progress made toward the core competencies) will play a substantial role in the overall evaluation and grading process. The learning plan (see attachment 1) and progress toward the core competencies will be reviewed mid-term as well as near the end of the semester. The evaluation tool (see attachment 2) will be used at the end of the semester.

**GRADING: INTEGRATIVE SEMINAR AND FIELD WORK:**

| Agency Setting Analysis: Written Report and Verbal Presentation | 10 points |
| Case/Project Presentation: | 30 points |
| Field Work: | 60 points |

(Includes 4 points for 4 hours attendance in a continuing education lecture, seminar, workshop, or presentation) (see attachment 5)

Student Usage of “Field Placement Hourly Log” (available at Learn@UW), submitted to Learn@UW by due date

**GRADING: POINT SYSTEM**

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<tr>
<th>Points</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
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The following are grading standards for the course:

A grade of “A” (outstanding, frequently surpasses expectations in all areas) will include:

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

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

* Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
* Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).

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

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

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

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

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

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

A grade of “BC” indicates that the student has FULLY 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

The Field Evaluation Instrument (attached) with the competencies and respective practice behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process. Students must be able to receive and apply the performance feedback provided during the school year.

Students are expected to achieve the competencies of the field course through the measurable practice behaviors; complete the required 256 hours for generalist practice year students and 320 for advanced practice year students; cooperate fully with agency staff and the faculty instructor; 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 community 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.

VII. Accommodations:

Your success is important to me. If there are circumstances that may affect your performance, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in to receive official university services and accommodations.

Students affiliated with the UW Athletic Department need to provide documentation in advance regarding any need to be excused.

Please bring family and/or medical emergency matters that impact attendance and/or participation to my attention as soon as possible. Absences due to the flu will be managed consistent with university and department policies. Cancellation of class due to inclement weather will be handled consistent with university policy.
Please inform me within the first two weeks of the semester of any specific days or dates of religious observance that conflict with seminar. I will develop with you a make-up assignment or activity.

VIII. 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.
I. **Primary purpose of the field placement and seminar.** As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors (see section IV. “Competencies and Practice Behaviors”). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. In preparing advanced practice concentration year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration, and application of advanced practice behaviors specific to the concentration.

II. **Instructions for completing the learning plan.** In this learning plan (see last column on the right of section IV below), students, in collaboration with agency supervisors and field faculty, identify the methods by which the practice behaviors will be measured. For example, relative to the first one, “Apply knowledge of social services, policies, and programs relevant to the [concentration] to advocate with and/or on behalf of clients for access to services,” the
student and agency supervisor could agree to the following: student will propose a plan, specific to the area of concentration, for advocating to be approved by the supervisor and provide an outcome report relative to her/his advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this practice behavior (an advocacy plan and outcome report) and how it will be measured (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). Some practice behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the School’s curriculum. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. Students and/or field faculty needing assistance in completing it should contact the field faculty.

III. The learning plan and the evaluation and grading of student performance. The field learning plan, in conjunction with a field performance evaluation instrument (completed by the agency supervisor); the three-way (student, agency supervisor, and faculty) evaluation discussion; weekly observations/reviews regarding on-going student performance; and performance in seminar are the key methods for measuring the extent to which the student has achieved the competencies. The field faculty will grade the student based on these multiple measures. Using the same example as above regarding the field performance evaluation instrument, the agency supervisor would rate (using a rating scale) the student’s performance for this practice behavior based on her/his review and feedback on the student’s advocacy plan and outcome report as well as any other strategies in field practice that may have been identified to address and measure this practice behavior. At the end of the spring semester, it is expected that the student will have achieved all of the competencies through the measurable practice behaviors in order to successfully complete the field course.

IV. Advanced Practice (Concentration) Year Competencies and Practice Behaviors

Competency 2.1.1
Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of social services, policies, and programs relevant to the [concentration], to advocate with and/or on behalf of clients for access to services.</td>
<td>•</td>
</tr>
<tr>
<td>• Develop a plan for continuing professional education and development.</td>
<td>•</td>
</tr>
<tr>
<td>• Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders)</td>
<td>•</td>
</tr>
</tbody>
</table>
**Competency 2.1.2**  
**Apply social work ethical principles to guide professional practice.**  
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate ethical dilemmas related to problems and issues in the [concentration].</td>
<td>•</td>
</tr>
<tr>
<td>• Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the [concentration] area.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Competency 2.1.3**  
**Apply critical thinking to inform and communicate professional judgments.**  
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues when dealing with issues related to the concentration.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Competency 2.1.4**  
**Engage diversity and difference in practice.**  
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,
gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

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<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.</td>
<td>•</td>
</tr>
<tr>
<td>• Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Competency 2.1.5**  
**Advance human rights and social and economic justice.**

*Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.*

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the concentration.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Competency 2.1.6**  
**Engage in research-informed practice and practice-informed research.**

*Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.*
### Competency 2.1.7

**Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate ability to evaluate practice in the concentration area.</td>
<td>•</td>
</tr>
<tr>
<td>• Translate practice knowledge in order to contribute to scientific inquiry.</td>
<td>•</td>
</tr>
<tr>
<td>• Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the concentration</td>
<td>•</td>
</tr>
</tbody>
</table>

### Competency 2.1.8

**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate, formulate, and advocate for policies that advance outcomes relevant to the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the concentration.</td>
<td>•</td>
</tr>
</tbody>
</table>
**Competency 2.1.9**  
**Respond to contexts that shape practice.**

*Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.*

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>• Engage in leadership roles in the concentration area.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Competency 2.1.10(a)–(d)**  
**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

*Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.*

<table>
<thead>
<tr>
<th>Advanced Practice Year Required Practice Behaviors:</th>
<th>Measurable Methods for Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.10.a Engage with individuals, families, groups, organizations, and communities:</td>
<td>•</td>
</tr>
<tr>
<td>• Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration.</td>
<td>•</td>
</tr>
<tr>
<td>2.1.10b Assess individuals, families, groups, organizations, and communities:</td>
<td>•</td>
</tr>
<tr>
<td>• Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.</td>
<td>•</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals, families, groups, organizations, and communities:</td>
<td>•</td>
</tr>
<tr>
<td>• Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups,</td>
<td>•</td>
</tr>
</tbody>
</table>
organizations, and communities) to achieve the desired practice outcomes related to the concentration.

### 2.1.10d Evaluation
- Apply research skills to analyze, monitor, and evaluate interventions in the concentration.
- Communicate and disseminate evaluation results to a variety of audiences.

<table>
<thead>
<tr>
<th>V. Field Hours and Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total of <strong>320</strong> hours of fieldwork is required per semester. A total of <strong>32</strong> hours of this total is accomplished by student participation in the integrated field seminar. A total of <strong>288</strong> hours of field experience has 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Supervision Plan and Schedule</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VII. Self Care Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VIII. Field Instructor Notes at Mid Semester</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IX. Field Instructor Notes from Final Evaluation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date Learning Contract signed</th>
</tr>
</thead>
</table>

Student Signature:

Supervisor Signature:

Field Instructor Signature:

Student learning plan template 800-2009 rev.82311rev110111(Latimer and Kohn)
UW-Madison School of Social Work
Field Evaluation Instrument

Rating Scale for Evaluation of a Student’s Field Placement Performance by the Agency Supervisor

Midterm ☐ Final ☐ Semester: SW 800 ☐ SW 801 ☐

Concentration _____________________________________________________________

Date: __________________Completed
by:________________________________________

Student: __________________________Supervisor: ___________________________

Placement site: ___________________________________________________________

Instructions for Rating Students on the 10 Competencies in the First Part of the Evaluation:

The 10 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., practice behaviors, which we ask you to rate according to the following criteria, based upon their performance of the measurable methods of achievement (the measurable learning opportunities).

<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

25
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 appointment.

