I. Course Description

801 Field Practice and Integrative Seminar IV.

Continuation of Social Work 800.

Attributes and Designation: This course counts toward the 50% graduate coursework requirement.

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Wednesdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 18-20 hours of field work in the community as part of the course requirement.

II. Course Overview

Field units, including an integrative seminar, provide the opportunity to integrate social work content and generalist practice and to transcend individual agency settings when addressing social problems as a social worker. It is focused on social work practice on behalf of children and families, particularly those of low socioeconomic status. The field faculty works closely with agency supervisors in selected child, family and educational settings.
The area of focus for this field unit is children, youth, and family welfare, offering all students social work content on child welfare and other family services. It offers Advanced Practice students an opportunity to develop knowledge and skills in advanced practice areas and to strengthen foundation areas as needed.

This Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being such as socioeconomic status, economic and/or socio-cultural opportunity or oppression, resources for healthcare, housing, etc.; and public sector service delivery such as health care, child protection, educational settings and family services.

Advanced generalist year students spend 20-22 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 14 at 2.5 hours for each seminar for a total of 35 hours.

The seminar, as an integral component of field, and the special activities of the Field Unit as a whole, are intended to support all the Competencies listed below for the Advanced Practice year. The seminar differs from the agency component of the Field course in its emphasis and primary focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for introduction of new content, c) transcends the focus of individual agencies and d) works actively to further integration of practice and knowledge from multiple sources, using multiple methods.

The field seminar meets weekly on Saturdays, and provide an opportunity to share ideas, support and to learn a variety of approaches to child/family services and issues. The meetings include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student and guest presentation. In the spring semester, students will share responsibility for developing and facilitating seminar sessions on selected topics. Overall, unit activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.

Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided and the time needed for student's professional development. All settings provide opportunity to learn advanced generalist social work roles in child and family services with individuals, groups and/or families, including support, counseling, education; advocacy, case management, inter-agency participation, contributing to a humane and effective agency environment, working towards a just and supportive community environment. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc.
Please note that students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most fruitful field experience is the combination of attending the Field Seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between student and agency to continue the student’s educational experience until May 2018.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. The acceptable range of hours per week is between 18 to 20 hours. It is the student’s responsibility to document the field hours. The expectation of the Program is that students remain in their field placements until the last week of class in May 2018. If a student has questions about hours or other expectations and requirements of the Program, the student should contact the field faculty member immediately. Supervision of your direct practice will be provided primarily by staff members of the agency or program unit to which you are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

The seminar, as an integral component of the Field course, and the special activities of the Unit as a whole, are intended to support all the Competencies listed below for the Advanced Practice year. The seminar differs from the agency component of the Field course in its emphasis and primary focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for introduction of new content, c) transcends the focus of individual agencies and d) works actively to further integration of practice and knowledge from multiple sources, using multiple methods.

III. Learning Outcomes: Competency Descriptions and Dimensions (Field and Seminar)
Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of the syllabus.

In seminar, a generalist perspective is used to analyze and reflect on advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and
intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

**IV. Course Content**

**Time:** 9:00-11:30 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 the field faculty member. Three points will be deducted for each day the assignment is late.

**Readings:** The Field Faculty member will identify which readings are required for completion according to the schedule. Some readings are workshop materials without full citations. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement.

**January 27**  **Welcome Back!**

Semester Two Syllabus Review; Change Agent Project; Learning Plans; Developing Social Work Competencies for second semester; professionalism
February 3  **Social Work Practice and Women’s Issues**  
Check-in consultation and problem solving.

**Recommended Readings:**


**ARTIFACT #4 DUE**

February 10  **Systems change-How to approach with issues impacting Children, Youth and Families?**

**Assignment:** Each student brings an article to discuss in class about systems change relating to social work topics and/or systems change in the field of social work.

Students to come prepared to discuss the deeper issues of problems they see or face with the systems that are there to support our children, youth and families and also to present/discuss pro-active and strength-based approaches to change.

*Questions to discuss could include:* How do we know the programs and systems help children? How can we provide services at the same time as reviewing and making system changes? Where do we turn to get positive, culturally competent and evidence-based ideas for change?

Check-in consultation and problem solving.

