I. Course Description

401 Field Practice and Integrative Seminar II
Continuation of Social Work 400.
Requisites: SW 400 and Senior Standing and declared Bachelor of Social Work program or declared in Master of Social Work program.
How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor/student meeting times (Saturdays for 2.5 hours over 14 weeks), reading, participation in classroom, writing in-field notebook (one minute share in class from notebook), research field placement and other student work as described in the syllabus.

II. Course Overview

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 measurable practice behaviors (see section “Competencies and Practice Behaviors”). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for Generalist Year MSW students is on acquiring the core competencies for entry level generalist practice. In preparing advanced practice concentration year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced practice behaviors specific to a concentration.

This field unit, which meets for two semesters, is an approved generalist practice unit for master
level (MSW) students. Generalist-year MSW students spend 16-17 hours per week in field placement, including the integrative seminar, for a total of 256 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.

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 beneficial 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 the student, the agency supervisor, and the field faculty member to continue the student’s educational experience until May 2018. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn generalist social work roles.

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 generalist (400-401) 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 generalist (400-401) 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 entry (400-401) and 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: Saturdays 9:00-11:30 a.m., with one break

Week 1: Saturday, January 27, 2018
Welcome Back!
Team/Community Building Activity/ Reconnection
Syllabus Review and Seminar Expectations
Spring Learning Plan Updating

Check-In: Reflections on Winter Break/Reentering field placement
Field Issues/Situations for Consultation/Collaborative Problem Solving and Creative Inquiry.

Today’s Focus: The Cognitive-Behavioral Nature of Social Work Practice. Introduce Creative Inquiry as a way to engage social work problem solving through the ability to shift perspectives.

Read/ discuss in class: A Handout on use and value of Creative/Reflective Inquiry in Social Work Practice.

Experiential Application of creative inquiry: Reframing technique. Hand out description and research on Reframing Technique.

One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: How might you use reframing in your work with your population? How can reframing be a practice of self-care? What questions are you exploring/discovering in your change agent project? (Possible field notebook focus) NOTE: All “further explorations” can be explored throughout the week in student’s field notebooks. The One Minute Share/Peer Teaching can be around these explorations as well.

Week 2: Saturday, February 3, 2018,
Team/Community building Activity by student/Current Events in Generalist Social Work Practice (Student Facilitation)

Suggested reading for exploring Current Events in Generalist Social Work Practice: A Decade
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving and creative inquiry.

Today’s Focus: Oppression of Women and Young Girls

Watch and discuss together Half The Sky Documentary Preview: https://www.youtube.com/watch?v=6JbWA-6GDr4

Required Readings:


One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: How can we foster courage in life, learning and in fieldwork? What does courage look like to you? How do you witness courage in your peers and clients? What did you discover in viewing Miss Representation?

Week 3: Saturday, February 10, 2018
Team/Community building Activity/Social Work in the Media by student

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving and creative inquiry.

ASSIGNMENT: REVISED LEARNING PLAN DUE (SIGNED)

Today’s Focus: ETHICS REVISTED (ethics in documentation and electronic technologies)


One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: What have you observed in your agency related to electronic technology and the revised NASW Code of Ethics? How has emails effected your relationship with clients?

Week 4: Saturday, February 17, 2018
Team/Community building Activity/Social Work in the Media by student

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving and creative inquiry.

Today’s Focus: Domestic Violence

http://www.profdevjournal.org/articles/12004.pdf

Recommended readings: Blogs Adult Bullying and Gaslighting: How Bullies Bully and Portrait of an Adult Bully (by Julie Tallard Johnson):  
https://www.julietallardjohnson.com/how-bullies-bully/  
https://www.julietallardjohnson.com/portrait-of-an-adult-bully/

One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: Are there ways you may have been gaslighted? Social Work in the Media: Do you witness gaslighting in the present day political arean? If so, how does that impact your work and relationship with clients and peers? Where have you witnessed bulling as an adult? What is your personal response/assumptions/understanding of domestic violence? What purpose does it serve to explore and understand your personal response to domestic violence? Does your agency routinely assess for Domestic violence with the client population served? How is staff prepared to work with clients where domestic violence is occurring?
**Week 5: Saturday, February 24, 2018**

**Today’s Focus:** Grief and Loss in the Workplace

**Guest Speaker:** Professor Betty Kramer, Director of Part-Time MSW Program

**Check-In:** Field Issues/Situations for Consultation/Collaborative Problem Solving and Creative Inquiry.

**Required Listening:** Podcast: Death and Grief in the Digital Age: Interview with Carla Sofka, Ph.D. Available at: http://socialworkpodcast.blogspot.com/

**One Minute Share**/ Peer Teaching from field notebooks.

**Further Exploration:** Have you had the experience of having a client pass away? If so, what was that experience like for you, and how did you and your co-workers take care of yourselves/each other? If not, what sort of plan can you establish in the event this happens? What might you put in your self-care plan for assistance? How is loss acknowledged in the various environments you have found yourself?

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**Week 6: Saturday, March 3, 2018**

**Team/Community building Activity/Social Work in the Media** by student

**Check-In** Field Issues/Situations for Consultation/Collaborative Problem Solving and Creative Inquiry.

**Today’s Focus:** Juvenile Justice in Generalist Social Work Practice


**Recommended readings:**

*Building on Strength: Positive Youth Development in Juvenile Justice Programs* by William H. Barton Indiana University School of Social Work and Jeffrey A. Butts

*Chapin Hall Center for Children at the University of Chicago* http://www.yapinc.org/Portals/0/Documents/Resources/Chapin%20Hall%20Report-YAP%20Mention.pdf

**One Minute Share**/ Peer Teaching from field notebooks.
Further Exploration and assignment: RESEARCH PROJECT. Research a culture that responds to the needs/problems of their adolescents (similar to the research project we did first semester on alternative approaches to your field placement populations concerns). How is restorative justice actually working in our or other cultures when it comes to juvenile delinquency? What is the relationship between trauma and delinquency and how does this help you work with youth?

Week 7: Saturday, March 10, 2018

ASSIGNMENT: PROGRESS SUMMARIES DUE (CANVAS)

Today’s Focus: Social Work and Racial Injustice: Marginalized Populations
In- class Documentary and Discussion: The 13th The film explores the "intersection of race, justice and mass incarceration in the United States,"[3] it is titled after the Thirteenth Amendment to the United States Constitution, which freed the slaves and prohibited slavery (unless as punishment for a crime).

One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: How does racial injustice show up in your personal or professional life? Does the barrier of being privileged make it a challenge to truly witness racial injustices? What furthered your understanding of racial injustice after viewing The 13th? How exposed are you to racial injustices? How do you see that slavery is still perpetuated in our culture?

***Mid-semester check-in with student and agency supervisor

Saturday, March 17th
No Class- Spring Break

Week 8: Saturday, March 24, 2018

Team/Community building Activity/Social Work in the Media by student

Research Topic Presentation (ten minutes) by students

Today’s Focus: Adverse Childhood Experiences and Trauma-informed Communities

Required Reading:

One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: Trauma informed care is multifaceted. When hearing about trauma
informed communities, what does this mean to you? In what ways can you and your agency improve your services to be more trauma-informed? What role do you witness the media plays in in our collective experiences of trauma? What role might we play in helping our clients deal with the larger factors and triggers of trauma today?

Week 9: Saturday, March 31, 2018
Team/Community building Activity/Social Work in the Media by student

Research Topic Presentation (ten minutes) by students.

Today’s Focus: Intersectionality and Generalist Social Work Practice

Recommend Reading:


One Minute Share/ Peer Teaching from field notebooks.

Further Exploration: How have you observed the concept of intersectionality to be relevant in the lives of your clients? How is your role as a social worker in your agency incorporating or understanding intersectionality?

Week 10: Saturday, April 7, 2018
Team/Community building Activity/Social Work in the Media by student
Research Topic Presentation (ten minutes) by students

CHANGE AGENT and POSTER PROJECT WORK DAY & Check in around progress.

One Minute Share/ Peer Teaching from ON POSTER?CHANGE AGENT PROJECT.

Week 11: Saturday, April 14, 2018
Team/Community building Activity/Social Work in the Media by student
Research Topic Presentation (ten minutes) by students

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving and creative inquiry. Change Agent project and poster presentation work.
**Today’s Focus:** Poverty and Generalist Social Work Practice


**Recommended readings:** To Be Determined.

**One Minute Share/ Peer Teaching from Field Notebooks.**

**Further Explorations:** How do your own perceptions of poverty enhance or hinder your practice? How are poverty and economic hardship viewed within your agency? How might your change agent be a response to poverty?

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**Week 12: Saturday, April 21, 2018**

Team/Community building Activity/Social Work in the Media by student Research Topic Presentation (ten minutes)

**Check-In:** Field Issues/Situations for Consultation/Collaborative Problem Solving and creative inquiry. Change Agent project and poster presentation work.

**Today’s Focus: Cultural Humility and Generalist Social Work Practice**

**Required Readings:**


- Learning Cultural Humility

**Further Exploration:** What are your observations regarding strengths and opportunities for growth related to cultural humility in your own professional growth?

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**Week 13: Saturday, April 28, 2018**

**Field Keynote Address:** Lynette Studer, PhD

**Macro Issues in Mental Health Practice** (9-10:15).

**PhD Room TBD**

**CHANGE AGENT POSTER PRESENTATIONS**

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**Week 14: Saturday, May 5, 2018**

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Today’s Focus:** Social Work as a Path of Leadership and Celebration.
Pulling It All Together; Course Review and Wrap Up

**Required viewing:** Every Day Leadership: [https://www.ted.com/talks/drew_dudley_everyday_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

Course Evaluations

**End of Year Celebration!**

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

V. Text and Reading Materials

Readings will be assigned, in advance, for specific class topics. For those identified as required readings, students are expected to come prepared for class having thoughtfully read the assigned articles or other materials. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in social work and related courses and to review past readings to enhance understanding and integration of theory, methods and practice. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on CANVAS. Students are also expected to read relevant practice material available in their agency placement.

It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas of interest in the field setting (e.g., the populations served, social, psychological, spiritual or health issues, evidence informed interventions to address needs, or related policies). Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.

VI. Evaluation: Assignments, Grading and Methods

**Assignments and Expectations:** In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.
1. Learning Plan
Learning Plans are by **February 10, 2018**, signed by the student and the field supervisor. This is an ungraded, required assignment. Students should delete items from first semester that have been completed, or that need to be changed for other reasons, and should replace them with new methods. Items from first semester that are ongoing may remain in the learning plan. **A good general guideline is that at least 50% of the learning plan should be new methods for achieving the competencies.**

The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” 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 their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

The learning plan, sometimes referred to as a “learning contract,” is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in their field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and agency supervisor. The learning plan will be used to guide your fieldwork and evaluate your progress at the end of each semester. This learning plan is meant to be an organizational aid to help initiate, plan, and update/revise your field experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. Students needing assistance in completing it should contact the field faculty member.

2. Progress Summary. By **March 10, 2018**, students are expected submit a typed progress summary to CANVAS. For the summary, it is expected that the student will use sufficient time to **thoroughly** reflect upon and retrospectively and creatively analyze her/his learning and professional development and growth. The learning plan is used for this assignment so students need to make a second copy of the plan. This assignment is worth 10 points, and points will only be given for responses that show thoughtful preparation and self-awareness. A grading rubric is available on CANVAS. The summary should have **three parts** as indicated below:

**Part A (6 points).** The student would type (in different type, bold or italics than the plan) her/his summary of progress after each of the respective methods, activities, and assignments under each of the competencies. **This part would include:**

- statements made about changes in content from 1st semester to 2nd semester
- statements about what has or has not been accomplished (if not, why not);
● identification of strengths;
● identification of areas for improvement;
● strategies for enhancing strengths or achieving improvements

**Part B (2 points).** After completing the above for all of the competencies, the student would add a Part B at the end of the plan in which the student notes any other observations, questions, current issues, ideas, thoughts, and/or feelings s/he may have regarding the field experience. The student also indicates if s/he would like to discuss the information with the Field Faculty privately or in a 3-way meeting with the Field Faculty and the Agency Supervisor. *As noted earlier, students are expected to inform the Field Faculty IMMEDIATELY if there are unresolved concerns about the field placement or progress issues and not wait until formal evaluations.* (You can pull this from your Field Note Books).

**Part C (2 points).** The student would also add a Part C in which the student provides *feedback on the field seminar.* This part would include the seminar’s strengths and areas for improvement relative to the student learning social work. Students are also encouraged to discuss any concerns regarding seminar earlier than at evaluation time so that these can be addressed on a timely basis.

**3. Current Events in Generalist Social Work**
The purpose of this 5-point assignment is to encourage students to connect current events to multi-level social work practice, as well as to provide students with the opportunity to practice brief group facilitation. Students will sign up for a class period in which they will be responsible for this assignment. They will select a recent article (within the past two weeks) or piece of news about an issue in the local, national or international news, that has generalist social work implications. Ideally, students should select the article based on an issue that is relevant to their client population or that of a classmate(s). Students should come to class prepared with a brief summary of the article and their interpretation of its connection to social work practice, as well as discussion points/questions to engage their peers in a brief (15-minute) conversation about the topic. Prior to facilitating this discussion, students will email the instructor a copy of the article that they will be referencing. A grading rubric is provided on CANVAS.

**4. Integrative Seminar**
There is a required weekly seminar with the field faculty member. 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.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in public and private child welfare agencies. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you
are experiencing and to enhance each other’s learning. 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.

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

5. Participation and Professionalism

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

Professionalism includes being prepared and present in every class. It includes arriving on time. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

6. Further Explorations of the Week

This is one of several efforts to integrate theory and practice and to challenge students to think
critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to respond to and explore the ‘FURTHER EXPLORATIONS’ and come prepared for discussion in seminar as well as to use these exploratory questions to guide your in field notes. Come prepared to share from your field notebook in your one-minute teaching. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

7. Readings
Readings are to be completed according to the “Course Content/Schedule Outline”. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 441 and NASW Code of Ethics) to their field practice experiences. Students are also expected to read relevant materials available in their agency placements. Readings that are familiar may be skimmed or reviewed to further understanding and integration with practice. Experience indicates that students who do not complete or understand these readings are unable to or struggle with the integration of theory and methods with practice.

8. Change Agent Project Poster Presentation (See grading criteria on CANVAS).
This assignment significantly expands upon an exercise you did last semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal. Review the course calendar for due dates regarding this assignment.

POSTER PRESENTATION (Visual and Verbal Report of your action, outcomes, recommendations, and learning):
Due April 28, 2018
Students will create a professional poster for a multi-seminar presentation on April 28th. Posters should include a title, and be large enough to accommodate the required sections below. To create a visually appealing and effective poster, students should allow ample space for text and for space in between text boxes/topics. Students can find professional poster examples and tips at the following:

http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

http://ugs.utexas.edu/our/poster/review

https://harrisresearch.tcu.edu/student-research/research-symposium/poster-samples/

In addition to the poster, students should prepare a very brief 3-5 minute verbal synopsis of the “take away points” from their project, and also be prepared to answer questions.

Include the following on your poster and/or in your brief verbal presentation:
A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.

What actions you took within the agency to address the selected issue and why these choices. It is understood that agency-level intervention will require considerable inclusion or, and collaboration with, a variety of agency staff and possibly others. You should include these choices of personnel and why, and your actions toward your goal.

What outcomes or results have occurred thus far? What do you make of these results? Specify if there are additional outcomes expected in the near future and why.

How you evaluated or would evaluate the change effort (if time does not allow completion)

What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?

What have you learned from working on this project? What would you do differently in the future?

Use generalist social work concepts and principles in the presentation as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials including readings from this course and other classes.

A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of three sources)

The purpose of the assignment is to:

- Acknowledge and share the NUMEROUS ADVOCACY AND EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
- Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of color, aging, persons with disabilities, and/or the LGBT population or any at-risk population.
- Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review 440, 441 and especially 579).
- Complete and evaluate, to degree possible, a change effort that is effective, efficient and sustainable.
- Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).

Field opportunity to move from careful assessment to planned intervention at the mezzo and macro level supports a skill area of critical importance in all social work. Field student focus each semester on mezzo and macro considerations helps attune the student, supervisor and field instructor to student learning at this level. It also assists the student and supervisor in supporting positive agency and system approaches to services delivery. It can assist field instructor and/or subsequent students to continue on your work. Finally, when results are shared with the seminar, it can assist the field unit as a whole to learn.
9. Field Notebook and One Minute Share/Teaching

**Purpose of Project:** Journals help us to forge our own path through our vocational and personal lives. Keeping a field notebook gives students/social workers a place to explore ideas, perceptions, experiences and emotions as an observational tool. We can appreciate as Glaser reveals in his work that “all is data.” Keeping a record of our experiences and perceptions helps with self-care, increases awareness and improves trust in our personal experiences. Trusting our personal experiences is fundamental to a safe, as well as, dynamic and meaningful work experience. We want such ways to understand our experiences and evaluate the best responses. Keeping field notes is a teaching tool, where you hold a conversation with yourself around the relevant social work ideologies and competencies. These notebooks are your personal narrative, so there is no right or wrong approach and content will not be evaluated.

10. RECORD OF FIELD HOURS – DUE WEDNESDAY MAY 16th by 5:00pm

Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

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

**Supervision, Consultation, and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty member, and the seminar group. The required weekly field seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs. Students are responsible for defining and achieving the competencies and behaviors suggesting, organizing, and documenting activities; and fully participating in the field instruction process. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed.

**Meetings Together with your Agency Supervisor**

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

Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss and process the following:

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);
- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and the Field Education Handbook, section I.

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

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

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

**Evaluation and Grading**

**Grading.** Evaluation is on-going between the student, agency supervisor(s) and the field faculty member. The field faculty member 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 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 turned 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 Eau Claire when travel is discouraged due to inclement weather. 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:
Regarding professionalism, field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

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

If you have not completed the required hours for field practicum by the end of the semester, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have obtained advance approval from field faculty of your plan to complete the hours).

**Sixty percent (60%)** of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through observable behaviors, including the student’s performance in the classroom and in the field. The student’s demonstration of professionalism,
both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Students are expected to achieve the competencies of the field course through the observable behaviors; complete the required hours per semester, cooperate fully with agency staff and the field faculty member; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are ongoing professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the agency supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities. The field evaluation instrument with the competencies and respective behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process.

The following components will be assessed based on the student’s performance:

End of semester evaluation instrument:

• Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)

• Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)

• Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)

• Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)

• Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)

• Attendance and timeliness (in seminar and in field)

Practice Skills:

• Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)
• Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)

• Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

• Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

• Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

Final responsibility for grading the student’s performance in the placement rests with the field faculty member. 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 agency supervisor and joint meetings will be held with you if indicated or desired by you or your agency supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In May, the student, agency supervisor and field faculty member will meet together to 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 agency 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 agency supervisor’s overall assessment of your work. Be sure that you and your agency supervisor each have a copy of each other’s evaluation form and have shared this information with each other prior to the final evaluation meeting.

The grade equivalency for these percentages is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
</tr>
<tr>
<td>70-75</td>
<td>C (see “Field Education Handbook” regarding this grade)</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
</tr>
</tbody>
</table>

The following are grading standards for the course:

A grade of “A” will include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism &amp; Participation (includes learning plan)</td>
<td>Ongoing</td>
<td>5 points</td>
</tr>
<tr>
<td>Progress Summary</td>
<td>March 10th, 2018</td>
<td>5 points</td>
</tr>
<tr>
<td>Social Work in the News</td>
<td>Date as assigned</td>
<td>5 points</td>
</tr>
<tr>
<td>Change Agent Project</td>
<td>April 28, 2018</td>
<td>20 points</td>
</tr>
<tr>
<td>In Field Notebook</td>
<td>Ongoing</td>
<td>5 points</td>
</tr>
<tr>
<td>Total Maximum Points</td>
<td></td>
<td><strong>40 points</strong></td>
</tr>
</tbody>
</table>

Evaluation of Field Work (60% of final grade)

Successful completion of the course requires completion of all assignments. Your final course grade will be based on your work at your field placement and your field seminar.

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

Reading Assignments:
Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.
Confidentiality:
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

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

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

Accommodation Due to a Disability:
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

I want all of my students to have an excellent learning experience. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone (608.575.3937) or by email (abpearson@wisc.edu). I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
Academic Misconduct:
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.

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

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

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 instructor 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 he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

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

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

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

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

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

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

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

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

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

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

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:
For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
<table>
<thead>
<tr>
<th>Generalist Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Addressed in Course</td>
<td>Demonstrate Ethical and Professional Behavior.</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-12</td>
</tr>
<tr>
<td>2.1.1 Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics as a generalist social worker in various settings. (V,C &amp; AP)</td>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td>Evaluate ethical dilemmas related to problems and issues in generalist social work through in-class exercises and outside reading. (K,S,V,C &amp; AP)</td>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td>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 in generalist social work practice. (K, S, V, C &amp; AP)</td>
<td></td>
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<tr>
<td>In collaboration and consultation with field seminar, field instructor, and field supervisor, update a</td>
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<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading.</td>
<td></td>
</tr>
<tr>
<td>Social workers understand how diversity and</td>
<td>All: Field practicum, class</td>
<td></td>
</tr>
</tbody>
</table>

| Learning plan for continuing professional education and development. (K, S, & V) | Week 1, 2 & 3, pages 7-8 |
| In collaboration with colleagues and in keeping with the mission of social work profession, develop a Change Agent Project and present in a professional poster presentation. (K, S, V, C & AP) | Weeks 4, 10 & 13, pages 11-12 |
| Using the learning plan and supervisor/instructor feedback as a guide, complete a Progress Summary to illustrate self-awareness, professional growth and progress on the learning plan objectives. (K, S, V, C & AP) | Week 7, pages 8-9 |
| Mid and End of semester evaluation with supervisor and field faculty (K, S, V, C & AP) | Weeks 7 & 15, Appendix B |
difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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.

assignments and group discussion related to dimensions of diversity in generalist social work and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)

Research Project. RESEARCH a culture that responds to the needs/problems of their adolescents (similar to the research project we did first semester on alternative approaches to your field placement populations concerns). How is restorative justice actually working in our or other cultures when it comes to juvenile delinquency? What is the relationship between trauma and delinquency and how does this help you work with youth? (V, K, C & AP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of documentaries related to racial injustice and oppression of women. Explore racial injustice and marginalized populations. Students will explore and reach some understanding of intersectionality and social work practice. (K, V, C &amp; AP)</td>
<td>Weeks 1-3, pages 7-8</td>
</tr>
<tr>
<td>Student facilitation of the “Current Events in Generalist Social Work,” which will connect current events related to marginalized populations to generalist practice. (K, V, C&amp;AP)</td>
<td>Week 7, pages 8-9</td>
</tr>
<tr>
<td>In collaboration and consultation with field seminar, field instructor, and field supervisor, update and develop a detailed learning plan for continuing development in the area of engaging diversity and difference in practice. (K, V, S, C&amp;AP)</td>
<td>Weeks 7 &amp; 15, Appendix B</td>
</tr>
<tr>
<td>Using the learning plan and supervisor/instructor feedback as a guide, complete a Progress Summary to illustrate self-awareness, professional growth and progress on the learning plan objectives related to diversity and</td>
<td></td>
</tr>
<tr>
<td>2.1.3 <strong>Advance Human Rights and Social, Economic and Environmental Justice</strong></td>
<td>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, social justice, theory and policies. (V,C &amp; AP)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Implement a Change Agent Project in their field placement that positively impacts access for vulnerable populations. Present this project in a large group, professional poster presentation. (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td>Mid and End of semester evaluation with supervisor and field faculty (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>
</tr>
<tr>
<td>2.1.4 Engage in Practice-informed Research and Research Informed Practice</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</td>
<td></td>
</tr>
</tbody>
</table>

| 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 & AP) |

| RESEARCH a culture that responds to the needs/problems of their adolescents (similar to the research project we did first semester on alternative approaches to your field placement populations concerns). How is restorative justice actually working in our or other cultures when it comes to juvenile delinquency? What is the relationship between trauma and delinquency and how does this help you work with youth? Implement a change agent project in the field placement and present in a professional poster presentation. Change agent project to be based upon sound research and to include a review of relevant literature/research. (K, S, V, C & AP) |

| All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-5, 7-12 |

| Weeks 4, 10 & 13, pages 11-12 |

| Weeks 7 through 9. |

| Weeks 7 & 15, Appendix B |
| **2.1.5 Engage in Policy Practice** | 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)  
Student facilitation of “Current Events in Generalist Social Work Practice,” to include influences on social policy - (K, S, 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 3-12  
Weeks 2, 3, 5, 8, 10, 12, page 9  
Weeks 7 & 15, Appendix B |
| **2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities** | 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, | All: Field practicum, class exercises, participation in field seminar discussions: Weeks |
and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, youth and families in various settings. (V, C & AP)

- Progress Summaries (K, V, S, C & AP)
- Change Agent Project- (K,V,C & AP)
- Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<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 1-14</td>
</tr>
<tr>
<td></td>
<td>Week 9 &amp; p.9</td>
</tr>
<tr>
<td></td>
<td>Week 13 &amp; p.12</td>
</tr>
<tr>
<td></td>
<td>Weeks 3, 5, 7, and 14, pgs 16-18, &amp; Appendix B</td>
</tr>
</tbody>
</table>
groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</th>
<th>Week 9 &amp; p.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups, Organizations, and Communities</td>
<td>Week 9 &amp; p.9</td>
<td>Progress Summaries (K, V, S, C &amp; AP)</td>
<td>Week 13 &amp; p.12</td>
</tr>
<tr>
<td>Change Agent Project (K,V,C &amp; AP)</td>
<td>Progress Summaries (K, V, S, C &amp; AP)</td>
<td>Weeks 3, 5, 7, and 14, pgs 16-18, &amp; Appendix B</td>
<td>Week 9 &amp; p.9</td>
</tr>
</tbody>
</table>
communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand that evaluation 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Agent Project (K,V,C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13 &amp; p.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 3, 5, 7, and 14, pgs 16-18, &amp; Appendix B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Summaries (K, V, S, C &amp; AP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 &amp; p.9</td>
</tr>
</tbody>
</table>
and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<table>
<thead>
<tr>
<th>Change Agent Project (K,V,C &amp; AP)</th>
<th>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
<th>Week 13 &amp; p.12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weeks 3, 5, 7, and 14, pgs 16-18, &amp; Appendix B</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Student Learning Plan and Evaluation Instrument

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument

Social Work Practice in ____________________________

Generalist Practice Year: SW 400/SW 401; School Year_______________________

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 (Fall):**
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: ___________________

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

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

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

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the behavior. For the generalist level student, the desired outcome is that of entry-level generalist 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 evaluation.*
Demonstrate Ethical and Professional Behavior.
Social workers understand 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
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<td></td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.2
Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
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<td></td>
</tr>
<tr>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</tbody>
</table>

Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester

Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.
Social workers understand 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. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand 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. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.4
Engage In Practice-informed Research and Research-informed Practice.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<td></td>
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</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.5
Engage in Policy Practice.
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.6
Engage with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2015 Educational Policy and Accreditation Standards
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester
Competency 2.1.7
Assess Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</tr>
</tbody>
</table>
**Agency Supervisor Comments: Semester**

**Agency Supervisor Comments: Semester**

**Competency 2.1.8**

**Intervene with Individuals, Families, Groups, Organizations, and Communities.**

Social workers understand that 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that evaluation 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level 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>Select and use appropriate methods for evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
V. Field Hours and Supervision: A total of 256 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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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Field Faculty Signature</td>
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</tr>
</tbody>
</table>

## Final Fall Field Evaluation

| Student: My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows: |
| I agree with the evaluation | I agree with the evaluation |
| I do not agree with the evaluation | I do not agree with the evaluation |

| (Student signature) | (Student signature) |
| (date) | (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.

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<td>Field Faculty Signature</td>
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## Learning Plan Approval (Spring):

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<tbody>
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</tr>
<tr>
<td>Field Faculty Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

| (Agency Supervisor signature) | (Agency Supervisor signature) |
| (date) | (date) |

| (Field Faculty signature) | (Field Faculty signature) |
| (date) | (date) |
UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument

Social Work Practice in ____________________________

Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year__________________________

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 (Fall):
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: ____________________________

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</td>
<td></td>
<td></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>
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<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
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</tbody>
</table>

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

Agency Supervisor Comments: Semester
Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.
Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Advanced Generalist Social Workers:

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<tbody>
<tr>
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<td>Fall Final</td>
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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>
<tr>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
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</tbody>
</table>

Agency Supervisor Comments: Semester

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

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

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<tr>
<td></td>
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<td>Fall Final</td>
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<tr>
<td>Use practice experience and theory to inform social work interventions in a focus area.</td>
<td></td>
<td>Spring Final</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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</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
**Competency 2.1.5**

**Engage in Policy Practice.**

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

**Advanced Generalist Social Workers:**

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<td>Fall Final</td>
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<td>Spring Final</td>
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<tr>
<td>Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.</td>
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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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</table>

**Agency Supervisor Comments: Semester**

**Agency Supervisor Comments: Semester**
Competency 2.1.6
Engage with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area. Advanced Generalist Social Workers:

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<tbody>
<tr>
<td>Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
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</table>

Agency Supervisor Comments: Semester
### Agency Supervisor Comments: Semester

**Competency 2.1.7**  
**Assess Individuals, Families, Groups, Organizations, and Communities.**

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

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<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<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>
<tr>
<td>Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area.</td>
<td></td>
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<tr>
<td>Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.</td>
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</tr>
<tr>
<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.</td>
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</tbody>
</table>

**Agency Supervisor Comments: Semester**
Agency Supervisor Comments: Semester
**Competency 2.1.8**  
**Intervene with Individuals, Families, Groups, Organizations, and Communities.**

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

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

**Agency Supervisor Comments: Semester**
**Competency 2.1.9**

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

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

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<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
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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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<td></td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
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<tr>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
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**Agency Supervisor Comments: Semester**

**Agency Supervisor Comments: Semester**
X. 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.

XI. Supervisor/Student Plan Schedule

XII. Self-Care Plan

XIII. Field Faculty Notes from Final Fall Evaluation

XIV. Field Faculty Notes from Final Spring Evaluation
Learning Plan Approval (Fall):

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<td><strong>Student:</strong> My agency supervisor &amp; field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:</td>
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</tr>
<tr>
<td>□ I agree with the evaluation</td>
<td>□ I agree with the evaluation</td>
</tr>
<tr>
<td>□ I do not agree with the evaluation</td>
<td>□ I do not agree with the evaluation</td>
</tr>
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| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

Student Signature                                  Date
Agency Supervisor Signature                          Date
Field Faculty Signature                              Date

Learning Plan Approval (Spring):

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</table>

| ______________________ |
| ______________________ |
| ______________________ |
| ______________________ |

Student Signature                                  Date
Agency Supervisor Signature                          Date
Field Faculty 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.