SOCIAL WORK 401: SOCIAL WORK IN COMMUNITY MENTAL HEALTH AGENCIES (012)

Spring 2017 Field Practice and Integrative Seminar II

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FIELD MEETINGS/SEMINARS: Mondays, 9:00-11:30 AM, Room 300 SW Bldg.

January 23, 30
February 6, 13, 20, 27
March 6, 13, (Spring Break), 27
April 3, 10, 17, 24
May 1

I. CATALOGUE DESCRIPTION
401 Field Practice and Integrative Seminar II. Continuation of Social Work 400. Prerequisites: Sr, or Grad standing; Social Work major; Soc Work 400; cons field director.

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 first year MSW students. These students spend 16 hours per week in field placement including the two and a half hours integrative seminar for a total of 256 hours per semester. For field placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week so students who do not want to be in placement this week may want to do more hours in previous weeks.

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 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 measureable 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 on acquiring the core competencies for entry-level generalist practice.

The integration of knowledge from your course work with the field experience is an important learning goal in the Field Course. In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; 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: serious and persistent mental illness; learning styles and implications for seminar and practice; ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; social justice and human rights; violence prevention; mental health, with some emphasis on alcohol and other drug abuse; crisis intervention; case management services; program development; educational and advocacy services; and social work in the workplace.

The unit works with a large number of agencies that provide student field placements. Agencies may include: Journey Mental Health Center Community Support Programs (CSPs): Forward Solutions, Gateway, and Community Treatment Alternatives, as well as Yahara House, and Promoting Recovery from Onset of Psychosis; Mendota Mental Health Institute’s Learning Center, and Program of Assertive Community Treatment; SOAR Case Management Services; and Chrysalis.

Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important pre-requisites and conceptual supports for the field experience as is a co-requisite, Social Work 442 Practice III: Generalist Practice with Communities and Organizations).

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

Successful completion of this course (field and seminar) implies that students will have progressed towards achieving the core social work competencies by demonstrating that they are moving towards proficiency in the “Generalist Year Required Practice Behaviors” noted here:

<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. | • 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 | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcome report, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
| 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 | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW and, as applicable, the | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, |
| Decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | International Federation of Social Workers.  
- Tolerate ambiguity in resolving ethical conflicts.  
- Apply strategies of ethical reasoning to arrive at principled decisions | Progress summaries, assigned readings, final evaluation with agency supervisor  
(See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
|---|---|---|
| 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. | • 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, communities, and colleagues | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor  
(See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
| 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. | • 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 | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor  
(See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
| 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 | • 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. | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor  
(See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
| 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. |

| 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. |

| 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. |

| • Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
• Critique and apply knowledge to understand person and environment. |

| 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 |

<p>| All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |</p>
<table>
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<tr>
<th>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.</th>
<th>clients for effective policy action.</th>
<th>assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 15 – 19 for assignment instructions and due dates)</th>
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| **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.  
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | All: Field practicum, participation in field seminar discussions, learning plan, written assignments, case presentation, Change Agent proposal and outcomes report, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 15 – 19 for assignment instructions and due dates) |
| **2.1.10. (a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.** | 2.1.10a Engage with individuals, families, groups, organizations, and communities:  
• Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
• Use empathy & 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 & interpret client data.  
• Assess client strengths and limitations.  
• Develop mutually agreed-on intervention goals and objectives.  
• Select appropriate intervention strategies.  
2.1.10c Intervene with individuals, families, groups, organizations, and communities:  
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organizational goals.
• Implement prevention interventions that enhance client capacities.
• Help clients resolve problems.
• Negotiate, mediate & advocate for clients
• Facilitate transitions and endings.
2.1.10d Evaluation
• Critically analyze, monitor, and evaluate interventions.

IV. COURSE CONTENT AND SCHEDULE (see attached)

V. COURSE TEXT AND READING MATERIALS

Readings will be assigned in advance for specific class topics. For those identified as required readings, students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. We will continue to use last semester’s reading materials. New readings and exercise materials will also be handed out in seminar and posted on Learn@UW website. Students are also expected to read relevant practice material available in their agency placement.

Students are expected to complete and understand all assigned readings in Social Work and related courses and to review past readings to enhance ability to understand and integrate theory and methods with practice.

VI. EVALUATION OF STUDENT OUTCOMES: ASSIGNMENTS, GRADING AND METHODS

ASSIGNMENTS: Carefully read and understand the assignments, expectations, evaluation methods and grading criteria for this semester; and other pertinent references. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Ask field faculty and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. In compliance with new University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (shown in italics) specific to graduate students in the expectations and assignments for this course. In order to achieve the learning objectives, completion of the following is expected:

1. **Learning Plan.** Carefully review syllabus, assignments, expectations and evaluation criteria for this semester. Given that the measurable methods of achievement are “individualized,” that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group. Ask faculty and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

2. Review and revise your learning plan with your agency supervisor. The same learning plan you developed during the Fall Semester is used in order to maintain a history of goals, objectives and progress over the course of the school year. Thus, you would write on it:

   a. `completed’ by learning goals and/or related activities, methods, or assignments that have been completed.
b. `on-going’ by those you will continue to do.

c. `new’ for new goals and/or activities you identify for the Spring Semester.

3. **Progress Summary.** Prior to the mid and final semester evaluations, students are expected to give the Field Faculty Instructor a three – four page, double spaced, typed summary in which the student has retrospectively analyzed her/his learning, development and growth. The summary should include the following **five areas**:

   a. progress on the learning goals and respective methods, activities, and assignments including examples to illustrate learning;

   b. additional social work knowledge, skills, and values learned and applied in the agency, seminar and other experiences that are not included in the learning plan. These should include those listed in student evaluation form; first or second year objectives as applicable; and integrative seminar objectives.

   c. areas for further learning or improvements in social work knowledge, skills and values as a basis for revising goals and objectives;

   d. any other observations, questions, issues, ideas, thoughts, feelings that the student may wish to discuss with the Field Faculty Instructor;

   e. feedback on field placement and integrative seminar—strengths and areas for improvement relative to learning social work. What is helpful and/or not helpful? Improvements.

4. Students who keep a **daily or weekly journal** and/or make progress notes on their learning plan, report an easier time preparing the summary; submit more complete, concise, useful summaries; demonstrate clearer understanding and integration of social work concepts and principles with practice; and are more active participants during the evaluations, as well as in seminar discussions. They are able to: integrate concepts and practice; present and/or discuss practice issues; and identify what they have learned and need to learn, as well as learning opportunities.

5. **Sharing Field and Other Experiences.** Each student is expected to share field and other related experiences in order to enhance the integration of social work concepts with practice through active consultation/problem solving and support. Given the diversity of students and their life experiences and the diversity of agency placements, populations-at-risk, mental health issues, and the social and economic issues, active participation is critical to learning about various perspectives and social work practice in community settings. Students are also expected to provide feedback to other students presenting field experiences, especially during case consultation or problem solving discussions. In terms of sharing experiences or providing feedback, students will find it helpful to review various materials (e.g., social work process, generalist social work principles and concepts, mental health literature, active peer consultation and support, problem solving). **Graduate level students will be expected to lead a discussion** (e.g., practice questions), **small group exercise or another activity/exercise of their choice.** **More information will be provided.**
6. **Readings.** Readings will be assigned, in advance, for specific class topics and speakers. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

7. **Case Presentation** on an individual, family, group work, or larger system program or project. Each student is expected to do a 20-30 MINUTE (40 minutes for 2nd year graduate students) presentation that fully engages students in the problem solving or consultation process (see “Case Presentation” criteria/grading form attached). The presentation should include brief background information about the agency, program, or organization (this can be brief given students can refer to the Fall Semester agency analysis paper presentation). It is to be specific to person(s) with serious and persistent mental illness; how and why at-risk; human diversity; pertinent social history information; mental status, and symptom management; service objectives; and a statement of situation or problem areas for consultation and problem-solving discussion. Situations/problems should reflect challenges and needs of the population (e.g., intersection oppressions, economic and/or injustices, symptom management, diagnostic and treatment issues, resource needs, ethical dilemmas, and other environmental issues). The applicable phase(s) of social work process (i.e., engagement, assessment including psychosocial development, planning change, cultural and recovery relevant intervention strategies and techniques, reassessment, evaluation or termination) and Social Work values and ethics should also be clearly identified. It is expected that principles of good generalist practice, problem solving and consultation will guide these presentations and discussions. As needed, review materials from this and other courses on these areas and if unsure how to proceed, contact the Field Faculty Instructor for assistance.

8. Depending on the situation and social work process phase(s), the **responsibility of the seminar group** is to respond appropriately (e.g., seek and assess data, provide perspectives, suggest cultural and recovery relevant interventions and strategies to ameliorate risk, adversities, symptoms, enhance self management and improve the socioeconomic environments of the population). You will need to give them information they will need to be of assistance to you, but not so much that they are overwhelmed with data or are not challenged by the situation/problem(s). Second year graduate students will also discuss at least two examples of published or unpublished research that informs some major aspect of social work practice included in her/his presentation (see “Case Presentation” criteria/grading sheet).

9. **Creativity counts!** Recognize different learning styles and reports by students that they prefer presentations that are more dynamic, visual and hands-on. So, feel free to approach the material as creatively and uniquely as your data will allow (e.g., set up a role play of the presenting situation and let the group analyze the situation; or role play alternative strategies; or divide the group into two or more small groups for a debate; or offer specific questions for group consideration; or provide references to practice relevant materials such as empirical journal articles, service reports, agency materials; or...).

10. Students will present in seminar meetings according to the “Content Area Outline” schedule. As previously noted, each presentation should be approximately 20 - 30 minutes (40 minutes for 2nd year graduate students) to include at least 10 - 15 minutes (15 – 20 minutes for 2nd year) of active group consultation and problem-solving discussion. Students are expected to practice and time their presentations in order to keep to the time limit and to review the attached criteria for case presentations to make sure all areas are covered. **This is an oral presentation assignment so no paper is required. However, the instructor would appreciate a copy of any outline, handouts, or other materials that may be used in delivering the presentation. Second year students are expected to provide the instructor with a copy of the**
11. **Change Agent Assignment.** This assignment focuses on social issues and change strategies for work with people who have a serious and persistent mental illness. This significantly expands upon an oral exercise you did last semester in which you began to think about and identify advocacy opportunities and possible first action steps. For this semester, the assignment is to complete a one-page proposal that identifies a practice issue pertaining to person(s) with serious and persistent mental illness (may have more than one aspect regarding diversity, e.g., people of color, substance misuse, medical, age, religion, LGBTQ, etc.) in your agency, cultural and recovery relevant interventions, AND reference to relevant research. Areas from which the practice issue may derive include: agency environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, treatment, evaluation and other data. Use and list references (e.g., agency supervisor, other staff, faculty, research articles, or other materials) in your proposal. **Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching to the outline and evaluation tool that could be used.**

12. During the remainder of the semester, you are expected to implement your proposal, that is, carry out the intervention steps/methods you identified which would address the practice issue. After implementing your proposal, you will write a second one-page paper specifying outcome, including how you evaluated progress.

13. The purpose of this assignment is to learn more about social, economic, cultural and other issues, (impact of stigma and stereotypes) experienced by at-risk populations--these NUMEROUS EMPOWERMENT OPPORTUNITIES--and how to be a change agent (e.g., appropriate social work functions, roles, interventions) in your agency. In addition to research articles, students will be using social work theory, methods, principles, and concepts learned in SW 440 or other courses and past and present reading assignments to complete this written assignment.

14. The papers are DUE according to the "Content/Schedule Outline" in this syllabus. For each, please provide a copy for the faculty instructor and your agency supervisor.

15. **Consumer Centered Recovery Oriented Strengths Focused Assessment and Interventions.** The purpose of this assignment is to revisit the value and use of the strengths perspective in social work practice. To prepare for this assignment, review past readings and discussions on this topic and read "A Solution Focused Approach to Case Management and Recovery with Consumers who have a Severe Mental Disability," Greene, et. al. One of the exercises we will be doing is a strengths focused card. Early in the semester, you will be given 3 x 5 cards (one for each student and the instructor). The assignment is to be observant during the semester in order to record strengths for each student and the instructor on a card. They will be doing the same for you. The strength cards will be exchanged during the last class.

16. In addition, you are asked to be prepared to discuss the following questions, which will be addressed throughout the semester: What are some specific examples of strengths focused practice in your field experience? What was the response of your client(s) to this approach e.g., any impact on helping relationship? On outcome? On recovery? On client empowerment? What lessons, if any, did you learn about using this perspective from the card exercise? From your agency work? Was it difficult to do? Why or why not? How could the strengths perspective be used in social work with families, groups and/or the community?
Supervision, Consultation and Evaluation

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs. Students are responsible for defining and achieving goals and objectives; suggesting, organizing, and documenting activities; and fully participating in the field instruction process.

The agency supervisor has the following responsibilities:

1. Participate in student selection/placement process.
2. Work with student and faculty in development of learning plans and supervisory arrangements.
3. Orient student to agency, work unit, and practice area.
4. Provide ongoing practice supervision.
5. Possible teamwork with student.
6. Provide student with a good professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism and final evaluation.

The faculty instructor has the following responsibilities:

1. Responsible for student selection and community placement.
2. Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide student with a good professional role model.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development.
8. Help student integrate constructive criticism and responsible for evaluation and grading.

For more detail, see “Summary of Educational Roles in Working with Field Students” in the Field Education Handbook.

EVALUATION AND GRADING: In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students given they are based on “measurable methods of achievement.” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plans.

1. Attendance and Participation at all field unit seminars is REQUIRED. Any absences must be excused by the Field Instructor, in advance. Students must make arrangements with other students to acquire material presented or handed out in their absences. Participation is measured by amount and quality. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

2. Grading. Evaluation is on-going between you, your agency supervisor(s) and the Field Instructor (me). The Field Instructor receives feedback on your performance from you and your agency
supervisor(s) and determines the grade earned. Your education is a shared responsibility so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting.

Forty (40) percent of the grade is for the two and one half hour integrative seminar each week. Of the 256 hours/semester for foundation year approximately 32 – 35 are seminar hours. The 40% of the grade is based on the following: attendance-present and on-time (5%); preparation and contributions to seminar discussion (15%, see attendance and participation self report form for criteria); agency analysis paper and presentation (10%, see syllabus for criteria); change agent papers 2.5 points each (5%); and mid and final progress summaries 2.5 points each (5%). The learning plan is not graded per se, however, it is essential to the evaluation process, to completing the course and quality is expected.

Sixty percent (60%) of the grade is based on actual field work taking into account the degree to which the competencies are met through measureable practice behaviors. The required time students perform in the agency is the 256 hours/semester for the generalist practice year less the 35 hours for seminar. **Counting the final semester exam week**, the number of hours in field each week is as follows: 14 – 16 hours/week for undergraduate and first year MSW students. At various times throughout the semester, including mid and final evaluations, students and Agency Supervisors will be asked to indicate the total hours to-date.

The grade equivalency for these percentages is as follows:

A 94-100 outstanding
AB 88-93
B 82-87
BC 76-81
C 70-75 (see “Field Education Handbook” regarding this grade)
D 64-69

**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
*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.

VII. COURSE POLICIES: If you have any questions or concerns, please see field faculty.

Attendance Policy and Class Participation Policy: Students are expected to be present for all seminars and field with reasonable accommodations made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. If you are unable to attend or will be late for seminar, email or call (leave text if no response) the field faculty before seminar, if possible, so that you receive an excused absence or lateness. In your communication, note why you will be absent or late. Follow up with field faculty as soon as possible regarding the day’s seminar content. You may receive one excused absence
per semester. **Two points** will be deducted for each unexcused absence incurred. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course.

Attendance is defined as arriving on time, staying through the entire seminar, leaving only for scheduled breaks and returning on time from breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. See “Evaluation and Grading” for more information on participation. Attendance will be taken at the beginning of each seminar and field faculty will note your level of participation.

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

**Written Assignment Policy:**
Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. All written assignments are to be either typed or computer-generated as specified by the field faculty. Please format these assignments using one-inch margins, double-spacing (unless otherwise noted), and a Times New Roman 12-point font. A cover sheet is not required unless otherwise noted. Be sure to include your name, the date and number of pages for the paper in the first page. All assignments should be checked thoroughly for correct spelling and grammar and to ensure you covered all criteria and are submitting the final version. In fairness to all, there is no opportunity to address missed criteria later. Students are expected to contact the field faculty directly if questions or concerns regarding assignments.

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

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

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

**Code of Ethics, Code of Conduct and Plagiarism:**
As incoming BSW or MSW students, you read and signed electronic forms of the NASW Code of Ethics, and the School’s Code of Conduct and Plagiarism Policy. In doing so, you agreed that during your time in the MSW Program you would honor the Code of Ethics and Code of Conduct, as well as adhere to the Plagiarism Policy and that should you not do so, sanctions would be imposed. Please remember that these policies hold true for your time in the classroom, in the field and in preparing your assignments.

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

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Uses of laptops or iPods are for note taking or group work only, and are not to be utilized during weekly check-ins.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague’s right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class (especially the syllabus) and field placement.
- Student has completed assignments (e.g., readings, papers/presentations, practice questions of the week) and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student refrains from “side bar” conversations and disrespectful verbal and nonverbal behavior.
- Student actively and constructively participates in the classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field instructor and field supervisor.
- Student is able to receive and/or solicits feedback and is able to incorporate it, especially when there are questions about performance.
- Student is aware of and able to demonstrate assertiveness skills (e.g., give constructive feedback to field faculty, students, agency supervisor, other staff, and clients).
- Student proactively and prior to assignment due dates, seeks clarification from field faculty and/or agency supervisor, as applicable, if guidance or assistance is needed.

Professional conduct is expected. It is important to review this syllabus and the section, “Professional Conduct in All the Social Work Degree Programs,” which can be found in the Student Rights and Responsibilities Handbook

Syllabus LeCount Field Spring January 2017
SOCIAL WORK 401: SOCIAL WORK IN COMMUNITY MENTAL HEALTH AGENCIES
SPRING 2017 COURSE CONTENT/SCHEDULE OUTLINE

Faculty Instructor: David LeCount
Seminar Meeting Day/Time: Mondays 9:00 -11:30; Break at 10:15 a.m.

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by instructor. For details on assignments and criteria for grading, see section VI of this syllabus.

2/6 Revised learning plan

2/13 One-page change agent proposal (single space, no cover page)
Case presentations begin per schedule (oral, no paper)

2/20 Revised and signed learning plan paper copy

3/6 Mid-Semester progress summary

4/24 One-page change agent outcome report (single space, no cover page)

5/1 Strengths focused card
Final progress summary

Weekly Class Assignments: Spring 2017

Assignments are under each date and are to be completed for that date. Additional readings may be provided to the students throughout the semester. Readings from last semester continue to apply. Class guest presentations will occur during the semester.

Week 1: January 23

ORIENTATION TO THE SPRING SEMESTER
Class Discussion:
  o Welcome and reflection on semester break, sharing learning Insights that have become better integrated
  o Emily – Student discussion leader on vulnerability and inspiration
Spring semester syllabus will be distributed:
  o Review of syllabus including assignments, expectations, readings, evaluation, and content schedule outline
  o Sierra – Second year student discussion leader on sharing experiences as to what is ahead

Note: Revised learning plan is due 2/6

Week 2: January 30

PRESENTER (2nd Hour): Edward Erwin, MSW, CPS on Really Now, Insights from the Inside, Tale of Two Cities, along with Q & A.
Announcements
In the news – Discussion of recent mental health related information
Bring comments, questions, and reflections regarding the syllabus
Class discussion – Sharing field experiences

Week 3: February 6

GUEST PRESENTER (2nd Hour): Darren LeCount, LCSW, Trauma Informed Care
Revised learning plans due
Announcements
In the news
Class discussion – Sharing field experiences

Week 4: February 13

GUEST PRESENTERS (2nd Hour): Alice Schmidt, LCSW, PACT Program, and a PACT Consumer, presenting on the history of this EBP program that pioneered the efficacy of community based programming in the 1970s. The consumer will present on the role of PACT in his life and will quote some his personal poetry. Q & A will be a part of this presentation.

CHAPTER 51 CIVIL COMMITMENT DEBATE — HUMAN RIGHTS (Milwaukee Journal Sentinel Special Report Series)
One-page change agent proposal due (single page – no cover)
Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:
   At what point can we (society) take control of someone’s life?
   How are these decisions made in Dane County, and instituted within your practices?
Case presentations begin

Readings:

Week 5: February 20

RECOVERY EMPHASIS – TELLING THE STORIES
Revised and signed learning plan paper copy
Announcements
In the news
Class discussion – Share recovery oriented approaches employed by yourself/program. What are the benefits of “telling the stories?”
Case presentation(s)

Readings:
https://www.razoo.com/story/45days
Week 6: February 27

STIGMA RELATED TO MENTAL ILLNESS
Announcements
In the news
Class Discussion – Sharing field experience in keeping with class topic
Case presentation(s)

Reading:

Week 7: March 6

ASSESSMENT EMPHASIS – MENTAL HEALTH STATUS & CONSUMER DOMAINS
Turn in mid-semester progress summary
Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:
Discuss consumer centered ROSA domains assessment process
Case Presentation(s)

Readings:
(2006) ROSA (Recovery Oriented System Assessment) Instrument and Process to Evaluate Personal Outcomes, State of Wisconsin, Bureau of Mental Health and Substance Abuse Service,

Week 8: March 13

ASSESSMENT – MENTAL STATUS AND SUICIDE EMPHASIS
Announcements
In the news
Class Discussion – Sharing field experiences in keeping with class topic.
Case presentation(s)

Reading:
Notes from various lecture presentations by Journey Mental Health Center psychiatrists will be provided.

SPRING BREAK WEEK – NO CLASS – ENJOY!

Week 9: March 27

CULTURAL RELATIVITY – DIVERSITY OF MENTAL HEALTH SYMPTOMS
Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned reading:
Give examples as to how values, customs, and beliefs are shaped by culture and experiences. How does this result in the portrayal of mental health symptoms?
Case presentation(s)

Reading:

Week 10: April 3

PROMOTING STRENGTH BASED APPROACHES: PSYCHOSOCIAL REHABILITATION, HOLISTIC HEALTH, & CERTIFIED PEER SPECIALISTS

Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:
   How does symptom management occur within your field placements?
   Based on the assigned readings provide additional suggestions for symptom management.
Case presentation(s)

Readings:
Selected PP slides will be provided from LeCount Obihiro, Japan, presentation at Hokkaido Prefecture Mental Health Association Conference, August 2013.

Week 11: April 10

FURTHER DIMENSIONS OF DIVERSITY

Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:

Readings:
NAMI Website:
http://www.nami.org/Find-Support/LGBTQ

Week 12: April 17

HIGHLIGHTS: CHANGES FROM DSM-IV TO DSM V:

Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:
   Discuss significant changes in the most recent DSM publication.
   How will these changes influence practice?
Case presentation(s)

Readings:
Highlights of Changes from DSM-IV-TR to DSM-5, American Psychiatric Publishing, A Division of American Psychiatric Association: Online:
hhttp://www.dsm5.org/Documents/changes%20from%20dsm-iv-tr%20to%20dsm-5.pdf
Week 13: April 24

TRAUMA AND WOMEN’S ISSUES – EMPHASIS ON MENTAL HEALTH & RELATED ISSUES
One-page change agent outcome report (one page single space, no cover page)
Announcements
In the news
Class discussion – Sharing field experiences in keeping with class topic and assigned readings:
  Give examples of trauma informed services.
Tentative field final evaluation schedule
Case presentation(s)
Evaluation of your agency supervisor/setting

Readings:
Notes and information will be provided from Bessel Van Der Kolk’s book: The Body Keeps The Score: Brain, Mind, and Body in the Healing of Trauma
Bessel Van Der Kolk, The Body Keeps The Score: Brain, Mind, and Body in the Healing of Trauma. (New York: Penguin Group, 2014)

Week 14: May 1

SEMESTER SUMMARY AND CONCLUSION
Announcements
In the news
Class discussion – Sharing final insights pertaining to the semester learning
Share strength cards
Turn in progress summary, hours worked in field placement, and evaluation of agency supervisor/field placement setting
Faculty evaluation and celebration

FINAL FIELD EVALUATION

HAVE A WONDERFUL SUMMER!
GRADING CRITERIA FOR CASE PRESENTATIONS

Points and criteria for grading presentation (Review detailed description in assignment-expectation section):

2 Demonstrated Principles of Good Generalist Practice (don’t lose points on this one! It usually requires an in-depth analysis in order to integrate and adequately discuss generalist concepts and principles in the presentation)____

1 Provided Sufficient Background Information on Agency, Program or Organization; Diversity of population at-risk; How and Why at-risk____

1 Provided Other Pertinent Data (i.e., Social History/Symptoms/Diagnoses/Treatment)____

1 Identified Service Objectives____

2 Identified Situation/Problem Area and phases(s) of the Social Work Process for Consultation and Problem Solving____

1 Engaged Class in Problem-solving and Consultation Process____

1 Creativity (e.g., Used Visual Aids, Exercises, Additional Relevant Materials)____

1 Overall Quality of Presentation (e.g., Organized, Clear, Understandable)____

____TOTAL of Ten POINTS for this Assignment ____
SOCIAL WORK PRACTICE IN COMMUNITY MENTAL HEALTH AGENCIES FIELD UNIT
Spring 2017 Semester Criteria and Grading

Name:_________________________________Year:_________ Mail Box #________

Criteria and Grading for the Spring semester:

____ Class attendance (present and on-time unless excused in advance) 5 points

____ Class preparation (e.g., assignments completed) and active participation 15 points

____ Learning plan (must be completed to proceed)

____ Case presentation (oral) 10 points, (12 points for 2nd year)

____ Change agent papers 2.5 points each, 5 points total

____ Progress summaries 2.5 points each, 5 points

____ TOTAL POINTS out of 40

Comments:

____ Field (see Student Performance Evaluation form) 60 points

Comments:

Final Grade:
<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th>Description of Activities (e.g., home visit, team meeting, group session)</th>
<th>(OPTIONAL) Competency NOS. and Practice Behaviors</th>
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The signatures below certify this is a true and correct copy of reported field placement time and activities.

Student Name (please print): ____________________________________________________________

Student Signature: __________________________________________ Date: _________________

Agency Supervisor Signature: ________________________________ Date: _________________

Field Faculty Signature: ________________________________ Date: _________________
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 400  ☑  SW 401 ☑

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>5</th>
<th>The student has excelled in this area.</th>
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<tbody>
<tr>
<td>4</td>
<td>The student is functioning somewhat above expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>2</td>
<td>The student is functioning somewhat below expectations for students in this area.</td>
</tr>
<tr>
<td>1</td>
<td>The student is functioning significantly below expectations for students in this area.</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable, as the student has not had the opportunity to demonstrate competence in this area.</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate
those areas in which you think the student is particularly strong and those areas in which the student
needs improvement. For the latter, please note specific strategies for making improvement or indicate
that these will need to be identified during the three-way (agency supervisor, student and field faculty)
evaluation 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 to-date 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 the generalist student, the desired outcome is that of entry level generalist social work practitioner.
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.
### 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.

<table>
<thead>
<tr>
<th>1.1</th>
<th>Advocates for client access to the services of social work.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Practices personal reflection (e.g., recognizes strengths and areas for improvement) and self-correction to assure continual professional development (e.g., able to transfer learning from one experience to another).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>1.3</td>
<td>Attends to professional roles &amp; boundaries.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrates professional demeanor in behavior, appearance, and communication.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>1.5</td>
<td>Can identify strategies for career long learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>1.6</td>
<td>Uses supervision &amp; consultation effectively (e.g., achieves an appropriate balance between using supervision and consultation and acting independently).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>

Comments:

### Competency 2.1.2: 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>Recognizes and manages personal values in a way that allows professional values to guide practice.</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>Makes ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>2.4</td>
<td>Applies strategies of ethical reasoning to arrive at principled decisions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
</tbody>
</table>

Comments:
### Competency 2.1.3: 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>Task</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Distinguishes, appraises and integrates multiple sources of knowledge including practice knowledge &amp; wisdom with research-based knowledge.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>3.2 Analyzes different models of assessment, prevention, intervention, &amp; evaluation.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>5 4 3 2 1 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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
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<tbody>
<tr>
<td>4.1 Practices in a way that demonstrates recognition of the extent to which a culture's structures &amp; values may oppress, marginalize, alienate, or create or enhance privilege &amp; power.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>4.2 Articulates sufficient self-awareness to eliminate the influence of personal biases &amp; values in working with diverse groups of people.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>4.3 Recognizes and communicates an understanding of the importance of difference in shaping life experiences.</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>4.4 Views her or himself as a learner &amp; engages those with whom s/he works as informants.</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

**Comments:**
**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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<tr>
<td>5.1</td>
<td>Understands the mechanisms of oppression and discrimination.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>5.2</td>
<td>Advocates for human rights &amp; social and economic justice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.3</td>
<td>Engages in practices that advance social and economic justice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

**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.

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<tr>
<td>6.1</td>
<td>Applies practice experience to inform scientific inquire (i.e., research &amp;/or assessment).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6.2</td>
<td>Demonstrates skill in using research findings to improve practice (including policy &amp; social service delivery).</td>
<td>5</td>
<td>4</td>
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<td>2</td>
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**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.

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<tbody>
<tr>
<td>7.1</td>
<td>Utilizes conceptual frameworks about human behavior to guide the process of assessment, intervention, and evaluation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>7.2</td>
<td>Critiques and applies knowledge to understand person and environment.</td>
<td>5</td>
<td>4</td>
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Comments:

### 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>Analyzes, formulates, and advocates for policies that advance social well-being.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>8.2</td>
<td>Collaborates with colleagues and clients for effective policy action.</td>
<td>5</td>
<td>4</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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<tbody>
<tr>
<td>9.1</td>
<td>Is skilled at discovering, appraising, and attending to changing locales, populations, scientific &amp; technological developments, &amp; emerging societal trends in order to provide relevant services.</td>
<td>5</td>
<td>4</td>
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<tr>
<td>9.2</td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>5</td>
<td>4</td>
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</table>

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>10.1.a</th>
<th>Substantively and affectively prepares for action with individuals, families groups, organizations or communities.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>na</th>
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<tbody>
<tr>
<td>10.2.a</td>
<td>Effectively utilizes empathy and other interpersonal skills with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>10.3.a</td>
<td>Develops a mutually agreed-upon focus of work and desired outcomes with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.4.b</td>
<td>Demonstrates ability to collect, organize, and interpret client.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.5.b</td>
<td>Assesses client/consumer strengths and limitations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>10.6.b</td>
<td>Develops mutually agreed-upon intervention goals and objectives with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>10.7.b</td>
<td>Selects appropriate intervention strategies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>10.8.c</td>
<td>Initiates actions to achieve organization goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.9.c</td>
<td>Implements prevention interventions that enhance client capacities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>10.10.c</td>
<td>Assists clients in resolving problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.11.c</td>
<td>Negotiates, mediates, and advocates for clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.12.c</td>
<td>Facilitates transitions and ending.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>10.13.d</td>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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**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.

David LeCount, Assistant Faculty Associate, University of Wisconsin-Madison (January, 2017)