February 17  **Student identified/facilitated topic**

Check in Consultation and problem solving

**LEARNING PLAN DUE**

February 24  **2017 NASW Code of Ethics Discussion.**
Students should come prepared to compare and contrast differences in the 2017 NASW Code of Ethics from the prior version.

**ARTIFACT #5 DUE**

**March 3**  
**Social Work Job Interview Skills—pitfalls and suggestions.**  
Check-in consultation and problem solving.

**March 10**  
**Student Identified/Facilitated Topic and Discussion**  
Check-in consultation and problem solving.  
**ARTIFACT #6 DUE**

**March 17**  
Spring break

**March 24**  
**Case Review Presentations**  
Check-in consultation and problem solving.

10-15 minute presentations by each student that fully engages students in the problem solving or consultation process (see syllabus for criteria and grading).

**March 31**  
**Special Assignment**  
Students need to respond to Canvas Discussion Question by beginning of class time. Students are to use class time to research and work on Change Agent Projects/. FYI, Kent will be in San Diego at the APBS International Conference – If need anything call or text; email will be limited.

**April 7**  
**Continuation of Case Review Presentations**  
Check-in consultation and problem solving.

10-15 minute presentations by each student that fully engages students in the problem solving or consultation process (see syllabus for criteria and grading)
Recommended Reading:

April 14  **Indian Child Welfare Act (ICWA)**
Overview of the Indian Child Welfare Act with an emphasis on historical trauma

Check-in consultation and problem solving.

**PORTFOLIOS DUE FOR SCHOOL SOCIAL WORK STUDENTS**

April 21  **Student Identified and Facilitated topic of discussion**
Check-in consultation and problem solving.

April 28  **Change Agent Class Presentations**
Possible change agent presentations at Agency Supervisor Workshop; details to follow.

May 5  **Change Agent Class Presentations, end of the year wrap-up, evaluation, beyond graduation!**
*Celebrate and reflect on year-long learning integration of knowledge and practice, reflection on professional identity, job search and interviewing strategies*

May 12-13  **GRADUATION!!!**

The schedule that follows represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.
V. Text and Reading Materials

Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar.

Students are expected to complete and understand all currently assigned readings is Social Work and related courses and to review past readings (e.g., the NASW Code of Ethics, Canvas.wisc.edu) to enhance ability to understand and integrate theory and methods with practice. If you do not understand or have questions about any reading or the Code, please see the class Instructor or Field Faculty, as applicable, for assistance.

All reading materials can be found on Canvas.wisc.edu

Recommended Resources for School Social Work Students:

2.) Dibble, Nic. School Social Work Practice Guide. DPI Publication. Provided at no cost on line. See Wisconsin Department of Public Instruction Website.

VI. Evaluation: Assignments, Grading and Methods

Assignments SW 801: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

1. Learning Plan
In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the practice behaviors outlined in the syllabus will be measured. For example, relative to the first one, “applying knowledge of social services, policies, and programs relevant to children, youth and family welfare to advocate with and/or on behalf of clients access to services” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to her/his advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this practice behavior (an advocacy plan and outcome report) and how it will be measured (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). Some practice behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the School’s curriculum. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. In many ways, the learning plan is similar to a case plan. It needs to be specific, measureable, individualized and can be changed over time. Students needing assistance in completing it should contact the field faculty member.

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

2. **Integrative Seminar**

There is a required weekly seminar with the field faculty on Saturdays from 9:00 am -11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.
3. **The Portfolio (School Social Work Students)**

In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI 34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process. For further details, please see the School Social Work: Guide to Wisconsin Licensure. Electronic portfolios will not be accepted at this time.

Portfolio Artifacts will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will be assessed in total when the portfolio is completed in the Spring of his/her advanced practice year in field. **DUE DATE IS APRIL 14, 2018.**

4. **Supervision, Consultation, and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. At mid-semester, students will receive feedback on their seminar and field performance separately from their agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes the student, the agency supervisor, and the field faculty instructor. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

*The Agency Supervisor* has the following responsibilities:

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

The Field Faculty has the following responsibilities:

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

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

5. Evaluation and Grading

Participation in all field unit seminars is REQUIRED. Participation is measured by amount and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

Grading: Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty (me). The Field Faculty 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. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

**Forty percent (40%)** of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison 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 seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:
For professionalism (10%), field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments this semester (30%), field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus.

If you have not put in the required hours for field practicum, you will get a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have gotten advance approval from field faculty of your plan to complete the hours).

**Sixty percent (60%)** of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through measureable practice behaviors, including the student’s performance in the classroom and in the field. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Final responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the student’s agency supervisor’s assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student’s work in the field placement. Field faculty will periodically review your progress both with you and with the field supervisor and joint meetings will be held with you if indicated or desired by you or your supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.
At the end of the semester, the student, agency supervisor and field faculty member will discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your supervisor’s overall assessment of your work. **BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY OF EACH OTHER’S EVALUATION FORM AND HAVE SHARED THIS INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.**

**GRADE STANDARDS FOR THE COURSE:**

Grading for this class will be based on the following percentage scale:

- 94 -100 A
- 88 - 93 A /B
- 82 - 87 B
- 76 - 81 B/C
- 70 - 75 C
- 64 – 69 D
- <=63 F

A grade of “A” (consistently superior/excellent performance) will include:

* Superior/excellent progress towards achieving goals and activities specified in your learning plan.

* Excellent, accurate, thorough, and timely clinical documentation as required by your agency.

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

* Superior/excellent skills for engaging clients, who may present with a wide range of issues, problems, strengths and resources.

* Superior/excellent ability to utilize supervision, receive feedback with minimal defensiveness, respond positively to suggestions and implement them.
*Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.

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

*Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.

*Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.

*Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of have read assigned material.

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 the student has met the minimum criteria needed to pass the course.

The “C” grade represents below minimum performance standards in several areas or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

A grade of “D” or “F” may be assigned 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, one point, may not continue in program  
F= failing grade, no points

Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

WRITTEN ASSIGNMENTS & CLASS SCORING (Total Points: 100)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Ongoing</td>
<td>10 points</td>
</tr>
<tr>
<td>Artifact 4</td>
<td>February 3</td>
<td>15 points</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>February 17</td>
<td>10 points</td>
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<tr>
<td>Artifact 5</td>
<td>February 24</td>
<td>15 points</td>
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<tr>
<td>Artifact 6</td>
<td>March 10</td>
<td>10 points</td>
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<tr>
<td>Case Review Presentation</td>
<td>March 24</td>
<td>10 points</td>
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<tr>
<td>Portfolios School Social Work Students</td>
<td>April 14</td>
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<tr>
<td>Change Agent Presentation</td>
<td>April 28 &amp; May 5 (as needed)</td>
<td>30 points</td>
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<tr>
<td><strong>Total Maximum Points:</strong></td>
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<td><strong>100 points</strong></td>
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End-of-semester evaluations (60% of final grade)

**ARTIFACTS**

1. Artifact #4: Climate/Culture Assessment of Placement.  **DUE February 3**  
   Review Artifact #2 that you wrote during Fall Semester. Write how your thoughts differ or remain the same after being in your placement additional time. (1-2 pages)

2. Artifact #5: PERSONAL MISSION STATEMENT. **DUE February 24**
Write an introduction that describes you as a master’s level social worker. Make sure you address how you incorporate issues of racial equity and cultural diversity in your practice. (1-2 pages)

3. Artifact #6: Case Review Presentation. **DUE March 10**
Develop an outline of the topic/issue you will be presenting to the class for consultation and feedback.

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in their portfolio. Portfolio artifacts should be included in the portfolio that is turned in for approval second semester (SCHOOL PLACEMENTS ONLY are required to complete a portfolio for licensing second semester).

**ARTIFACT GRADING RUBRIC:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 1-2 pages long not including the cover page and the reference page.</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 1-2 pages long not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 1 page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 1 page requirement.</td>
</tr>
</tbody>
</table>
**CASE REVIEW PRESENTATION (10 points)**

Case presentation on an individual, family, group work, or larger system program, project, or policy. Each student is expected to complete a 10-15 MINUTE presentation that fully engages students in the problem solving or consultation process (see “Case Presentation Criteria/Grading” form in syllabus). It is expected that the presentation would include all of the items noted on the form. Situations/problems should reflect challenges and needs of the population (e.g., intersecting oppressions; human rights, social and economic injustices; and other environmental issues). The problem or issue should be one that is challenging to the seminar. It may be one that is current for which a student needs assistance or it may be one that was resolved, but would be challenging and of interest to the seminar.

The student should also identify the applicable phase(s) of social work process (i.e., culturally relevant engagement, assessment, planning change, intervention strategies and techniques, reassessment, evaluation or termination), as well as any social work values and ethics that apply. It is expected that principles of good generalist practice, problem-solving and consultation will be demonstrated in 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 for assistance.

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 culturally relevant interventions and strategies to ameliorate risk and improve the socioeconomic environments of the population). You will need to give the presenting student the information she 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). Advanced Concentration year students will discuss at least two examples of published or unpublished research that informs some major aspect of social work practice included in her/his presentation.

Creativity counts! Feel free to approach the material as creatively and uniquely as possible (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 discussion or debate; or offer specific questions for group consideration; or provide references to practice-relevant materials such as empirical journal articles, service reports, agency materials; etc.).

Students will present at seminar meetings according to the "Course Content/Schedule Outline” section. As previously noted, each presentation should be approximately 10-15 minutes to include at least 2-5 minutes 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 (criteria) are covered. THIS IS AN ORAL PRESENTATION ASSIGNMENT SO NO PAPER IS REQUIRED OTHER THAN PROVIDING THE FIELD FACULTY WITH A COPY OF A BRIEF (ONE PAGE OR
LESS) OUTLINE, HANDOUTS, OR OTHER MATERIALS THAT WILL BE USED IN THE PRESENTATION PRIOR TO BEGINNING THE PRESENTATION. STUDENTS ARE EXPECTED TO PROVIDE THE INSTRUCTOR WITH A COPY OF THE RESEARCH/EVALUATION STUDIES USED ALSO.

CHANGE AGENT ASSIGNMENT (30 POINTS)


This assignment significantly expands upon the oral exercise you accomplished last semester in which you identified a tentative change agent project proposal. For this semester, you are expected to continue planning, implementing, and evaluating your proposal and project.

The purposes of the assignment are to:

1. Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuals and applicable social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.
2. Develop or enhance knowledge, skills, and values regarding a macro change effort using the planned change process. (Macro level includes organizations, communities, and policy).
3. Initiate and, if possible, complete and evaluate a change effort that is effective, efficient, and sustainable.
4. Develop or enhance knowledge, skills, and values regarding working in teams (whether the project is accomplished with other seminar students or others in the agency or community).
5. Acknowledge and share the NUMEROUS ADVOCACY & EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
6. Move the student from careful assessment to planned intervention at the mezzo and macro levels supporting a skill area of critical importance to Social Work.
7. Assist the student and field supervisor in supporting positive agency and system approaches to service delivery improvement.
8. Attune the student, field supervisor, and field faculty to learning at this level.
9. Assist the field seminar as a whole to learn.

CHANGE AGENT PRESENTATION GRADING RUBRIC
<table>
<thead>
<tr>
<th>Topic Selection</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Provides a clear and comprehensive understanding and synthesis of change agent project with strong critical thinking. Identifies how this project could be integrated in practice. Research is broad and theoretical understanding is integrated.</td>
<td>Provides a clear understanding and synthesis of change agent process. Demonstrates knowledge of related literature. Explains how project could be helpful. Research is sufficient and theoretical understanding is evident.</td>
<td>Provides a summary of change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and theoretical understanding is emerging.</td>
<td>Summary of change agent process is incomplete. Unclear description of the process and how it applies to social work. Research efforts are limited and theoretical understanding is unclear.</td>
</tr>
</tbody>
</table>

<p>| Mechanics | Presentation is done in a clear, logical format with smooth transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to | Presentation is done in a logical format with somewhat choppy transitions between topics. All sources are cited and presented in written format to class. Summary/outline is not complete. | Presentation is somewhat difficult to understand and follow. All sources are cited and presented to class. Summary/outline is not complete 2 pages. | Presentation is difficult to understand and follow. Sources are not cited and summary/outline is not complete. |</p>
<table>
<thead>
<tr>
<th>Creativity</th>
<th>Information is presented in an extremely clever and original manner; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to social work.</th>
<th>Presentation is clever at times; thoughtful and unique with basic knowledge of change process that applies to social work.</th>
<th>Presentation has some original touches but has limited knowledge of change agent process that applies to social work.</th>
<th>Presentation has little or no creativity or lacks clear knowledge of the change agent process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Strategies</td>
<td>There is an ability to describe and synthesize the social work change process and is able to focus on the best aspects to create a unique approach to social work practice. Knowledge of related literature shows the relevance to social work practice.</td>
<td>There is a limited ability to describe social work change process and choose some aspects to create an approach to social. Knowledge of related literature shows the relevance to social work application.</td>
<td>There is a limited ability to describe social work change process. Description of related literature does not make connection to social work practice or is unclear in this description.</td>
<td>Social work change process is not described clearly and there is no attempt to choose best practice approach. Related literature is not explained adequately.</td>
</tr>
</tbody>
</table>
1. WEEKLY FIELD SEMINAR
Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to get consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. **Coming prepared to share, discuss and learn, is extremely important!** Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

2. RECORD OF FIELD HOURS – DUE MAY 12th BY 5:00 PM
Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete 320 hours for the semester. Time spent getting to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

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

3. INDIVIDUAL MEETINGS AND OUT-OF-CLASS CONTACT
Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days.

I am most accessible by email, which I check daily. I will respond to emails within 24 hours.
However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

4. MEETINGS TOGETHER WITH YOUR AGENCY SUPERVISOR
Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will EACH fill out, and then share with each other, ideally before our end-of-semester meeting.

VII. Course Policies
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:
All written assignments are to be typed or computer-generated and submitted through Canvas. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

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

Accommodation Due to a Disability:
It is important that all students have access to this course and all its content. If you need any accommodations due to a disability or other reason, please let me know. The McBurney Disability Resource Center is available and able to assist as needed as well. Please let me know at the beginning of the semester or as soon as the need for an accommodation is determined.

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.

- Please turn off cell phones before entering the classroom.
- Respect another person’s viewpoint with which you may disagree.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept diversity.
- Do not use your computers during class time.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class’s attention, please speak with field faculty.

Classroom Conduct
Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be tolerated. Disrespectful behavior will be determined at the discretion of the field faculty. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to field faculty or to guest speakers. Field seminar is an extension of the field placement. Your grade in field seminar is based on successful completion of the competencies and behaviors, both in seminar and in the field. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. It is the student’s responsibility to contact the field faculty for any clarification on disrespectful and unprofessional behavior.

Technology Policy
Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook Professional Conduct in All the Social Work Degree Programs. Please refrain from using your computers during class time without instructor consent.

Attendance Policy
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused and Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade
  - Three unexcused absences will place the student at risk for failing the course
  - On a case by case basis, it is left to the field faculty’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans. One excused absence will be approved per semester. After one excused absence (unless due to inclement weather), additional assignments will be issued by the instructor. **Excused absences must have prior approval by the instructor.**
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. This make-up work will include a paper that uses readings from class to incorporate the content into practice. This make-up work may have to be repeated if all instructions are not followed. The field faculty member will distribute the assignment to the student when a make-up assignment is required.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the field faculty prior to the start of class to be considered for an *excused* absence.

**Inclement Weather Policy**
- If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
- If classes are not cancelled but an individual student concludes that he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan not to travel. The student will be responsible for learning the material they missed.

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

**Plagiarism**

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

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

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

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

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

**Sanction:**
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).

Note: Students can appeal any sanctions.

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

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html)

### Appendix A: Competencies

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Addressed in Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1: Demonstrate ethical and professional behavior</td>
<td>Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (V,C &amp; AP) Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&amp;AP)</td>
</tr>
</tbody>
</table>
employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.

| Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,S,V,C & AP) | Week 3 |
| Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. (K, S, V, C & AP) | Week 5 |
| Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP) | Week 3 |
| Develop a plan for continuing professional education and development. (K, S, & V) | Week 15 |
| 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). (K, S, V, C & AP) | Week 3 |
| 2.1.2 Engage Diversity and Difference in Practice | Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP) | Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 |
| 2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice | Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, | All: Field practicum, class exercises, participation in field seminar discussions: Week 7 & 15 |
safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<table>
<thead>
<tr>
<th>2.1.4: Engage in Practice-informed Research and Research-informed Practice</th>
<th>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</th>
<th>Weeks 1-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working with children, youth and families (V,C &amp; AP)</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Week 7 &amp; 15</td>
</tr>
<tr>
<td>Change Agent Report and Presentation (K,S,V, C &amp; AP)</td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7 &amp; 15</td>
</tr>
</tbody>
</table>
### 2.1.5: Engage in Policy Practice

Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare, and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage in policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V, C & AP) | Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 7 & 15 |

### 2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings. (V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 |
behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</th>
<th>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
<th>Weeks 7 &amp; 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</td>
</tr>
</tbody>
</table>
Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, interprofessional, and interorganizational collaboration as appropriate, in evaluating and implementing interventions.

| 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities | Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V,C & AP) | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in public and private child welfare (V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 | Weeks 7 & 15 |

| Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP) | Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP) | Weeks 7 & 15 |
Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year 2017-2018

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

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

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

Full Course Name & Number: ______________________
Instructor: ______________________

Full Course Name & Number: ______________________
Instructor: ______________________

Full Course Name & Number: ______________________
Instructor: ______________________

Full Course Name & Number: ______________________
Instructor: ______________________
Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

The nine competencies specified in this evaluation form are those established by our national accreditting organization (the Council on Social Work Education). The student’s learning plan has identified the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies. Under each competency statement are several indicators, i.e., behaviors, which we ask you to rate, according to the following criteria, based upon their performance of the measurable methods of achievement (the observable learning opportunities). Students demonstrate mastery of a set of behaviors tied to practice competencies that are related to the mission and goals of social work in the field placement. Students gain experience and focus on skill development in their field placements related to the behaviors associated with the competencies.

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

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

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the practice behavior. For the advanced generalist level student, the desired outcome is that of an autonomous social work practitioner. The Field Faculty will determine the student’s grade based on their overall evaluation of the student’s performance in the field placement in conjunction with performance in the integrative seminar.

*Note: The N/A rating is only applicable for the fall semester final.*
Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1
Demonstrate Ethical and Professional Behavior.
Advanced Generalist social workers demonstrate and employ in their focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in interprofessional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evalulate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
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**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
**Competency 2.1.2**

**Engage Diversity and Difference in Practice.**

Advanced practice social workers demonstrate in their focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Advanced Generalist Social Workers:**

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<tr>
<td>Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.</td>
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<tr>
<td>Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.</td>
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<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area.</td>
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Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester
Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.

Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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<tr>
<td>Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area.</td>
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<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
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<tr>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
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Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.4
Engage In Practice-informed Research and Research-informed Practice.

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

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

Agency Supervisor Comments: Semester
Competency 2.1.5
Engage in Policy Practice.
Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.

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<td>Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.</td>
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<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
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<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
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Competency 2.1.6
Engage with Individuals, Families, Groups, Organizations, and Communities.
Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.

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<tr>
<td>Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area.</td>
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<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
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Agency Supervisor Comments: Semester
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Competency 2.1.7  
Assess Individuals, Families, Groups, Organizations, and Communities.
Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

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<tr>
<td>Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
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<tr>
<td>Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area.</td>
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<td>Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.</td>
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<tr>
<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.</td>
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Competency 2.1.8  
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

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<tr>
<td>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</td>
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<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area.</td>
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<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
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<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
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Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.

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Competency 2.1.9  
**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

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<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
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<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area.</td>
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<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area.</td>
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<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
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V. Field Hours and Supervision: A total of 320 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Field Faculty Notes from Final Fall Evaluation

IX. Field Faculty Notes from Final Spring Evaluation

Learning Plan Approval (Fall):

<table>
<thead>
<tr>
<th>Student Signature</th>
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<th>Field Faculty Signature</th>
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Final Fall Field Evaluation

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

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

___________________________ (Student signature)
___________________________ (date)

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

Final Spring Field Evaluation

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

___________________________ (Student signature)
___________________________ (date)
Learning Plan Approval (Spring):

<table>
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<th>Student Signature</th>
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<tr>
<td>Agency Supervisor Signature</td>
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