University of Wisconsin-Madison  
School of Social Work  
1350 University Avenue  
Madison, WI 53706 

Social Work Practice in Health Care (SW 873)  
Spring, 2014 

Instructor: Tim Latimer, MSSW/LCSW  
Office: Room 208  
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Email: twlatime@wisc.edu  
Office Hours: Tuesday 8:00-9:00 pm and by appointment 

Day: Tuesday  
Time: 6:00-8:00 pm  
Location: Room 106 

I. Catalogue Description 

Develops advanced practice knowledge and skills for social workers practicing in health and health care settings. 

II. Course Overview 

The purpose of this advanced practice year course is to develop the knowledge, skills, and practice approaches needed to function successfully as an autonomous social worker in a health care setting. Within this learning framework, the course has the following practice goals: 

- An understanding of the values and ethics of the profession in relation to health care practice. 
- An understanding of issues in health care that are present across the life span. 
- An awareness of the issues in health care and social work practice in relation to age, gender, sexual orientation, disability, socioeconomic class, and ethnicity. 
- An understanding of health care disparity and social, economic, and cultural factors that impact access, quality, and outcome of health care services. 
- An awareness of ethical dilemmas in health care. 

III. Course Competencies and Practice Behaviors 

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors: 

<table>
<thead>
<tr>
<th>Competency</th>
<th>Generalist Practice (BSW/MSW 1st Yr) Required Practice Behaviors</th>
<th>Concentration Year Practice Behaviors</th>
</tr>
</thead>
</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.* | • Advocate for client access to the services of social work.  
• Practice personal reflection and self-correction to assure continual professional development.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance, and communication.  
• Engage in career-long learning.  
• Use supervision and consultation. | • Apply knowledge of social services, policies, and programs relevant to the [focus area], 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) |
| 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.* | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW.  
• Tolerate ambiguity in resolving ethical conflicts.  
• Apply strategies of ethical reasoning to arrive at principled decisions. | • Evaluate ethical dilemmas related to problems and issues in the [focus area].  
• Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in the [focus area]. |
| 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* | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention, and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, | • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the focus area.  
• Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the focus area.  
• Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues |
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.**

| Communities, and colleagues. | when dealing with issues related to the focus area. | - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. |
| - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. |
| - Recognize and communicate an understanding of the importance of difference in shaping life experiences. |
| - View selves as learners and engage those with whom they work as informants. |
| - Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the focus area. |
| - Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. |
| - Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the focus area. |
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.

| Understand the mechanisms of oppression and discrimination;  
| Advocate for human rights and social and economic justice;  
| Engage in practices that advance social and economic justice. |

- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the focus area.
- 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 focus area.

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.

| Use practice experience to inform scientific inquiry.  
| Use research evidence to inform practice. |

- Demonstrate ability to evaluate practice in the focus 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 focus area.
| 2.1.7 Apply knowledge of human behavior and the social environment. | - Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
- Critique and apply knowledge to understand person and environment. | - Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the focus area problems/populations. |

*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.*

| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | - Analyze, formulate, and advocate for policies that advance social well-being.  
- Collaborate with colleagues and clients for effective policy action. | - Evaluate, formulate, and advocate for policies that advance outcomes relevant to the focus area.  
- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the focus area. |

*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. | • Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | • Assess the impact of historical and contemporary contexts on practice and policy in the focus area. |
| • 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. | • Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | • Engage in leadership roles in the focus area. |
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 2.1.10.a Engage with individuals, families, groups, organizations, and communities | • Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of focus |
|  | • Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. Use empathy and other interpersonal skills. |  |
|  | • Develop a mutually agreed-on focus of work and desired outcomes |  |
| 2.1.10b Assess individuals, families, groups, organizations, and communities | • Collect, organize, and interpret client data. | • Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the focus area |
|  | • Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. |  |
|  | • Select appropriate intervention strategies |  |
| 2.1.10c | - Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems.  
  - Negotiate, mediate, and advocate for clients.  
  - Facilitate transitions and endings | - Demonstrate 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 focus area |
| Evaluation | - Critically analyze, monitor, and evaluate interventions. | - Apply research skills to analyze, monitor, and evaluate interventions in the focus area.  
  - Communicate and disseminate evaluation results to a variety of audiences. |
### SW 873 Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>* Apply knowledge of social services, policies and programs relevant to advanced practice; * Collaborate with and articulate the mission of SW to others</td>
<td>• Class content&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper&lt;br&gt;• Community learning</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>*Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>• Class content&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; * Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; * Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>• Class content&lt;br&gt;• In class case scenarios&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper&lt;br&gt;• Research based presentation</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>* Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualization of social problems * Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice</td>
<td>• Class Content&lt;br&gt;• In class case scenarios&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>* Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice * Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice</td>
<td>• Class content&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>• Class content&lt;br&gt;• Assigned readings&lt;br&gt;• Practice paper&lt;br&gt;• Research based practice</td>
</tr>
</tbody>
</table>
| 2.1.7 Apply knowledge of human behavior and the social environment. | Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the focus area problems/populations. | • Class content  
• Assigned readings  
• In class case scenarios  
• Practice paper  
• Research based presentation |
|---|---|---|
| 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. | * Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice | • Class content  
• Assigned readings  
• In class case scenarios |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | * Assess the impact of historical and contemporary contexts on practice and policy in advanced practice  
* Engage in leadership roles | • Class content  
• Assigned articles  
• In class case scenarios |
| 2.1.9: Respond to contexts that shape practice | Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of focus  
Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the focus area | • Class content  
• Assigned readings  
• In class case scenarios |
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.

IV. Course Content

Week: 1 January 20
Topic: Introduction and Review of Course Objectives
Competency Focus: 2.1.1: Identify as a professional social worker and conduct oneself accordingly

Week: 2 January 27
Topics: The Economics of Health Care
Factors that Influence Health Care Access, Quality, and Outcomes
Social Security, Medicare, and Gender Equity
Competency Focus: 2.1.5: Advance human rights and social and economic justice
2.1.9: Respond to contexts that shape practice

Required Readings:


Week: 3  February 3
Topic: Social Work Role in Pre-Natal Care
Competency Focus: 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Required Readings:


Week:  4   February 10
Topic:  Practice Issues in the Care of Children and Families
       Coping with Chronic Illness
Guest Speaker:  Craig Becker, MSSW, American Family UW Children’s Hospital
Competency Focus:  2.1.7 Apply knowledge of human behavior and the social environment
       2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Required Readings:


Week:  5   February 17
Topic:  Transition to Adult Healthcare
Guest Speaker:  Mary Arbuckle, MSW, UW Hospital and Clinics
Competency Focus:  2.1.3 Apply critical thinking to inform and communicate professional judgments

Required Readings:


Turn in practice paper summary to Learn@UW by start of class

Week:  6   February 24
Topic:  Health Care Issues for Young Adults
Competency Focus:  2.1.7 Apply knowledge of human behavior and the social environment

Required Readings:


**Distribution of Practice Interview Case #1**

Week: 7 March 3  
Topic: Social Work Practice with HIV+ Individuals  
Guest Speaker: Allison Kelly, MSW UW Hospital and Clinics

Required Readings:


**Interview #1 Practice Video and Journal Due by Start of Class This Date**

Week: 8 March 10  
Topics: Health Care Practice for People with Neurological Disorders  
Neurological Assessment and Treatment Planning  
Competency Focus: 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Activity/Assignment: Case Scenarios

Required Readings:

Week: 9    March 17
Topic: Insurance Coverage and Health Care
       Health Care Insurance and Racial Disparity
       Health Care Insurance Coverage Implications for the LGBT Community
Competency Focus: 2.1.5: Advance human rights and social and economic justice
                  2.1.9: Respond to contexts that shape practice

Required Readings:


Week: 10    March 24
Topics: Social Work Practice in Nephrology and Transplant
Competency Focus: 2.1.3: Apply critical thinking to inform and communicate professional judgments

Required Readings:


Week: 11    March 31    **No Class, Spring Recess**

Week: 12    April 7
Topic: Social Work Practice in Emergency Room Care

Competency Focus: 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Required Readings:


**Distribution of Practice Interview Case #2**

Week: 13  April 14  
Topic: Social Work Practice in Cancer Treatment  
Guest Speaker: Kristen Norslien, MS, LPC  Program Director, Gilda’s Club Madison  
Competency Focus:  2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.  
Required Readings:  
**Interview #2 Practice Video and Journal Due by Start of Class This Date**  
Week: 14  April 21  
Topic: Bereavement and Support  
Guest Speaker: Tracy Pedersen, Bereavement Counselor, Heartland Hospice  
Competency Focus:  2.1.7 Apply knowledge of human behavior and the social environment  
Week: 15  April 28  
Topic: Student Practice Paper Presentations  
Competency Focus:  2.1.1: Identify as a professional social worker and conduct oneself accordingly  
2.1.9: Respond to contexts that shape practice  
Activity/Assignment: **Practice Paper is due by start of class this date**  
**Student Practice Paper Presentation submission and presentation is due on presentation date**  
Week: 16  May 5  
Topic: Student Practice Paper Presentations
V. Texts and Reading Materials for the Course

The following materials will be available at Learn@UW:


**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**

There are six graded elements for the class. Assignments, papers, and reports are to be submitted to Learn@UW by the start of class on the due date. Late submission of any assignment results in reduction of the total available points for the assignment (-1 point per day). No extra credit assignments are offered for this course.

1. **Attendance and Active Participation.** Students are expected to attend all classes, with reasonable accommodations (regarded as excused absence) 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 me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s class content. Unexcused absences from class and/or failure to follow up after an excused absence will result in a grade reduction for this course. Completion of required readings and active participation in class, including arriving on time and demonstrating an ability to listen to and ask questions of your
peers, will also figure importantly into this portion of your overall grade. More specifically, 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 learning process.

2. **Community Learning.** To further increase the student’s knowledge of health care practice issues, attendance at community lectures or grand rounds is expected. The subject of the presentation is at the student’s discretion, with any questions regarding the appropriateness of the program directed to the instructor. The forum can be a live event or an online program, but should allow the student to participate in any group exercises or ask questions of the speaker. An accounting of participation at community learning opportunities will be tabulated at the end of the semester. The student is expected to briefly report their community learning within class. Community learning can be within the scope of the student’s field work, but should be in addition to any community learning requirements for the field seminar. See attachment 1 for reporting of community learning.

3. **Research Based Practice Presentation.** Given the dynamic nature of health care, and in particular health care reform, integration into the class of current research and data pertaining to health care is needed. Each student will give one, brief, scheduled, presentation in class during on a practice topic. The topic should have relevance to specific competencies for the profession. The presentation will be graded based on the overall understanding demonstrated by the student of the topic (and relation to social work competencies), and that it was presented on the date scheduled. See attachment 2 for reporting grading of this assignment.

4. **Practice Paper.** The student will prepare a paper that demonstrates their understanding of a complex health care issue and its implications for social work practice. A summary of the subject will be completed by the student for instructor review early in the semester. Submission of the practice paper prior to the due date with a request for feedback is not a provided option. See attachment 3 for description of assignment and grading elements.

   The practice paper will contain the following elements:

   a. An 8-12 pages long, double spaced.
   b. APA format with use of references.
   c. A demonstrated relationship between the topic and at least two specific professional competencies.
   d. The format will include a summary section, brief literature review, analysis of the issue, and implications for social work policy and practice.

5. **Case Practices and Journal.** The student will videotape two practice interviews and complete a journal detailing self evaluation and reflection. The completed journal entries detailing student progress and understanding will be submitted to the instructor by the due date using the journal format (see attachment 4).

6. **Practice Paper Presentation (10x6).** The student will present to the class using a format of up to 10 minutes and up to 6 slides (see attachment 5).
Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>-2 points for unexcused absence</td>
</tr>
<tr>
<td>Community Learning (five hours)</td>
<td>10 (2 point per hour)</td>
</tr>
<tr>
<td>Research Based Practice Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Practice Paper</td>
<td>45</td>
</tr>
<tr>
<td>Case Practice and Journal (10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Practice Paper Presentation</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

VII. Accommodations:

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, 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 order 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.
Attachment 1

Student Name:
Community Learning Report
five hours of community learning
*Note. For students enrolled in SW400/401/800/801 which has a similar assignment, different community learning programs are required.
**-1 per day for each late submission

<table>
<thead>
<tr>
<th>Community Program</th>
<th>Date</th>
<th>Related Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 2

Date of Research Based Practice Presentation:
Submit to drop box on date of presentation
Topic:
Related Competencies:

Each student will give one, brief, scheduled, presentation in class during on a practice topic. The topic should have relevance to specific competencies for the profession. The presentation will be graded based on the overall understanding demonstrated by the student of the topic (and relation to social work competencies), and that it was presented on the date scheduled.

The presentation will be graded based on the following elements:

<table>
<thead>
<tr>
<th>Points</th>
<th>a. Overall understanding demonstrated by the student of the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>b. Relevance to specific competencies for the profession.</td>
</tr>
<tr>
<td>5</td>
<td>c. Submitted and presented on the date scheduled.</td>
</tr>
<tr>
<td>-1 per day late</td>
<td></td>
</tr>
</tbody>
</table>
Attachment 3

Practice Paper-Assignment Description and Grading Elements

The practice paper will contain the following elements:

a. 8-12 pages long, double spaced.
b. APA format with use of references.
c. A demonstrated relationship between the topic and at least two specific professional competencies.
d. The format will include a summary section, brief literature review, analysis of the issue, and implications for social work policy and practice.

The practice paper is graded on the following elements:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary and Practice Paper submitted by due dates</td>
<td>-1 per day late</td>
</tr>
<tr>
<td>Requirements for length and APA format with references</td>
<td>10</td>
</tr>
<tr>
<td>Clarity of relationship to social work competencies</td>
<td>10</td>
</tr>
<tr>
<td>Format that follows assignment guidelines</td>
<td>5</td>
</tr>
<tr>
<td>Clear analysis and implications for practice</td>
<td>20</td>
</tr>
</tbody>
</table>
Attachment 4

Taped Interview Practice and Journal

Student Name:

Interview Practices number:

Date Completed:

The Interview Practice is graded on the following elements:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by due date</td>
</tr>
<tr>
<td>Introduction, use of unbiased language, and closing of interview</td>
</tr>
<tr>
<td>Attention to interview goals</td>
</tr>
<tr>
<td>Clearly stated areas for improvement in journal</td>
</tr>
<tr>
<td>Plan for improvement in journal</td>
</tr>
</tbody>
</table>
Attachment 5

Practice Paper Presentation (10x6)
Student Name:
Presentation Topic:

The Practice Paper Presentation will contain the following elements:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Concise verbal and visual description of the topic.</td>
</tr>
<tr>
<td>b. Specific reference to practice implications.</td>
</tr>
<tr>
<td>c. Specific reference to the related competencies.</td>
</tr>
<tr>
<td>d. Submitted and presented on due date:</td>
</tr>
</tbody>
</table>