This evaluation is intended to give the student feedback about her or his 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 evaluation, the rating is based on what the student has accomplished and how well s/he has 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 an advanced practice concentration year (SW 800 and SW 801) field student, the desired standard and outcome is that of an autonomous practicing social worker. The Field Faculty will determine the student’s grade based on her/his overall evaluation of the student’s performance in the field placement in conjunction with performance in the integrative seminar.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the field faculty.

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**Competency 2.1.1: Student identifies as a professional social worker and conducts himself/herself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Applies knowledge of social services, policies, and programs relevant to the [concentration], to advocate with and/or on behalf of clients for access to services.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Develops a plan for continuing professional education and development.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.3</td>
<td>Collaborates with and articulates the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
Competency 2.1.2: **Student applies social work ethical principles to guide his or her professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<table>
<thead>
<tr>
<th>2.1</th>
<th>Evaluates ethical dilemmas related to problems and issues in the [concentration].</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Weighs values, principles of ethical decision-making, the NASW code of ethics and, as applicable, the International Federation of Social Works/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles, in order to address ethical dilemmas related to practice in the [concentration] area.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
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</table>

Comments:

Competency 2.1.3: **Student applies critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<table>
<thead>
<tr>
<th>3.1</th>
<th>Identifies and synthesizes multiple sources of knowledge to understand policy and practice issues related to the concentration.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Identifies and evaluates models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>3.3</td>
<td>Utilizes effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues when dealing with issues related to the concentration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>

Comments:
**Competency 2.1.4: Student engages diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Demonstrates an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrates knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>4.3</td>
<td>Actively engages diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>

Comments:

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**Competency 2.1.5: Student advances human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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<th></th>
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<th>3</th>
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<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Appraises how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>5.2</td>
<td>Applies strategies of advocacy and social change that advance human rights and social and economic justice</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>
to impact various groups and outcomes relevant to the concentration.

Comments:

**Competency 2.1.6: Student engages in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

<table>
<thead>
<tr>
<th>6.1</th>
<th>Demonstrates ability to evaluate practice in the concentration area.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Translates practice knowledge in order to contribute to scientific inquiry.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>6.3</td>
<td>Critically evaluates and utilizes theoretical and empirical research relevant to the problems and/or populations addressed in the concentration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>

Comments:

**Competency 2.1.7: Student applies knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
### Competency 2.1.8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

*Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.*

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<tbody>
<tr>
<td>8.1</td>
<td>Evaluates, formulates, and advocates for policies that advance outcomes relevant to the concentration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>8.2</td>
<td>Demonstrates collaboration with clients, colleagues, and other constituencies for policy action in the concentration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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**Comments:**

### Competency 2.1.9: Student responds to contexts that shape practice.

*Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.*

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<td>9.1</td>
<td>Assesses the impact of historical and contemporary contexts on practice and policy in the concentration.</td>
<td>5</td>
<td>4</td>
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<td>2</td>
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<tr>
<td>9.2</td>
<td>Engages in leadership roles in the concentration area.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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**Comments:**
## Competency 2.1.10 a-d: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td>10.1.a</td>
<td>Employs diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>10.2.b</td>
<td>Assesses individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>10.3.c</td>
<td>Demonstrates ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the concentration.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>10.4.d</td>
<td>Applies research skills to analyze, monitor, and evaluate interventions in the concentration.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>10.5.d</td>
<td>Communicates and disseminates evaluation results to a variety of audiences.</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

### Comments:

Briefly summarize the extent to which the student has: a. used the learning opportunities identified in her/his learning plan to achieve the competencies and b. made progress toward achieving the competencies:
Additional comments:
Field Faculty Comments:

The following section should be completed by the student:

My agency supervisor and 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 evaluation | ☐ |

**Student’s Signature**

___________________________________________ Date____________

If the student disagrees with the evaluation she/he 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. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

