

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

**Social Work 800: Social Work Practice in Health and Aging
Summer - Fall 2018**

Instructor Name: Kathleen Krchnavek MSSW

Location: School of Social Work, Room 315B

Credits: 6 credits

Class Day(s) & Time: Saturdays from 9:00-11:30am

Instructional Mode: Face-to-Face

Canvas Course URL: Summer - <https://canvas.wisc.edu/courses/101006> ; Fall - <https://canvas.wisc.edu/courses/117056>

Office Hours: By Appointment

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I. Catalogue Description

800 Field Practice and Integrative Seminar III

An approved advanced generalist seminar and placement linked to focus area. Seminar and placement require a minimum of 20 hours/week. This is the first course (SW800) of the two semester advanced field sequence. The second course (SW801) is conducted in the Spring semester of this academic year.

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

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 course's learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times (Saturdays for 2.5 hours over 18 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview and Prerequisites/Co-requisites

The Health and Aging unit provides practice experiences in agency, community, health care and institutional settings that serve older adults and a myriad of patient populations and specialty areas. Students acquire skills in psychosocial assessment, resource coordination, care

management, crisis intervention, and counseling. Some of the major tasks and functions performed by students are linking clients with community resources, discharge planning, patient education, advocacy, and collaboration as a member of an interdisciplinary team. Supervised experience and dynamic learning in both the field setting and the integrative seminar creates opportunities for students to acquire and develop the knowledge, skills, ethics, and values essential to the role of working with clients in a health care and/or gerontological settings. The primary objective of the field experience is to develop advanced practice skills. The primary goal of the integrative seminar is to strengthen the relationship between academic coursework and practice experience.

This field unit, which meets for two semesters, is approved for advanced generalist specialization year students. The first semester is inclusive of the summer and fall terms, and spans 20 weeks. Students must accrue 320 hours in the field unit during each semester, totaling to 640 hours by the end of the year. This total includes the field seminar class that meets for 2.5 hours each week. There are 18 seminars in the first semester, accounting for 45 hours of the requirement. The remaining hours are to be completed at the field agency. This time averages out to 14-20 hours per week in the placement setting, depending on whether the student works during holiday or winter breaks.

The seminar is intended to support all the competencies identified for the Advanced Practice year, as defined by the Council on Social Work Education. The seminar differs from the agency component of the 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.

Students gain the most knowledge and skill in the field unit by attending seminar while working at their placement. For this reason, students are not allowed to finish their placement early. Field settings also require a commitment of two consecutive semesters of placement due to the nature of client needs, the services provided, and the time needed for student's professional development. Because of this, the student's field experience must continue through the last week of class in May 2019.

Students must document field hours on the required *Hourly Log* form. If a student has questions about hours or other expectations and requirements of the program, the student should contact the field faculty member immediately. Staff members of the placement to which students are assigned will provide supervision of direct practice. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students should familiarize themselves and comply with the procedures and policies at their agency; work within the parameters of the NASW Code of Ethics and the Wisconsin 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.

III. Course Competency, Description 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 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 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.

The field practice and integrative seminar blends agency-based practice with human behavior and social science theories, social work policy/services, and social work research. The advanced generalist perspective builds on the generalist perspective developed in earlier seminars (400/401), which includes the concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field experience and seminar adapts and extends the knowledge, values and skills gained in the generalist year 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 competencies addressed in this course can be found in Appendix A.

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

IV. Course Content

Seminar Time: 9:00-11:30 a.m., with one break
Room 315 B

Summer Term

Week 1: Saturday, August 4

Welcome and Get Acquainted

Topic: Let's Get Started!

- Purpose of seminar
- Creating community and using each other
- Review of syllabus, key themes, and assignments
- Foundational requirements: Student Learning Plan, Student Field Performance Evaluation Tool, Record of Field Hours, Background Checks and *Continuing Duty To Inform*
- Professional behavior and expectations

Practice Questions: *What are your hopes and fears for placement and seminar? What do you need to create a supportive learning environment in seminar? How can we create that environment?*

Check-in: Field experience sharing, consulting, and collaborating

Required Readings:

University of Wisconsin-Madison School of Social Work Field Handbook
Available at: <http://socwork.wisc.edu/files/field/FieldHandbook.pdf>

University of Wisconsin – Madison, School of Social Work. (2018) *Social Work 800: Social Work Practice in Health and Aging [syllabus]*. Kathleen Krchnavek, MSSW

NASW Best Practice Standards in Social Work Supervision

<https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLbl4BuwI%3d&portalid=0>

Week 2: Saturday, August 11

***Student Agency Overview Presentation – 5-10 minutes

Revisit seminar guidelines/finalize for the semester

Topic: Developing your Learning Plan and Change Agent Project

Practice Questions: *How do the activities that you will be doing at your placement match or “fit into” the Council on Social Work Education competencies?*

Check-in: Field experience sharing, consulting, and collaborating

Required Reading/Podcast

Silverman, E. (2012) Organizational awareness and health care social work: enhancing a profession and environmental fit. In W. Spitzer (Ed) *Education for Health Care Social Work Practice: Issues and Directions*. (pp 1-18). Philadelphia, PA, National Association of Social Work Leadership in Health Care.

Episode 237 - Dr. Danna Bodenheimer: The Imposter Syndrome Within the Social Work Profession: Recognizing Your True Potential. (2018, April 9). *inSocialWork® Podcast Series*. [Audio Podcast] Retrieved from <http://www.insocialwork.org/episode.asp?ep=237>

Week 3 Saturday, August 18

***Student Agency Overview Presentation – 5-10 minutes

Check-in: Field experience sharing, consulting, and collaborating

Topic: Supervision in the Social Work Field Placement

Practice Questions: *What has been your experience of supervision in the past, (either in your last field placement or at your employment) and what do you want to be similar or different this year? What can you do to have a positive supervisory perspective?*

Required Readings:

Hansung Kim PhD & Sun Young Lee PhD (2009) Supervisory Communication, Burnout, and Turnover Intention Among Social Workers in Health Care Settings, *Social Work in Health Care*, 48:4, 364-385, DOI: 10.1080/00981380802598499

J. Hair & Kieran O'Donoghue (2009) Culturally Relevant, Socially Just Social Work Supervision: Becoming Visible Through a Social Constructionist Lens, *Journal of Ethnic & Cultural Diversity in Social Work*, 18:1-2, 70-88, DOI: 10.1080/15313200902874979

Week 4: Saturday, August 25

***Student Agency Overview Presentation – 5-10 minutes

*****Learning Plan DRAFT due today or as agreed upon between student and instructor.**

Topic: Importance of Self-Care in Social Work; Compassion fatigue and burnout

Practice Questions: *Why is it important that social workers prioritize self-care? What happens for you when you are under stress? What are your areas of strength and areas of continued growth related to your own self-care? What do you want from the seminar group to support you in your self-care?*

Check-in: Field experience sharing, consulting, and collaboration

Required Reading:

Review the following website prior to class: <http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

- “Introduction to Self-Care” page and “Developing Your Self-Care Plan”

The American Institute Stress: Compassion Fatigue

<https://www.stress.org/military/for-practitionersleaders/compassion-fatigue/>

Jackson K. (2014). Social Worker Self-Care- The Overlooked Core Competency. *Social Work Today* 14(3): 14

Recommended Reading/Podcast

Barsky, A. (2015). Being Conscientious: Ethics of Impairment and Self Care. *The New Social Worker*. (retrieved online at: <http://www.socialworker.com/feature-articles/ethics-articles/being-conscientious-ethics-of-impairment-and-self-care/>)

Halifax, J. (2018). Help when your heart breaks. *Lion's Roar*. Retrieved from.

https://www.lionsroar.com/help-when-your-heart-breaks/?utm_source=Lion%27s+Roar+Newsletter&utm_campaign=86b6488c67-TS-July-03-2018&utm_medium=email&utm_term=0_1988ee44b2-86b6488c67-22695341&goal=0_1988ee44b2-86b6488c67-22695341&mc_cid=86b6488c67&mc_eid=d7adf61a8a

Singer, J. B. (Producer). (2018, March 18). #118 - Self care for Social Workers: Interview with Erlene Grise-Owens, Justin “Jay” Miller, and Mindy Eaves [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2018/03/selfcare.html>

Week 5: Saturday, September 1

No class - Enjoy your Labor Day weekend!

Fall Term

Week 6: Saturday, September 9

***Student Agency Overview Presentation – 5-10 minutes

Topic: Social Work Ethics, Boundaries, and Recent Revisions to the Code of Ethics

Practice Questions: *Have you or your agency supervisor encountered any ethical dilemmas? How are these resolved at your agency?*

How is our day-to-day use of the Internet and social media impacting our social work practice? When we find information about someone posted on the Internet is it like seeing someone on the street or “peaking into their window” (as described in the recommended podcast below)?

Check-in: Field experience sharing, consulting, and collaborating

Required Reading:

National Association of Social Workers (NASW) Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social

Work: <http://ifsw.org/policies/statement-of-ethical-principles/>

Span, Paula “The patient wants to leave. The hospital says ‘no way’” *The New York Times*, 7 July 7 2017, nytimes.com.

Harbeck Voshel, E., Wesela, A, (2015) Social media and social work ethics: determining best practices in an ambiguous reality. *Journal of Social Work Values and Ethics*, 12 (1) 67-76.

Barsky, A. (2018). Ethics Alive! The 2017 NASW Code of Ethics: What’s New? *The New Social Worker*. (retrieved online at: <http://www.socialworker.com/feature-articles/ethics-articles/the-2017-nasw-code-of-ethics-whats-new/>)

Recommended:

“The Social Work Podcast” 2018 NASW Code of Ethics (Part 1): Interview with Allan Barsky, JD, MSW, PhD. (No 113)

<http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-1.html>

“The Social Work Podcast” 2018 NASW Code of Ethics (Part 3): Interview with Allan Barsky, JD, MSW, PhD (No. 115)

<http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-3.html>

Week 7: Saturday, September 15

***Student Agency Overview Presentation – 5-10 minutes

***Student-Lead Warm-up – 5-10 minutes

*****Final Learning Plan due today or as agreed upon between student and instructor**

Topic: Safety

Assignment and Practice Questions: *Bring in the safety policies/protocols from your placement. What are the precautions in place at your field placement for your safety, the safety of your colleagues, and the safety of your clients? What are the strengths of these systems? What areas are there for improvement?*

Check-in: Field experience sharing, consulting, and collaborating

Required Reading :

NASW Guidelines for Social Worker Safety

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0%27>

Blank, B. (2005). Safety First: Paying Heed to and Preventing Professional Risks. *The New Social Worker* 12(3): 20-22.

Week 8: Saturday, September 22

***Student Agency Overview Presentation – 5-10 minutes

Topic: Mandatory Reporting: Child Abuse and Neglect reporting

Presenter: Ellen Smith, MSSW, Clinical Associate Professor and Child Welfare Training Coordinator. UW-Madison School of Social Work

Practice Question: *How does mandated reporting affect your colleagues and the clients at your field placement agency? Are there any additional policies or procedures in place for mandatory reporting, and if so – what are they?*

Check-in: Field experience sharing, consulting, and collaborating

Required Reading:

Wisconsin Department of Children and Family Services - child protective services webpage:

<https://dcf.wisconsin.gov/reportabuse> (Explore links in page)

Week 9: Saturday, September 29

***Student Agency Overview Presentation – 5-10 minutes

***Student-Lead Warm-up- 5-10 minutes

Topic: Cultural Humility and Social Work Practice

Practice Question: *How do you see the impacts of oppression and empowerment in the lives of your clients at your field placement? How are these topics discussed and addressed by your field agency? How do you intend to integrate in your professional and personal life ongoing learning regarding cultures that may be different than your own?*

Check-in: Field experience sharing, consulting, and collaborating

Required Readings/Videos:

NASW Standards for Cultural Competence in Social Work Practice:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

*Read the Standards (pp. 4-5); the Introduction (pp. 7-10); Definitions for any term with which you are unfamiliar (pp. 11-17); and read at least **two** Standards and Indicators of your choice. (pp.19-49)

Review links on the “Think Cultural Health” website from the Department of Health and Human Services. Make sure to read the *National Culturally and Linguistically Appropriate Services Standards in Health and Healthcare* and peruse the Resources section. <https://www.thinkculturalhealth.hhs.gov/>

Stephenson, M; Young, B. [The New York Times] (2018, April15). *Op-Docs: A conversation with native americans on race*. Retrieved from: <https://www.youtube.com/watch?v=siMal6QVbIE>
(7 min)

Gandbhir, G.; Stephenson, M. [The New York Times] (2016, April2015) *Op-Docs: A Conversation with asian-americans on race*. Retrieved from: <https://www.nytimes.com/2016/04/05/opinion/a-conversation-with-asians-on-race.html>
(7 min)

Week 10: Saturday, October 6

*** Student-Lead Warm-up – 5-10 minutes

Topic: Social Work and Social Justice

Practice Questions: *How do you define social justice as part of your social work practice? In what ways can you promote social justice in your field placement experience? In what ways do meaning, context power, history, and possibility impact the experiences of our clients? How does*

it impact our own experience?

Check-in: Field experience sharing, consulting, and collaborating

Required Reading/Videos:

Finn, J.; Jacobson, M. (2003). Just practice: steps toward a new social work paradigm. *Journal of Social Work Education*. 39;1 pp. 57-78

Newkirk, Vann (2017, July). The fight for healthcare has always been about civil rights, *The Atlantic*. retrieved from <https://theatlantic.com>

Foster, B, Stephenson, M. (2015, July 9). [The New York Times]. *Op-Doc: a conversation with white people on race*. Retrieved from: <https://www.youtube.com/watch?v=xXow7olFyIM&t=3s> (6 min)

Gandhir, G.; Peltz, P. (2015, Nov. 12). [The New York Times]. *Op-Doc: a conversation with police on race*. Retrieved from: <https://www.youtube.com/watch?v=5Funraox29U> (7 min)

Week 11: Saturday, October 13

Topic: Key Issues for Patients/Clients of Color

Presenter: Danyelle Okesanjo, CAPSW, Sankofa Behavioral & Community Health.

Practice Questions: *How does your agency support staff in providing culturally sensitive services and creating an inclusive environment? How do policies address the unique circumstances of specific populations served at your organization?*

Check-in: Field experience sharing, consulting, and collaborating

Required Podcast/Videos

National Public Radio. (2018, Jan. 9). *This racism is killing me inside*. [Audio podcast] Retrieved from <https://one.npr.org/?sharedMediaId=576818478:576901155> (31 min)

Brewster, J.; Stephenson, M. (2015, Dec. 3). [The New York Times]. *Op-Doc: a conversation with black women on race*. Retrieved from: <https://www.youtube.com/watch?v=U-xz4qiUBsw> (6 min)

Gandhir, G.; Foster, B. (2015, March 18). [The New York Times]. *Op-Doc: a conversation with my black son*. Retrieved from: <https://www.youtube.com/watch?v=lXgfX1y60Gw> (5 min)

Brewster, J; Foster, B; Stephenson, M. (2016, March 7) [The New York Times]. *Op-Doc: a conversation with latinos on race*. Retrieved from:
<https://www.youtube.com/watch?v=tLLCHbCgJbM>
(7 min)

Week 12: Saturday, October 20

***Student-Lead Warm-up – 5-10 minutes

Topic: Ageism

Practice Questions: What do you think of when you hear the term “ageism”? How do you think ageism affects older adults in health care settings? Have you identified “ageist” policies or structures in your placement or behaviors from other professionals in your agency?

Check-in: Field experience sharing, consulting, and collaborating

Required Reading:

Priscilla D. Allen , Katie E. Cherry & Erdman Palmore (2009) Self-Reported Ageism in Social Work Practitioners and Students, *Journal of Gerontological Social Work*, 52:2, 124-134

Imani Woody (2014) Aging Out: A Qualitative Exploration of Ageism and Heterosexism Among Aging African American Lesbians and Gay Men. *Journal of Homosexuality*, 61:1, 145-165

Barry Trentham, Sandra Sokoloff, Amie Tsang & Sheila Neysmith (2015) Social media and senior citizen advocacy: an inclusive tool to resist ageism? *Politics, Groups, and Identities*, 3:3, 558-571, DOI: 10.1080/21565503.2015.1050411

Week 13: Saturday, October 27

Topic: Keynote presentation 9:00-10:30

Speaker: Pajarita Charles, MPA, MSW, Ph.D., Assistant Professor, UW-Madison School of Social Work.

Presentation: Dr. Charles will speak on her research with incarcerated fathers.

Location: Wisconsin Institute for Discovery

Check-in: Field experience sharing, consulting, and collaborating

Week 14: Saturday, November 3

***Agency Analysis Report due

Topic: Oncology Social Work

Presenter: Carissa Hodgson, LCSW, OSW-C, Program Manager, Gilda's Club Madison.

Meet at Gilda's Club - 7907 UW Health Ct, Middleton, WI 53562

Practice Questions: *What comes to mind for you when you think of supporting patients and families who are dealing with a cancer diagnosis? How do you feel? What would you need to do to support yourself as you support others?*

Check-in: Field experience sharing, consulting, and collaborating

Required Reading/Videos:

Lockey, A.M.; Benefiel, D.; Meyer, M. (2011). The collaboration of palliative care and oncology social work. In T. Atilio & S. Otis-Green (Eds.) *Oxford Textbook of Palliative Social Work*. (pp. 331-338). Oxford; Oxford University Press

Spotlight on Oncology Social Workers

<https://www.cancer.net/blog/2014-04/spotlight-oncology-social-workers---part-i-qa>

Choose three digital shorts to watch related to the 2015 PBS documentary "The Emperor of all Maladies." (book by Siddhartha Mukherjee) <http://cancerfilms.org/media-gallery/>

Review the Association of Oncology Social Workers website to find out more about what oncology social workers do and the process of becoming certified: <http://www.aosw.org/>

Recommended Reading

Review the Cancer Support Community website:

<https://www.cancersupportcommunity.org>

- Under "Learn About Cancer" review articles and webinars about a variety of cancer topics.
- Under "Living with Cancer" review information about the psychosocial affect of cancer on patients and caregivers, as well as some resources like the insurance checklist.
- Under "Our Research" review publications and recent statistics.
- Under "Policy and Advocacy" review about cancer legislation and macro-level interventions

Week 15: Saturday, November 10

***Student-Lead Warm-up 5-10 minutes

Topic: Adult Protective Services

Presenter: Maria Johnson, Adult Protective Services Worker, Green County Human Services

Practice Questions: *What are your agency's policies regarding reporting of elder abuse? Have you been involved with a case where elder abuse was suspected? If so, what was the decision-making process that led to whether or not the case was reported to Adult Protective Services? What ethical issues were involved?*

Check-in: Field experience sharing, consulting, and collaborating

Required Readings

Donovan, K., Regehr, C. (2010). Elder abuse: clinical, ethical, and legal considerations in social work practice. *Clinical Social Work Journal* 38(2), 174-182

Sheena R. Horsford BA , José Rubén Parra-Cardona PhD , Lori A. Post PhD & Larry Schiamberg PhD (2010) Elder abuse and neglect in African American families: informing practice based on ecological and cultural frameworks, *Journal of Elder Abuse & Neglect*, 23(1), 75-88

Review Fact Sheets posted on Canvas

Week 16: Saturday, November 17

***Student-Lead Warm-up – 5-10 minutes

Topic: Models of Ethical Decision Making

Practice Question: Have you or your agency supervisor encountered any ethical dilemmas this semester? How are these conflicts resolved at your agency? Were any of the decision-making models or approaches used?

Check-in: Field experience sharing, consulting, and collaborating

Required Reading:

Mattison, Marian, (2000). Ethical Decision Making: The Person in the Process. *Social Work*, 45:3, 201-212

Reamer, Frederic, G. (2014) Social Works Ethics in Health Care: Managing Dilemmas and Risk, In W. Spitzer (Ed) *Ethics in Healthcare Social Work Practice: Issues and Directions*.(pp. 39-56), Philadelphia, PA, The National Society of Social Work Leadership in Health via Fernley and Fernley, Inc.

Ethical Decision-Making: The Nine Step Model. (NEW Partnership for Children and Families, University of Wisconsin, Green Bay. Adapted from: Ethics and Boundaries 2011-2013, Child Welfare and the Ethical Use of Technology and Social Media, Developed: October 2011)

Essential Steps for Ethical Problem-Solving:

<http://www.socialworkers.org/pubs/code/oepr/steps.asp>

Jennings, L.K, Wilson, S.R. (2010) *Approaches to Social Work Ethical Decision-Making* [PowerPoint slides]. California Hospice and Palliative Care Association.

http://calhospice.org/included/docs/education/2D_Approaches_To_Social_Work_Ethical_Decision-Making.pdf

Week 17: Saturday, November 24

University Thanksgiving Recess

No Seminar-Participate in Activities at your Agency

Week 18: Saturday, December 1

***Student-Lead Warm-up- 5-10 minutes

Topic: Inter-professional collaboration

Practice Question: *What has been your experience working in an inter-professional team at your placement? How do you define social work's role in the team? How do other professionals on the team see social work's role? Do you see areas for expanding that role? Limiting it?*

Check-in: Field experience sharing, consulting, and collaboration

Required Readings:

Susan Blacker, Barbara A. Head, Barbara L. Jones, Stacy S. Remke &

Katherine Supiano (2016) Advancing Hospice and Palliative Care Social Work Leadership in Interprofessional Education and Practice, *Journal of Social Work in End-of-Life & Palliative Care*, 12:4, 316-330,

Brooklyn Glaser & Esther Suter (2016) Interprofessional collaboration and integration as experienced by social workers in health care, *Social Work in Health Care*, 55:5, 395-40.

Week 19: Saturday, December 8

Topic: Student Choice

Check-in: Field experience sharing, consulting, and collaborating

Week 20: Saturday, December 15

*****Change Agent Proposal Due**

*****Change Agent Brief Presentation** (*brief 5 minute oral description regarding change agent project: what you will do and why*)?

Topics:

Change Agent Proposal Presentations

Course Review and Wrap Up

Course Evaluations

Planning for Spring Semester

End of Semester Celebration!

Check-in: Field experience sharing, consulting, and collaborating

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

V. Text and Reading Materials

Weekly Topic and Dimensions of Diversity

Each week's required readings/resources will focus on a topic, often with specific attention given to the perspectives of diverse populations related to that topic. Students should come prepared for class having thoughtfully read or reviewed the assigned articles or other media. Students should apply the weekly readings/resources, as possible, to their field experience or content in this seminar or their other courses. Students are expected to complete and understand all currently assigned readings in social work and related courses and to review past readings to enhance understanding and integration of theory, methods and practice. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on CANVAS course website.

Students will be exposed to new substantive areas in their field agency that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students are expected to select and read a **minimum of three practice articles over the course of the semester relevant to substantive**

areas of interest in the field setting (e.g., the populations served; social, psychological, spiritual or health issues; evidence informed interventions to address needs; or related policies). Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations: In order to achieve the competencies, students must complete the assignments by the due date. Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

Learning Plan

Learning plan drafts are due **two-to-three weeks** after the start of your placement and final versions are due **two weeks** after you receive feedback on your draft. Since students start their placements in fall at varying times, the faculty will set individual deadlines with each student. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. In the learning plan, students, in collaboration with agency supervisors and field faculty must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). Learning goals must be connected to the CSWE approved nine competencies.

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

Integrative Seminar

The required weekly seminar with the field faculty member is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues,

faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in health and gerontological settings. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you are experiencing and to enhance each other's learning. Coming prepared to share, discuss and learn is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student's field placement.

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

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

Weekly Practice Questions

The weekly practice question is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the weekly practice questions and come prepared for discussion in seminar. Students are encouraged to propose questions of their own for discussion, including those that extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

Supervision, Consultation, and Evaluation

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

Student evaluations are conducted by the agency supervisor minimally mid-semester and at the end of the semester. The field faculty participates in the end-of-semester evaluation with the student and agency supervisor.

Student-Lead Warm-up Activity

In order to practice your group facilitation skills, as well as to enhance all of our learning in field, each student will have the opportunity to plan and lead a group activity as a portion of seminar. You are encouraged to be creative. You might choose to lead a team building exercise, icebreaker or activity focused on building team cohesion lasting 5-10 minutes. It is entirely up to you. This is your group! A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into consideration when assessing professionalism and preparation for the seminar portion of your grade.

Individual Meetings and Out-of-Class Contact

Students may meet with the field faculty at any time during the semester. I am happy to meet before and after class but would prefer advance notice, if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru 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.

Meetings Together with your Agency Supervisor

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. Your learning plan

also acts as an evaluation form for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, before our end-of-semester meeting.

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

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

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

The Agency Supervisor has the following responsibilities:

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

The Field Faculty has the following responsibilities:

1. Responsible for student selection and community placement.
2. Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.

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

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

Evaluation and Grading

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

Forty percent (40%) of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your completed 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.

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. Students are expected to achieve the competencies of the field course through the observable behaviors as indicated on the learning plan; 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 and the student's performance in seminar will serve as guides in the evaluation process.

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

End of semester evaluation instrument:

- Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)
- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)
- Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)
- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)

- Attendance and timeliness (in seminar and in field)

Practice Skills:

- Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)
- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)
- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)
- Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)
- Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

The field faculty has final responsibility for grading the student's performance in the placement. However, the agency supervisor's assessment of the student's progress in meeting the competencies and the quality of the student's fieldwork will both be given considerable weight in grading. Field faculty will periodically review 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 December, 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 based on your learning plan that you will complete prior to our meeting, and your supervisor's assessment of your performance. While your self-evaluation will be given significant weight in arriving at your final grade for fieldwork, greatest weight will be given to your agency supervisor's overall assessment of your work. *Be sure that you and your agency supervisor each have a copy of each other's evaluation form and have shared this information with each other prior to the final evaluation meeting.*

The grade equivalency for these percentages is as follows:

94-100	A
88-93	AB
82-87	B
76-81	BC

70-75 C (see “Field Education Handbook” regarding this grade)
64-69 D

The following are grading standards for the course:

A grade of “A” will include:

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

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

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

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

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

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

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

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

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

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

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

The “C” grade represents below minimum performance standards/expectations in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 30): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

A grade of “D” or “F” may be assigned in this class and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

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

F= failing grade, below expectations in all areas and may not continue

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

Successful completion of the course requires completion of **all** assignments. Your final course grade will be based on your work at your placement and in seminar in the following proportions:

Fall Semester

Weekly Seminar (40% of Final Grade):

Professionalism & Participation	10 points
Agency Overview Presentation	3 points
Agency Analysis Written Report	12 points
Change Agent Outline/Proposal	15 points

Total Maximum Points: 40 points

End-of-semester evaluations (60% of final grade)

Total Maximum Points: 60 points

More specifically, evaluation of your performance in field is based on the following activities and assignments:

1. WEEKLY FIELD SEMINAR

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other's learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn is extremely important. Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student's field placement. Your engagement in the weekly seminar is evaluated as part of your "participation and professionalism" points.

2. CLASSROOM ASSIGNMENTS

A. Agency Overview Presentation and PowerPoint (Due date based on sign-up sheet)

The purpose of this assignment is to:

- Create an early opportunity to use data collection and assessment skills focusing on the placement agency.
- Provide an opportunity to practice and improve professional presentation skills.
- Share information in class regarding student placement organizations in order to increase understanding and improve consultation during seminar
- Compare and contrast settings and services in order to gain a wider understanding of the range of support provided in health and aging settings, and the social work roles and responsibilities associated with them.

Students should prepare a brief presentation – no more than 5-10 minutes – regarding their placement agency, the services it provides, and the social work role that the student will fulfill. The presentation should include a short PowerPoint, approximately 3-5 slides- to supplement the verbal information for the purpose of increasing the audience's interest and retention.

Agency Overview Presentation and PowerPoint (3 points)

Your presentation should cover the following:

- Background information regarding your organization and/or program: name, location, **brief** history, mission statement or purpose, and services provided.
- A general description of the client demographics your organization serves (age, race,

geography, socioeconomic status, ability status, etc.)

- Your role in the organization: what you will do and where you fit in the organization.

B. Agency Analysis Report (Due date: November 3)

The purpose of this assignment is to:

- Deepen the student's understanding of their placement organization/agency including detailed information on diversity of populations served, organizational structure, power issues, and so forth that the student can refer to, share, and expand upon throughout the school year
- Provide background information that students can use for other classes and field seminar agenda items such as weekly practice questions (e.g., regarding oppression and empowerment, cultural competence, "user friendliness) and for assignments (i.e., the self-assessment and change agent project)
- Provide the field seminar a basis for understanding and comparing local service delivery systems, their services, policies, decision-making structures and issues in relationship to local and broader communities.

The report should address all of the criteria identified below. The organizational chart is an attachment and is not included in total page requirement. Students should review the social work competencies and behaviors included in this syllabus to assist them in writing key parts of the paper. Please also review your report before handing it in to ensure that all criteria are included and that it is your final version. The criteria will be used for grading. In fairness to all, there is no opportunity to address missed criteria later.

**Agency Analysis Report and Presentation 12 points*

Note: This assignment should be five-six typed, double spaced pages.

- Identify your name and agency placement
- Brief history of agency and mission statement (1 point)
- Current structure: Describe organizational structure (attach organization chart, written or adapted/updated by student); describe how you fit into the agency and what you do; describe your supervisor's roles, responsibilities, qualifications, degrees, and experience, and that of the Director and other key personnel as appropriate. (1 point)
- Budget: Describe budget details. If agency is large, please get figures for your department/program. Identify typical salary for line staff personnel (a range or average will do), list funding sources for the budget, and ideally percentages for each source. (2 points)
- Describe population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk **AND** current human rights, social & economic issues of the population(s) (2 points)
- List and briefly described client services **AND** which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected

and delivered (include an assessment of the strengths and weaknesses related to this area specific to the agency) (2 points)

- Power: in your opinion, where does power lie in the organization, both formally and informally? Why do you think so (for example: money, decision-making on resources, access to information, etc.)? Describe how policies are determined/how decisions are made. What barriers do you see related to decision-making and implementation of policies and services? What recommendations do you have for improvement (3 points)
- General organization and quality of paper. Paper will be judged on the overall quality of the critical thinking of the author (1 point)

C. Change Agent Proposal (Due Date: December 15)

Students will begin a change agent project in the fall and complete it in the spring semester. The project would seek to mitigate or resolve an issue, problem or situation at the mezzo or macro level. Students have indicated that it is helpful to begin the assessment process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by vulnerable populations. **Contact the field faculty with your focus prior to developing a full proposal.** Students must identify a method to evaluate their project. For instance, students could develop a draft of an evaluation tool that they would use to evaluate the success of their project and attach it to the outline.

This project focuses on:

- Applicable social worker roles and interventions
- Developing or enhancing knowledge, skills and values regarding a mezzo or macro change effort
- Utilizing a planned change process
- Learning social work roles and intervention involved in change efforts
- Complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable
- Develop or enhance knowledge, skills and values regarding working in teams (*with other seminar students and/or with others in your field placement and the community*)

Students use social work theory, methods, principles, and concepts learned in previous courses (e.g. UW-Madison SW 441, 606, 711, 640) and assigned readings to complete this assignment. During the fall semester, students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation. For example, if students choose policies and/or procedures, they would attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at their placement. They could gather information in a number of ways including: listening carefully to clients’ experiences, and being

alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about the effects of various policies and social problems.

This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester. For the fall semester, students will complete a brief, written proposal outline of their plan for the change agent project. This proposal will **provide a starting point** for a SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A written outcome report will be completed in the spring semester. The agency supervisor must be familiar with and support the proposal and the feedback from the agency supervisor must be provided in the outline/proposal. The proposal must also include the following; a brief description of what the student plans to do and how they will do it, why they have selected this project, what their intended impact will be (the outcome expected), who the key players in the project will be, and how they will evaluate it. While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (5 minutes) share what they will do and how they will do it.

**Change Agent Proposal and Presentation 15 points*

Note: This assignment should be three - four typed, double spaced pages

- Proposal includes a brief yet detailed description of the student's plan for the change agent project. (3 points)
- Proposal includes justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?) (3 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (3 points)
- Identifies a projected evaluation method including drafting and attaching to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (2 points)
- Paper is professionally written, with proper grammar, spelling, and punctuation. (2 points)

D. Learning Plan

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify

the methods by which the social work competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided on the Canvas site. The learning plan provides the required behaviors for each competency in column one. The student will need to formulate methods for observing and 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 section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.

*Establish at least one specific method of achievement to be observed and met at the agency that is aimed at furthering your development of skills in each of the nine competency areas.

Each method to observe and demonstrate achievement should be clearly written and followed by:

- a) A description of experiences and methods you will use to reach the identified behavior
- b) A description of what your agency supervisor will do in support of the identified behavior
- c) A statement that describes how you, your agency supervisory, and I will know that each behavior has been met.

Students will submit an unsigned electronic draft of the learning plan to the field faculty via the Canvas site. The faculty will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to the field faculty in class as stated above. You should also provide your supervisor with a copy of the final plan.

The development of the learning plan is an ungraded assignment, but is used as the end-of-semester evaluation tool to rate your performance at the end of each semester. Therefore, development of the learning plan is a requirement for completion of the course.

E. Record of Field Hours

Students are required to use the form provided on the Canvas site to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours. Students are encouraged to consult with their agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log.

This is an all or nothing assignment. Students will be given a grade of incomplete if hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with the field faculty member and the agency supervisor. Students will also receive an incomplete if the Field Placement Hourly Log is not submitted in time. Student will not be able to start a new semester until the incomplete is resolved by submitting the hourly log with signatures.

VII. Course Policies

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

Adherence to Code of Ethics, Policies Related to Student Rights and Responsibilities and Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

Reading Assignments

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

Confidentiality

Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Written Assignment Policy

All written assignments are to be either typed or computer-generated using Microsoft Word. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the field faculty member, course

number, and course title (do not put this information on the first page of your paper). You must use correct APA format for citations; consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the field faculty member. Failure to comply with these expectations will result in a loss of points. All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the field faculty member prior to the due date.

Accommodation Due to a Disability

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

Academic Misconduct

Please note the following definition of academic honesty. "Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student's own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an "act in which a student seeks to claim credit for the work or efforts of another without authorization or citation". Examples include, but are not limited to: "cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person's ideas, words or research and presenting it as one's own by not properly crediting the originator, etc.

Incomplete Policy

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

Attendance & Class Participation Policy

Class attendance is required of all students. *Attendance is defined as arriving on time, staying*

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

Inclement Weather Policy

If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

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

Technology in Class

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

Student Behavior Policy

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

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Laptops are not to be utilized during field seminar.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague's right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class and field placement.
- Student has read materials and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.

- Student actively and constructively participates in classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Student solicits and incorporates feedback when there are questions about performance
- Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom and field will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the field faculty member. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to peers, 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. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the *Student Rights and Responsibilities Handbook*. If you have any concerns with this policy, or a concern that needs to be brought to the class's attention, please speak with this field faculty member. It is the student's responsibility to contact the field faculty member for any clarification on disrespectful and unprofessional behavior.

Plagiarism

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

Appendix A: CSWE Competencies

<u>Advanced Practice Year</u> <u>Competency Addressed</u> <u>in Course</u>	<u>Course Content</u>	<u>Location in the</u> <u>syllabus</u>
<p>2.1.1: Demonstrate ethical and professional behavior 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 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.</p>	<p>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 settings that focus on aging populations and/or health. (V,C & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of health and aging. (K,S,V,C & AP)</p> <p>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 settings that focus on aging populations and/or health. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the areas of health and/or aging to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Weeks 1, 3, 4, 6,16, 18,19</p> <p>Week 6, 16</p> <p>Week 6,16</p> <p>Weeks 8,10, 11, 14,18</p>

	<p>Develop a plan for continuing professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C & AP)</p>	<p>Weeks 2, 4, 9</p> <p>Week 19</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity in settings that focus on aging populations and/or health, as well as the intersectionality of multiple factors regarding diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Week 10 & 20</p>
<p>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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights</p>	<p>All: Field practicum, class exercises, participation in field seminar</p>

<p>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.</p>	<p>and the intersectionality of poverty, social justice, theory and policies. (V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Week 10 & 20</p>
<p>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 Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>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 in client settings that focus on health and/or aging populations.</p> <p>Change Agent Report and Presentation (K,S,V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Week 20</p> <p>Weeks 10-20</p>
<p>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,</p>	<p>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 health and/or aging with emphasis on the role of the social worker. (V,C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p>

<p>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.</p>	<p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Weeks 10 & 20</p>
<p>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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to engagement throughout the continuum of practice with individual, families, groups, organizations, and communities, particularly related to issues of health and aging. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Weeks 10 & 20</p>
<p>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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p>

<p>effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Weeks 10 & 20</p>
<p>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.</p>	<p>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 & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Weeks 10 & 20</p>
<p>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.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in practice related to health and aging. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-4, 6-16, 18,19,20</p> <p>Weeks 10 & 20</p>

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in _____
Advanced Generalist Practice Specialization Year: SW 800 Fall, _____ (School Year)

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

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.

5	The student has excelled in this area.
4	The student is functioning somewhat above expectations for students in this area.
3	The student has met the expectations for students in this area.
2	The student is functioning somewhat below expectations for students in this area.
1	The student is functioning significantly below expectations for students in this area.
N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area.*

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 behavior. The spring end-of-semester rating indicates the "outcome" in terms of achieving the 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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
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.		
Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.		
Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.		

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

Advanced Generalist 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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.		
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.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.		
Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Use practice experience and theory to inform social work interventions in a focus area.		
Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.		
Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.		
Apply advanced critical thinking to analyze, formulate, and advocate for policies.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.		
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.		
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.		
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.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
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.		
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.		
Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.		
Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.		
Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.		

Agency Supervisor Comments:

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:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.		
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.		
Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area		
Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.		

Agency Supervisor Comments:

