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

Social Work 801 (004): Social Work Practice in Mental Health  
Field Practice and Integrative Seminar, Spring 2018

Field Faculty: Angela Willits, MSW, LCSW, Clinical Assistant Professor  
Class Time: Wednesdays 9:00 – 11:30am  
Location: SW 114  
Credits: 6  
Instructional Mode: Face-to-Face

Office: Social Work Building, Room 305  
Office Hours: By Appointment  
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I. Course Description  
801 Field Practice and Integrative Seminar IV  
Continuation of Social Work 800.  
Attributes and Designations: This course counts toward the 50% graduate coursework requirement for graduate students.  
Requisites: MSW student  
How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor/student meeting times (Wednesdays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview  
This advanced practice social work field unit provides an integrative seminar and supervised practice of clinical social work services, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of DSM-V-recognized mental health problems.
This is a field course in the Mental Health Specialization and prior enrollment in SW 835 (Advanced Practice in Mental Health) is required. Major content areas comprising clinical social work practice will include assessment, diagnosis, and treatment including psychotherapy and counseling, client centered advocacy, clinical case management, consultation and evaluation. Special emphasis will be placed on providing students with a foundation for continued development of cultural humility in clinical social work practice.

Our focus is direct clinical social work practice that is recovery-oriented, strengths-based and committed to providing culturally appropriate, effective services to clients who have traditionally been under or poorly served due to economic, social and political disenfranchisement. Students will be challenged to consider how to reduce barriers to mental health service delivery that may arise from intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses. Along with the content areas noted above, we will examine and apply values and principles of ethical practice and give particular attention to ethical dilemmas in which important values appear to collide.

Advanced generalist year students spend 18 hours per week in field placement and 2.5 hours in the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks; including the week of finals. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32.5 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.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. If a student has questions about hours or other expectations and requirements of the program, the student should contact the field faculty member immediately. Supervision of direct practice will be provided primarily by staff members of the agency or program unit to which students are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the
WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

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

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

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

In seminar, a generalist perspective is used to analyze and reflect on advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help student demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.

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

**IV. Course Content**

Time: 9:00-11:30am, with one break
No seminar on 2/28 and 3/28

**Week 1 (1/24/18)**

Syllabus Review; Updating Learning Plans; Case Presentation Sign-up; Review Evaluation Comments from the Fall; Check-in and Consultation
Discussion: What to expect from semester 2; Updates to your Learning Plan; Determine “Mindful Moments” Activities

**Required Reading:**
Please carefully review the syllabus and come to class prepared with questions. You may pull up the syllabus electronically to follow along in class.

**Week 2 (1/31/18)**

January Field Journal Due by 11:59pm in Canvas!

Interdisciplinary Collaboration and Clinical Case Presentation; Check-in w/ Case Presentations and Consultation

**Required Reading:**

Week 3 (2/7/18)
Guest Speaker TBD; COMBINED CLASSES. No check-in and consultation.

Required Reading:
TBD

Week 4 (2/14/18)
Updated Individual Learning Plan Due by 11:59pm in Canvas!
Full Seminar for Check-in with Case Presentations and Consultation

Recommended Reading:

Week 5 (2/21/18)
Internal Family Systems Theory; Guest Speaker: Andrew Archer, COMBINED CLASSES. No check-in and consultation.

Required Reading and Media:


Week 6 (2/28/18)
February Field Journal Due by 11:59pm in Canvas!
NO SEMINAR

Week 7 (3/7/18)
Change Project Annotated Bibliography and Implementation Timeline Due by 11:59pm in Canvas!
Small Group Discussion on Change Projects; Check-in with Case Presentations and Consultation

Recommended Reading:
Week 8 (3/14/18)
Former Student Panel: Careers in Social Work; Job Search; Supervision; Social Work Licensure with Guest Speaker: Mary Paulauskis. COMBINED CLASSES. No check-in and consultation.

Required Reading:

Recommended Reading:
  • Chapter 9 - skim
  • Chapter 12


Week 9 (3/21/18)
March Field Journal Due by 11:59pm in Canvas!
Full Seminar for Check-in with Case Presentations and Consultation

Recommended Reading:
TBD

Week 10 (3/28/18)
SPRING BREAK

Week 11 (4/4/18)
Changes to the Code of Ethics; Ethical Decision-Making Regarding Technology; Check-in with Case Presentations and Consultation

Required Reading and Media:


**Week 12 (4/11/18)**
Full Seminar for Check-in with Case Presentations and Consultation

**Recommended Reading:**
TBD

**Week 13 (4/18/18)**
Change Project Presentation Due by 11:59pm!
Narrative Therapy; No check-in and consultation.
**Guest Lecturer: Armando Hernandez, PhD**

**Required Reading:**
TBD

**Week 14 (4/25/18)**
Change Project Presentations in Small Groups

In-Class Completion of the Competency Assessment for Program Evaluation (CAPE)

**Week 15 (5/2/18)**
Final Field Journal* Due by 9:00 a.m. to Canvas; Signed Hourly Log Due!
Year Review and Evaluation; Saying Good-Bye
*Prior to writing your final journal, please review the first journal you submitted in September. Notice what has changed from then to now. Comment on your reflections in your final journal. Also reflect on your experience in seminar and provide feedback.

V. Text and Reading Materials
There are no required texts for this course. Readings and media will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar. Students are expected to understand the NASW Code of Ethics and integrate the code into practice. If you do not understand or have questions about any reading or the code, please see the Field Faculty for assistance.

All reading materials can be found in required texts or on CANVAS.
Canvas Course URL: https://canvas.wisc.edu/courses/87743

VI. Evaluation: Assignments, Grading, and Methods

Spring Semester
Weekly Seminar (40% of Final Grade)

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Field Journal Entries</td>
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<td>Updated Individual Learning Plan</td>
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<td>Clinical Case Presentation</td>
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<td>Change Project Annotated Bibliography and Implementation Timeline</td>
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Total Points: 100 points

Assignment #1: Field Journals
Due: 11:59pm as indicated above (1/31/18; 2/28/18; 3/21/18; and 5/2/18)
Value: 5 points per journal entry
Length: 2-3 pages

You are asked to write an approximately monthly reflection of your experiences in your field placement, including objective content (what you did, how did consumers, colleagues, and systems respond) and subjective process (what issues arose for you, what were you thinking and feeling, etc.). You may also reflect on observations and issues outside of your immediate work at your particular agency that have implications for persons with mental illness and service delivery (larger social problems, policies, portrayals of mental illness in the media, etc.). Introduce theories, models, and concepts
into your journal as you learn about them in our seminar and your other courses. Identify cases and situations you might want to consult about during seminar. Protect client confidentiality by omitting identifying demographic information. I will be looking for journal content that reflects critical thinking, self-awareness, and consideration of how your own cultural values and beliefs impact interaction with consumers and other aspects of your work.

In an effort to continue to improve clinical skills, journals for 801 should emphasize case presentation and conceptualization. When discussing a client from field placement, please begin by introducing the client and presenting the case. This should read like a brief case presentation that you might provide at an interdisciplinary team meeting. Further discussion about the client should include case conceptualization: what do you think is going on? What is this about for the client? What are our early hypotheses and how might these inform your work with the client? Also discuss your treatment approach and interventions as appropriate with the client.

In your journals, you are also encouraged to discuss your ongoing efforts at self-care, including challenges or difficulties you are encountering.

Journals are to be submitted to the Canvas course site.

Assignment #2: Updated Individualized Learning Plan
Due: 2/7/18
Value: Pass/Fail

In 801, students must provide an updated learning plan for their field placement. The Individualized 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 the student’s agency supervisor. The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the CSWE approved course competencies and behaviors will be met and measured. The learning plan provides the CSWE required behaviors for each competency in column one. For 801, you will need to review each of the chosen behaviors to make sure that they represent demonstrating achievement of each behavior in column two. The methods should be specific and observable, and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior.

In the updated learning plan, be sure to specify what you will be doing in your field practice this semester aimed at furthering your development of skills in each of the nine
areas of competency, keeping in mind the required advanced generalist practice in mental health behaviors. In addition to already established methods and actions you will continue to work on, this learning plan should include specific methods and actions in-line with skill development since the fall semester. In your SW800 evaluation meeting with your agency supervisor, we discussed the general direction for your learning for the spring semester and generated some specific ideas to include in your spring learning plan.

As with the fall semester plan, your spring learning plan will require input and approval by your agency supervisor. The student is responsible for providing a copy of the updated learning plan to the agency supervisor and retaining a copy for themselves.

Updated learning plans are to be submitted to the Canvas course site by the due date.

**Assignment #3: Clinical Case Presentation**

**Due: TBD**
**Value: 15 points**

Students will sign-up to present a case to the seminar group using the format provided below at some point in the semester. I will grade the case presentation based on this format and the student’s ability to provide a well-prepared, succinct yet thorough case presentation utilizing clinical language. Students may have notes available during their case presentation with essential information, but they **may not read the case presentation verbatim**. Students are expected to approach this assignment as they would when presenting a case to an interdisciplinary team in a clinical setting.

Following the case presentation, we will spend some time as a group conceptualizing the case. We will use the Petals of Privilege handout created by Naomi Takahashi, MSW, LCSW to assist us in considering the client’s various social identities that may privilege or marginalize the client in various spaces, including when presenting for specialty mental health services.

**Case Presentation Format**

**Introduction to the Client and Presenting Problem:**
- This client (or name) is a ___year-old (relationship status) (race) (gender identity) (sexual orientation) who currently resides in (housing/type of residence, town) with (others in household).
- Other info: family structure; vocational status/socioeconomic class (unemployed, working FT, student, low-income, working class, middle class, etc. ); legal status; immigration status; religious or spiritual
Reason for Consultation:

☐ I’m sharing this case because I’m hoping to… (get answers to a question, just talk it out a bit, get ideas, help formulate my own understanding of the case, etc.)

Further Elaboration on the Case:

☐ Other information that would be important to know or that you see as relevant (symptoms, stressors, goals, strengths, education level, needs, interventions used, barriers, etc.)

Example:
Mr. Jones is a 45-year-old never married Caucasian heterosexual cisgender male who currently resides in his own home with his dog, Sparky, and his adult daughter and her one year-old son. He is the father of two adult children and is currently unemployed due to disability. He receives SSDI for his MS, which has left him unable to work and requires the use of a wheelchair. Prior to his illness, Mr. Jones worked as a computer technician and has an associate’s degree. He reports no current or past legal history and identifies as a practicing Lutheran. He is a legal resident and English is his only language. Mr. Jones is referred by his PCP for a mental health assessment due to concerns of a depressed mood as evidenced by increases in sleeping and eating, anhedonia and beliefs that his life is worthless. At the time of his primary care appointment, Mr. Jones was denying suicidal ideation.

I’m sharing this case because I am having difficulty determining if his mood sx s are secondary to his medical problems and physical limitations, and I’m not sure how to help him given there is nothing we can do to change his MS and declining health. I’m looking for ideas on how I might be helpful to him. We are just beginning our work together, and I’m feeling overwhelmed.

I should also mention that his daughter, who has been a primary caregiver, recently told him she is planning to get married and will be moving out. He is not sure how he will afford his mortgage payment without her financial contribution, and also worries about how he will care for himself or afford in-home care. I think his daughter is his primary emotional support, as he doesn’t identify any close friends and he has a strained relationship with is adult son. So, I think his daughter leaving is a big loss for him in several ways.
Assignment #4: Change Project Annotated Bibliography and Implementation and Evaluation Timeline
Due: May 7th by 11:59pm
Value: 25 points

Last semester you submitted a proposal for a potential change project within your agency. We incorporated the steps for planned change from the generalist intervention model (engagement, assessment, planning, intervention/implementation, evaluation and termination) to guide your process. You engaged various stakeholders within your agency to learn more about areas of concern and used your assessment skills to clarify the nature of the problem and understand why change was needed. You used your planning skills to begin to formulate ideas for implementing the potential change.

This semester you are required to implement and evaluate your change project. You will turn to the literature to further your assessment of the problem, the need for change and best practices for implementing the change. You will engage in detailed planning to assist in implementing and evaluating your proposed change. Throughout this process, you will continue to utilize your engagement skills to increase the likelihood of a successful outcome. You are expected to be discussing this project with your agency supervisor in an ongoing manner throughout the semester.

This assignment requires you to demonstrate your assessment, planning, implementation and evaluation efforts towards your change project. This is a two-part assignment. Both portions of the assignment are to be submitted to the Canvas course site by the due date in one Word document.

Part I: Annotated Bibliography (7 points)
In the service of research-informed practice and practice-informed research, you are required to look to the literature to support this project. You might incorporate research findings to support your argument for why a change is needed, and/or you might use the literature to support your proposed change and inform what you implement.

This portion of the assignment requires you to complete an annotated bibliography of the reference materials used in your change project. If you are unsure of what to include in an annotated bibliography, please consult the UW Writing Center’s page on annotated bibliographies: https://writing.wisc.edu/Handbook/AnnotatedBibliography.html

Part II: Implementation and Evaluation Timeline (18 points)
Begin with a brief description of the project in paragraph form, including clear goals for this change project. In other words, what exactly are you hoping to do and achieve? What outcomes do you hope to see with this change? Next, provide a timeline (or schedule) of your implementation and evaluation tasks and actions. This can be in bullet point format listing approximate dates and actions.
Tasks and Considerations to include in your timeline:

- Break this project down into a sequence of small steps. List the steps you will take and when – be specific. You have likely already taken steps in the implementation of this project, and these should be included.
- Be sure to identify others that will be involved, when and how
- The acquisition of any materials or other resources (space, funding, documents) you will require
- Consider steps involved in generating buy-in.
- If the change will be ongoing once you have left the agency, who will remain in the agency to ensure the change continues? Consider tasks involved and who will be responsible for these after you leave.
- Anticipate and address as well as you can any potential barriers you might encounter in implementing this change.
- Include tasks involved in evaluating the effectiveness of this change once it is implemented. How will you know that you accomplished what you set out to do? What will be measured and when? For example, if you are implementing a new treatment group for depression with the goal to improve the mood of participants, you would likely implement pre and post group measures of mood to assess outcomes. If you are hoping to increase awareness among staff about an issue, how will you know if you were successful in increasing their awareness?
- Consider how and when you will you inform stakeholders of the project and, if applicable, the outcomes of the project. Remember, you are required to present this project to stakeholders in some capacity (staff meeting, board of directors meeting, training).

**Grading Rubric**
Polished annotated bibliography with 1) correct citations, 2) adequate variety of references with 3) clear relevance to the change project (7 points)

Clear description of the change project with specific outcome goals (3 points)

Thorough and detailed plan for change with clear tasks and action steps to address logistical and stakeholder needs, as well as the plan for presenting the proposal in some capacity (10 points)

Detailed plan for evaluating effectiveness of the proposed change (5 points)

Total Points Possible: 25
Total Points Earned: __________
Comments:

**Assignment #5: Change Project Presentation**
Due: April 18th submitted to the Canvas course site by 11:59pm
Value: 30 Points
Length: 10 minutes per person

As a part of the change project assignment, students are required to great a brief power point presentation of their project. Students will submit their power point via the Canvas course site to the instructor on April 18th to be graded.

On April 25th, we will divide into small groups of three and students will present their change projects to their small groups. Using Power Point on a laptop, students will inform their colleagues of their project in a brief, 10-minute presentation. This assignment is partially peer graded in that the members of your small group will evaluate your presentation and provide a score of up to 15 points. These scores will be turned into the instructor, averaged, and the average will be combined with the instructor’s score using the evaluation form below. Bear in mind the instructor will not be able to view your live presentation and will evaluate your presentation based on your slides. Slides should be detailed enough to provide a clear representation of the presentation.

Your presentation should include one or two detailed slides for each of the following topics:

1). Assessment: Very brief introduction to the agency, followed by an introduction of the problem being addressed, identifying the main points that indicate this is a problem within the agency

2). Planning: An overview of the change project and its goals

3). Implementation: Identify the major tasks involved in implementing this project, who was involved and how was it presented to stakeholders. If the change will be ongoing once you have left the agency, describe the plan in place to ensure the change continues. Identify any barriers or obstacles you encountered.

4.) Evaluation: Discuss the overall outcome of your change project. Provide a summary of how you evaluated effectiveness of the project and discuss your findings. Were you effective in achieving your goals? Did you accomplish what you set out to do? If you were unable to implement the change fully or partially, discuss what contributed to this. Be sure to discuss any future in the agency regarding this change project. Discuss the feedback and reactions from stakeholders, perhaps including recommendations for changes or improvements.

**Change Project Presentation Evaluation Form**
OPTIONAL OPPORTUNITY!!!
The school will host an afternoon workshop on Friday, April 20th for our agency supervisors. All agency supervisors are invited to attend. The workshop will consist of presentations from faculty, followed by poster presentations of students’ change projects. You are strongly encouraged to present your change project presentation as a poster in this workshop. Your power point slides will easily translate into a poster presentation. If you choose to present a poster, you will earn full points on assignment #5. Presenting a poster is an excellent opportunity for networking (remember, you’ll be on the job market soon!!!), professional development and strengthening your resume. Please consider presenting your poster at this workshop and see Angela for more information.

Hourly Log
Due: Monday, 5/2/18

Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 801-level students must complete a total of 640 hours. Time spent getting to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars,
orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

**This is an all or nothing assignment.** If hours are not completed or the log is not submitted by the due date, arrangements for completing hours must be made and approved by field faculty and your supervisor. Passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures. This will affect graduation.

**Participation and Professionalism:**
Professional participation involves a range of expectations regarding classroom behavior and preparation for seminar. **Professional behavior is expected from all students.** There is no separation between professional work and classroom behavior. Professionalism includes being prepared and present in class and arriving on time. **My policy is to deduct a point each time you are late to class.** If you arrive to class after we have started, you can assume you will be deducted 1 point unless we have discussed the reason for your late arrival and it is deemed unavoidable.

Participation is measured by **amount and quality.** Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. 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. As part of a respectful environment where everyone can participate comfortably, everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronoun (e.g. she, ze, he, or they). 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. 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 (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

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 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.

**Methods: Integrative Model**

**Integrative Seminar**

There is a required weekly seminar with the field faculty on Wednesdays from 9:00 am - 11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities.

**Supervision, Consultation and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed.

Students are encouraged to meet with me at any time during the semester. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday – Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due. I do ask that if you have questions related to our class, please review the syllabus before contacting me to see if you might find the answer to your question there.

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand. As your field faculty, I will be in regular contact with your agency supervisor throughout the semester.

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.

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 modeling.
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. Review 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 modeling.
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 through 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 Madison 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, and the student’s learning plan will serve as guides in the evaluation process.

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

**End of semester evaluation:**
- 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. 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.

Grade Standards for the Course:
Grading for this class will be based on the following percentage scale:
94 -100  A
88 - 93  A /B
82 - 87  B
76 - 81  B/C
70 - 75  C
A grade of “A” (consistently superior/excellent performance) will include:

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

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

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

* Superior/excellent skills for engaging clients, who may present with a wide range of issues and problems, and viewing the clients in a strengths-based way.

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

* Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.

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

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

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

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

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

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

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

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

Grading criteria will be assigned in the following ways:

VII. Course Policies
Classroom Climate
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. 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. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both
institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. I invite you to bring any concerns in this regard to my attention.

We will develop community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:
- Multicultural Student Center https://msc.wisc.edu/
- LGBT Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report: https://students.wisc.edu/doso/services/bias-reporting-process
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office, 70 Bascom Hall, during normal business hours for support. Furthermore, please notify the
professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Out-of-Class Contact with Instructor**

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students at a location of mutual agreement (e.g. in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop) if this is a more comfortable and welcoming space for you.

**Code of Ethics, Student Rights and Responsibilities & 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.

**Electronics:**

To minimize disruptions to class process cellular telephones must be turned off during the class period. If you have an urgent reason for leaving your cell phone on, please inform the instructor before the beginning of class. Any other electronic devises must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating. I reserve the right to ask any student, whose use of electronics is distracting to me or any other student, to leave class. This absence will then be reflected in the student’s participation grade.

**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.

**Student Behavior Policy:**

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

Disability Accommodation:
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 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.

Attendance Policy:
Students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required. This means you are ready to begin class at 9:00am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

Absence
If you must miss class, you are required to inform the instructor via email in advance. 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. Students who are absent for more than one class in the semester will be required to schedule a meeting with the instructor to discuss their performance.
Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy:
All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). Students must format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. 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 instructor. Failure to comply with these expectations will result in a loss of points.

Criteria for Assignments
Specific attention should be given to organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Papers should be placed in Canvas prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due. The instructor will not contact students if an assignment is not received.

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, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention in a timely manner.
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 three points raised above and I will give your appeal my careful attention.

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor at least 24 hours prior to the due date for approval to submit late. **Unapproved late assignments will be marked down three points for each day they are late with no exceptions.** You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received.

**Grade Appeals/Grievance Policy:**
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

[http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf](http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf)
## Appendix A

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
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<tbody>
<tr>
<td><strong>1: Demonstrate ethical and professional behavior</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 ethics working in various settings in the mental health field. (V, C &amp; AP)</td>
<td>Field placement, class exercises, participation in field seminar discussions: all weeks</td>
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<tr>
<td>Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in interprofessional teams. They have a commitment to lifelong 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.</td>
<td>Changes to the NASW Code of Ethics (K, V, C, &amp; AP)</td>
<td>Week 11</td>
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<td>Ethical decision-making regarding technology (K, S, V, C &amp; AP)</td>
<td>Week 11</td>
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<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 related to practice in the area of mental health. (K, S, V, C &amp; AP)</td>
<td>Week 11</td>
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<td>Apply knowledge of social services, policies and programs relevant to the area of mental health, to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP)</td>
<td>Weeks 2, 3, 7, and 13</td>
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<td>Develop a plan for continuing professional education and development. (K, S, &amp; V)</td>
<td>Weeks 1, 2 and 8</td>
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<td>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C &amp; AP)</td>
<td>Weeks 7 and 13</td>
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<td></td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty. (K, S, V, C &amp; AP)</td>
<td>Weeks 7, 14 and 15</td>
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<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with class exercises, participation in field seminar discussions: all weeks</td>
<td>All: Field placement, class</td>
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<tr>
<td>Advanced practice social workers demonstrate in a</td>
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## 2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, 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.

### Methods and Assessments

<table>
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<tr>
<th>Weeks</th>
<th>Description</th>
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<tr>
<td>7, 11, and 13</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. (K, S, V, C &amp; AP)</td>
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<tr>
<td>7, 14 and 15</td>
<td>All: Field placement, class exercises, participation in field seminar discussions, journal entries</td>
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## 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 the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced

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<th>Weeks</th>
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<tr>
<td>7, 14 and 15</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working with children, youth and families and adults. (K, S, V, C &amp; AP)</td>
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</table>
Generalist social workers understand and demonstrate that evidence informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

### Change Project
- Annotated Bibliography and Implementation and Evaluation Timeline (K, S)
- Presentation (K, V, S)
- Mid and End of semester evaluation and learning plan with supervisor and field faculty. (K, S, V, C & AP)

#### Change Project Presentation (K, V, S)
- 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)
- Annotated Bibliography and Implementation and Evaluation Timeline (K, S)
- Presentation (K, V, S)
- End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)

#### 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.

- Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families and adults in various settings. (V, C & AP)
- Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)

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

- Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V, C & AP)
- Annotated Bibliography and Implementation and Evaluation Timeline (K, S)
- Presentation (K, V, S)
- End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)

#### Mid and End of semester evaluation and learning plan with supervisor and field faculty. (K, S, V, C & AP)
communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness

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<tr>
<th>2.1.7 Assess 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 placement, class exercises, participation in field seminar discussions, journal entries</th>
<th>Weeks 2, 3, 5 and 12</th>
<th>Weeks 7, 14 and 15</th>
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<tr>
<td></td>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
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<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 related covering interventions and evidence based approaches. (V, C &amp; AP)</th>
<th>All: Field placement, class exercises, participation in field seminar discussions, journal entries</th>
<th>Weeks 2, 3, 5 and 12</th>
<th>Weeks 7, 14 and 15</th>
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<tr>
<th>2.1.9 Evaluate Practice 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 related using various evaluation tools in public and private mental health settings (V, C &amp; AP)</th>
<th>All: Field placement, class exercises, participation in field seminar discussions, journal entries</th>
<th>Weeks 7, 13, 14 and 15</th>
<th>Week 13 and Page 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Change Project Presentation (K, V, S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate for evaluating outcomes and practice effectiveness in a focus area.</td>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7, 14 and 15</td>
<td></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 __________________________________________
Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year_____________________

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
<tr>
<td>Placement Phone Number:</td>
<td></td>
</tr>
<tr>
<td>UW Email Address:</td>
<td></td>
</tr>
<tr>
<td>Field Hour Schedule:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENCY SUPERVISOR:</th>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Name/Address:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Courses (Fall):**

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>

**Academic Courses (Spring):**

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Full Course Name &amp; Number:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>
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>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester

Competency 2.1.2
Engage Diversity and Difference in Practice.
Advanced practice social workers demonstrate in their focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their
practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.  Advanced Generalist Social Workers:

<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></td>
<td></td>
<td>Fall Final</td>
</tr>
<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></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>
<td></td>
<td></td>
</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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<td></td>
</tr>
</tbody>
</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:

<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></td>
<td></td>
<td>Fall Final</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</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>
<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.
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:

<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></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Use practice experience and theory to inform social work interventions in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</td>
<td></td>
<td></td>
</tr>
<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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</tr>
</tbody>
</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:

<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>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>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency Supervisor Comments: Semester</td>
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<td></td>
</tr>
<tr>
<td>Agency Supervisor Comments: Semester</td>
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<td></td>
</tr>
</tbody>
</table>
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:

<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>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>Fall Final Spring Final</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>
<td></td>
<td></td>
</tr>
</tbody>
</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. 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>Individually collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
<tr>
<td>---------------------------------------------------------------</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>Fall Final</td>
<td>Spring Final</td>
</tr>
<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>
<td>Fall Final</td>
<td>Spring Final</td>
</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>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
</tbody>
</table>
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.
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>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>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
<td></td>
<td></td>
</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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</tbody>
</table>

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.
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></td>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply and disseminate 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 320 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Field Faculty Notes from Final Fall Evaluation

IX. Field Faculty Notes from Final Spring Evaluation

<table>
<thead>
<tr>
<th>Learning Plan Approval (Fall):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Fall Field Evaluation</th>
<th>Final Spring Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: My agency supervisor &amp; field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:</td>
<td></td>
</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>
<tr>
<td>(Student signature)</td>
<td>(Student signature)</td>
</tr>
<tr>
<td>(date)</td>
<td>(date)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Field Faculty Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Agency Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Field Faculty Signature</th>
<th>Date</th>
</tr>
</thead>
</table>