**Agency Supervisor’s**

Signature______________________________ Date____________

**Field Faculty’s**

Signature______________________________ Date____________

This instrument is built upon one developed by Helen E. Petracchi, PhD, ACSW, University of Pittsburgh and Charles H. Zastrow, MSW, PhD, George Williams College of Aurora University. Sandy Kohn, Director of Field Education, University of Wisconsin-Madison (July 2009).
Attachment 3

Agency Setting Analysis: Presentation (800)

Students will conduct an agency analysis with attention to the organizational structure, staffing, services provided, funding mechanisms, diversity initiatives, policies, and other organizational dimensions. Each student will present a concise 10 minute overview of his/her agency setting using pertinent information from their agency analysis. In addition to assisting the student to use data collection and assessment skills for agency level analysis, the assignment will provide an opportunity to build a shared class knowledge of the social service network in the field of aging, clarify structures in the student’s placement and how they relate to the generalist model, provide the field unit with a beginning basis for comparison of local services and delivery systems and facilitate the development of presentation skills.

No written component of this assignment is submitted to Learn@UW.

Assignment Grading:

Total: 10 points
  Organization and clarity: 5 points
  Overall adherence to assignment objectives: 5 points
Case/Project Presentation-SW 800

A. Case Presentation

Presenting a case to your peers in an efficient and organized manner is a skill. It is a strategy that is completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

You have four responsibilities for your case presentation.

1. Analyze a case (both written and verbal) that involved a difficult or complicated process, including your feelings about what happened or what you learned. Examples would be a difficult interview, assessment, or situational decision.

2. Present the case in seminar in an efficient, well-developed written and verbal manner.
   a. A 1-2 page summary (or 3-4 slides) of the background and important information. This should conclude with a description of your thoughts and questions that you had to consider in the case. Take steps to insure the privacy of the patient. Bring 15 copies of this to the presentation or display 3-4 slides.
   b. A 10-minute presentation to the class. The emphasis should be on expressing your thoughts about the case and the elements that made it unique or difficult.

3. Prepare a 5-6 page written case presentation. Cite in the case presentation the relevant core competencies and for your educational level (advanced practice year). Also, cite learning behaviors (articles, lectures, experiences) which assisted in your analysis.

4. The case presentation paper must be submitted to Learn@UW by the date of the presentation.

B. Project Assignment- student working in a program or policy setting (not direct patient/client contact)

Presenting a complex situation or issue to your peers in an efficient and organized manner is a skill. Proposing a new process or change in procedure is a strategy that is completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

You have four responsibilities for your presentation.
1. Analyze a project (both written and verbal) that involved a difficult or complicated process, including your feelings about what happened or what you learned. Examples would be a difficult task, process, or initiative.

2. Present the project in seminar in an efficient, well-developed written and verbal manner.
   c. A 1-2 page summary (or 3-4 slides) of the background and important information. This should conclude with a description of your thoughts and questions that you had to consider regarding the project. Bring 15 copies of this to the presentation or 3-4 slides.

   d. A 10-minute presentation to the class. The emphasis should be on expressing your thoughts about the project and the elements that made it unique or difficult.

3. Prepare a 5-6 page written project presentation. Cite in the project presentation the relevant core competencies and for your educational level (advanced practice year). Also, cite learning behaviors (articles, lectures, experiences) which assisted in your analysis.

4. The project presentation paper must be submitted to Learn@UW by the date of the presentation.

Assignment Grading:
Total: 30 points

Written Portion: 20 points
   Synthesis of material: 5 points
   Grammar and spelling: 5 points
   Citation of social work practice competencies and references: 5 points
   Overall adherence to assignment objectives: 5 points

Verbal Presentation: 10 points
   Organization and clarity: 5 points
   Overall adherence to assignment objectives: 5 points
Attachment 5

**Continuing Education Report**
To be submitted to Learn@UW by due date.

I attended the following presentations/lectures/programs this semester.

Student:

1. Related Competency:

2. Related Competency:

3. Related Competency:

4. Related Competency: