

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

SOCIAL WORK 800 (005): SOCIAL WORK PRACTICE IN POLICY AND ADMINISTRATION FALL, 2018

Instructor: Laura Dresser, Clinical Assistant Professor
Location: School of Social Work, Room 220
Credits: MSW (6 credits Advanced Generalist Practice Year-FTP)
Class Day & Time: Mondays from 9:00-11:30am
Instructional Mode: Face-to-Face
Canvas Course URL: <https://canvas.wisc.edu/courses/116970>
Office Hours: In Social Work 303, by appointment
Contact: e-mail (preferred) ldresser@wisc.edu, 608.695.9065 (cell)

I. Course Description

800 Field Practice and Integrative Seminar III

An approved advanced generalist seminar and placement linked to areas of focus. Seminar and placement require a minimum of 20 hours/week. The first course (SW800) of the two semester advanced field sequence. The second course (SW801) of the two semester field sequence.

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

Requisites: **Declared in Master of Social Work Program**

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times (Mondays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 20 hours of field work in the community as part of the course requirement.

II. Course Overview

This is a two semester course with students in the same field unit and placement for both semesters. The field unit provides placements in a variety of government, human service, and community settings. This unit is usually for advanced practice students. (While the course may at times accept generalist practice year students, this description is for advanced practice (800) level.) The perspective is generalist social work with an emphasis on macrolevel practice. In preparing advanced practice year students for autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced behaviors specific to a focus area (e.g. children, youth, and family welfare).

Advanced generalist year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if students prefer not to be in placement this week, or to reduce

placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 13 at 2.5 hours for each for a total of 32 hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student's educational experience until May 2019. Field settings require a commitment of two consecutive semesters of placement, due to the nature of agency needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn advanced generalist social work roles.

This semester students will be exposed to information about the concepts and events in the development and administration of social policy and its impact on human services organizations and clients. Emphasis will be on macropractice, consideration of policy issues from multiple viewpoints, and organizational, administrative, and legislative levels of policy-making and implementation. Specific areas of learning and skill development within the generalist social policy practitioner model include political and policy analysis, policy briefings and report writing, legislative advocacy and coalition building, policy and program planning, budgeting, implementation, and evaluation.

The spring semester will be focused on additional administrative content and skills including grant writing, program planning, supervision, development and evaluation. Students will develop an array of macro skill social work practice competencies over the course of the academic year.

III. Learning Outcomes: 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 generalist (400-401) or advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with generalist (400-401) or advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of the syllabus.

In seminar, a generalist perspective is used to analyze and reflect on entry (400-401) and advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior,

social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

IV. Course Content

Time: 9:00-11:30 a.m., with one break. Class at SSW Room 220 unless otherwise noted.

W1, September 10: Welcome and Getting Acquainted

Introduction to Field Unit

- Review syllabus, key themes, and assignments
- Integrating placement experiences and social work concepts and principles
- Student Learning Plan, Student Field Performance Evaluation Tool, and Record of Field Hours
- Fall semester schedule and dates
- Background Checks and Continuing Duty To Inform
- *What social justice has to do with systems and how that connects to policy and administration.*

Readings:

- ***Just Practice***, Chapter 1, Imagining Social Work and Social Justice (pp. 1-44)
- University of Wisconsin-Madison School of Social Work Field Handbook
Available at: <http://socwork.wisc.edu/files/field/FieldHandbook.pdf>
- National Association of Social Workers (NASW) Code of Ethics
Available at: <http://socialworkers.org/pubs/code/default.asp>
- The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work
Available at: <http://ifsw.org/policies/statement-of-ethical-principles/>

W2, September 17: Mandatory Reporting and Ethics in Field Systems Thinking

Field Issues/Situations for Consultation/Collaborative Problem Solving

Considering the history of social justice work in social work. Thinking together about ethical dilemmas and ethical decision making models.

Mandated Reporting and the Role of Child Protective Services

Guest Speaker: Ellen Smith, MSSW; Clinical Associate Professor; School Chair of Children, Youth and

Family Focus Area

Readings:

- **Just Practice**, Chapter 2, Looking Back (pp. 45-93)
- Kirst-Ashman, K.K. & Hull, G. (2018). Values, ethics, and the resolution of ethical dilemmas. In *Understanding generalist practice* (8th ed.) (pp.419-465). Boston, MA: Cengage Learning.
- How the child welfare system works (Child Welfare Information Gateway, 2013. US DHHS, Children's Bureau): <https://www.childwelfare.gov/pubPDFs/cpswork.pdf>

W3, September 24: Macropractice, Policy and Administration, and Ethical Decisions

*****Learning Plan DRAFT Due (unsigned by site super, submitted to CANVAS)**

Field Issues/Situations for Consultation/Collaborative Problem Solving

Considering our values and ethics and how they are shaped. Thinking about theory, the need for theory, and the different approaches to theory in social work practice.

Readings:

- **Just Practice** Chapter 3, Values, Ethics, Visions (pp. 94-138)
- **Just Practice** Chapter 4, Just Thinking, read all of pp. 139-149 and pp 176-187; read at least 6 pages from pp 149-176, including at least one theory of social work (in pages 149-160).

Good to look again at these (from first class):

- National Association of Social Workers (NASW) Code of Ethics
Available at: <http://socialworkers.org/pubs/code/default.asp>
- The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work
Available at: <http://ifsw.org/policies/statement-of-ethical-principles/>

W4, October 1: Engaging with Communities

Field Issues/Situations for Consultation/Collaborative Problem Solving

Engagement with a social justice lens, considering engagement in our placements, perspectives on connections from policy and administration to engagement at all levels.

Reading:

- **Just Practice**, Chapter 5, Just Getting Started: Engagement (pp. 188-236).

W5, October 8: Engagement in our Placements

*****Learning Plan with Agency Supervisor Signature Due**

Field Issues/Situations for Consultation/Collaborative Problem Solving

Context on communities and practice inside our placements given that context. Thinking about engagement from a macro lens.

Readings:

- The Complex Maze of the Juvenile Justice System and Its Impact on Youth of Color
<http://kidsforward.net/publication/the-complex-maze-of-the-juvenile-justice-system-in-wisconsin-and-its-impact-on-youth-of-color/> OR Race to Equity Roadmap to Equity Report

<http://racetoequity.net/uploads/Roadmap-to-Equity.pdf>

- *Optional: NASW Standards for Cultural Competence in Social Work Practice*
<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0>
- *Optional: Wisconsin's Extreme Racial Disparity*
<http://www.cows.org/data/documents/1816.pdf>

W6, October 15: Assessment at the Organizational and System Level

Field Issues/Situations for Consultation/Collaborative Problem Solving

Thinking social justice approaches to assessment from the individual to the community level; considering what teaching/learning means for assessment and policy and administration in social work.

Reading:

- **Just Practice** Chapter 6, Teaching-Learning: Reframing the Assessment Process (pp. 237-286).

W7, October 22: Assessment in our Placements

Field Issues/Situations for Consultation/Collaborative Problem Solving

Context and practice of assessment in our placements; considerations for improving assessment practice and changing relationships with "clients" through assessment

Reading:

- "How Home Ownership Became an Engine of American Inequality," Matt Desmond, NYTimes Magazine, May 9, 2017: <https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html>
- *Optional: Social Work Policy Institute (2014). Achieving Racial Equity: Calling the Social Work Profession to Action.* Washington DC: National Association of Social Workers (pp 1-20)
<http://www.antiracistalliance.com/SWPIRacialEquityReport.pdf>

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

W8, October 29: Action in Systems

Field Issues/Situations for Consultation/Collaborative Problem Solving

Thinking about action and accompaniment in social work, social justice approaches to action and intervention, policy and administration to support it.

Reading:

- **Just Practice**, Chapter 7, Action and Accompaniment (pp. 287-336).

W9, November 5: Action in our Placements, Profession, and Beyond

Field Issues/Situations for Consultation/Collaborative Problem Solving

Considering action inside our placements and thinking about our action beyond work

Readings:

- Pick at least one from 10 Best Solutions from 2017 from Yes! Magazine:
<https://www.yesmagazine.org/happiness/our-10-best-solutions-stories-you-might-have-missed-this-year-20171228>

W10, November 12: Evaluation and Improvement for Organization and Community

Field Issues/Situations for Consultation/Collaborative Problem Solving
Problems solving, process evaluation, and improvement in organizations

Reading:

- **Just Practice**, Chapter 8, Evaluating, Reflecting On, and Celebrating Our Efforts (pp. 337-376)

W11: November 19: No class

W12: November 26: Evaluation in our Placements

****** Change Agent Proposal due November 26 at 11:59pm (submit to Canvas)**

Field Issues/Situations for Consultation/Collaborative Problem Solving
Considering the use of data and evaluation in our placements

Readings:

- Working with Dark Light: Puerto Rican Artists are Healing the Spirits that Hurricane Maria Broke from the Washington Post – read/review online:
<https://www.washingtonpost.com/graphics/2018/national/puerto-rican-art-hurricane-maria/>
- *Optional: Using an Evaluation System to Answer Key Questions about your Initiative* from the KU Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation-to-understand-and-improve/using-evaluation/main>

W13, December 3, Social Work, Social Justice, Human Rights, and the Planet

Field Issues/Situations for Consultation/Collaborative Problem Solving
Taking stock at the international level of social work; considering

Readings:

- The Global Agenda for Social Work and Social Development Commitment to Action (International Association of Schools of Social Work (IASSW), International Council on Social Welfare (ICSW) and International Federation of Social Workers (IFSW),
<http://cdn.ifsw.org/assets/globalagenda2012.pdf>
- Global Agenda for Social Work and Social Development: First report – promoting social and economic equalities http://cdn.ifsw.org/assets/ifsw_23031-6.pdf
- *Optional: Losing Earth: The Decade we Almost Stopped Climate Change:*
<https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>

W14, December 10: Celebration and Reflection

Field Issues/Situations for Consultation/Collaborative Problem Solving
Identifying and celebrating progress, insights, relationships and growth over the first semester.
Course evaluations

Reading:

- **Just Practice**, Epilogue (pp. 377-384)

NOTE: The schedule represents the agenda of activities the field faculty intends to follow during the term. However, faculty reserves the right to modify or change this schedule at any time based on the issues and topics of emerging interest or importance, and/or specific needs of students in the light of their work or other changes.

V. Text and Reading Materials for the Course

Required Text: **Just Practice: A Social Justice Approach to Social Work**, Janet L. Finn (2016, Third Edition, Oxford University Press)

Students are expected to read and to come to class prepared having thought carefully about required assigned reading. Students are expected to consider the connection from the readings to their own placement and come prepared to reflect on insights or shortcomings in the readings from their own practice and experience.

There may be additional readings. Any additions to the reading list will be made available on Canvas at least one week in advance of the class section where the material will be discussed.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Please 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 September 24 and final versions are due on October 8. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

The learning plan, sometimes referred to as a “learning contract,” is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in their field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and agency supervisor. The learning plan will be used to guide fieldwork and evaluate 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

There is a required weekly seminar with the field faculty member. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, your active and thoughtful participation is critical to our learning and development of thinking about social work in policy and administration. 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. You are expected to discuss challenges in 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.

Supervision, Consultation, and Evaluation

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty member, and the seminar group. The required weekly field seminar is used

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

Student Roles in Field Seminar

In addition to active participation each week in seminar, two assignments will provide students a more formal role in seminar leadership. One time in the course of the semester, and in collaboration with others in the class, students will be called on to help ***lead discussion or activities*** on readings. This is an opportunity for students to practice group facilitation skills, to carefully consider readings in light of the interests of classmates, and enhance all of our learning in field. Students are encouraged to be creative in this work and find ways to build interaction, group work, or engaging activities into the planned discussion of reading materials.

The second student assignment in field seminar will be a ***presentation on a specific topic that integrates reading material with experience in the placement***. Students will offer a 10 minute discussion of work inside their agency as it relates to readings from class. Students will reflect on key steps in social work practice – engagement, assessment, action, and evaluation – and reflect on the connections between readings and agency practice.

Individual Meetings and Out-of-Class Contact

Students are encouraged to meet with me at any time during the semester. I am happy to outside of class time; advance notice, if possible, is preferred. 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).

Meetings Together with your Agency Supervisor

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

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

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);

- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

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

The Agency Supervisor has the following responsibilities:

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

The Field Faculty has the following responsibilities:

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

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

Evaluation and Grading

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

Forty percent (40%) of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be turned in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as

illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day's seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:

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

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

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

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

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

End of semester evaluation instrument:

- Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)
- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary

team)

- Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)
- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)
- Attendance and timeliness (in seminar and in field)

Practice Skills:

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

Final responsibility for grading the student's performance in the placement rests with the field faculty member. However, considerable weight in grading will be given to the student's agency supervisor's assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student's work in the field placement. Field faculty will periodically review your progress both with you and with the agency supervisor and joint meetings will be held with you if indicated or desired by you or your agency supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In 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 form you will be asked to complete prior to our meeting, and a parallel version of the form that your agency supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your agency supervisor's overall assessment of your work. *Be sure that you and your agency supervisor each have a copy of each other's evaluation form and have shared this information with each other prior to the final evaluation meeting.*

The grade equivalency for these percentages is as follows:

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. 38): "A grade of "C" in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of "C" in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in

the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

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

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

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

Fall Semester

Weekly Seminar (40% of Final Grade):

Professionalism & Participation	12 points
Assignment A: Discussion leadership	8 points
Assignment B: Integrative Presentation	10 points
Assignment C: Change Agent Proposal	10 points
Total Maximum	40 points

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

Total Maximum	60 points
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Successful completion of the course requires completion of **all** assignments. Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

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.

2. COURSE ASSIGNMENTS

A. Discussion Leadership (8 points)

For one class, students in groups of two or more will be assigned a role in reviewing reading from **Just Practice** and designing discussion around topics from the reading.

The purpose of this assignment is to:

- Increase facilitation, communication, and planning skills
- Develop teamwork skills in planning and conducting
- Demonstrate understanding of readings and their connection to practice
- Build community and shared knowledge through creative interaction approaches to learning

The weekly plan will indicate which week you are responsible for providing discussion leadership. You are expected to work with your teammate(s) and the instructor to design a discussion plan or learning exercise on themes in the readings. The team will provide leadership for at least 30 minutes of class time. The discussion team must describe the plan in an email to the instructor at least 24 hours before class time. The plan must draw on readings and may draw on exercises or discussion questions proposed in **Just Practice**.

Discussion Leadership Grading Rubric

- *Discussion Leadership Group shows shared work and careful consideration of relevant materials in developing plan for class time (3 points)*
- *Discussion Leadership Group conveys key questions and approach to instructor in a timely manner (2 points)*
- *Discussion Leadership Group shows shared ownership and engagement in class discussion (2 points)*
- *Discussion Leadership Group helps relate readings and discussion and practice themes during the discussion (1 point)*

Members of the team will all receive the same grade in this assignment.

B. Integrative Presentation (10 points)

Each student will develop a 10 minute presentation reflecting on their placement agency practice in a specific area of generalist social work practice (i.e., engagement, assessment, action/intervention, evaluation).

The purpose of the presentation is to:

- Develop presentation and communication skills
- Increase understanding of generalist practice at all levels from micro to macropractice.
- Integrate readings on practice with direct experience from the field placement site.
- Demonstrate understanding of both agency practice and strengths or challenges in it, given insights from the readings

Students will offer a 10 minute discussion of work inside their agency as it relates to readings from class. Students will reflect on one key step social work practice – engagement, assessment, action, and

evaluation – and reflect on the connections between readings and agency practice. Presentations will include (1) basics of the organization and its priorities/mission; (2) the area of placement practice that best connects to the readings; (3) some description of how readings and practice compare; (4) reflection on how the practice and readings help inform and/or critique each other. The presentation can focus broadly on agency mission overall or focus more narrowly on specific agency practice at the micro, mezzo, or macro level. In either case, it is the reflection on readings in light of placement, and placement in light of the readings that is most important.

Students will develop powerpoint and/or other materials describing the presentation (to be submitted on Canvas at least 24 hours in advance of the seminar) and respond to questions/lead a brief discussion after their presentation.

Integrative Presentation Grading Rubric

- *Student prepares and submits presentation at least 24 hours in advance of class (2 points)*
- *Student identifies key theme or themes from reading relevant to their placement (2 points)*
- *Student integrates learning from placement and learning from reading using an approach that allows insights from one or the other to illuminate opportunities or limitations of readings or practice (4 points)*
- *Student uses this critical reflection to help platform class discussion of key integrative issues (2 points)*

The weekly plan indicates the week each student is responsible for providing an integrative presentation.

C. Change Agent Proposal (10 points)

Note: in the fall, students will prepare a Change Agent Proposal to prepare for spring semester Change Agent Assignment which will be the final project in that semester. Further, the class or some groups within the class may decide to take on collective change agent projects. The rubric for such collective work will be customized to projects. IF you do not chose to do a collective (and therefore customized) change agent project, the rubric is below.

The individual change agent project will focus on an agency, community, or social/political change that will improve life for specific populations of concern. Readings across the semester are chosen to help identify themes or areas for intervention that might inspire change agent ideas. NOTE: I will assume that you are working individually on this assignment. The description here assumes that. However, students may want to work in a team on a specific issue. If this I the case, I will modify the assignment.

The purpose of the assignment is to focus on human rights and macropractice with attention to social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LGBTQ groups. If interested in other populations, contact the field faculty member. *By the end of the spring, students are expected to identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.*

This project focuses on:

- Developing stronger macropractice skills appropriate social worker roles and interventions
- Enhancing knowledge, skills and values regarding a change effort at the agency, community, or policy level
- Skills in identifying pathways and relationships to make system change possible (including planned change process or other approaches)
- Developing and using social work roles and intervention involved in change efforts
- Increasing understanding of evaluation and process improvement in order to demonstrate (to the extent possible) that the change effort that is effective, efficient and sustainable
- Build knowledge, skills and values regarding working in teams (*with other seminar students and/or with others in your field placement and the community*)

Students should draw broadly on social work theory, methods, principles, and concepts learned in SW 441, 606, 711, 640, other courses, 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 may be issues inside their agencies relating to client engagement or program policies. It may also be legislative or administrative policy issues that require advocacy. Students may also identify community issues of awareness or sensitivity that require attention.

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 spring (SW801) assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, classmates, or other constituencies. A written outline and final 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. (Change agent proposals may focus on community or policy levers outside of the placement, and in these cases, site supervisors should be familiar with and supportive of the project but their direct engagement in the project will not be as central to the success of the project.)

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. Students will identify a more comprehensive evaluation method or project management timeline which would be drafted and attached, to the outline. 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. The week after the proposal is due, students will briefly (5 minutes) share what they will do and how they will do it.

****Change Agent Report and Presentation key elements:***

- Identify the problem (i.e. how/why did you select this project? How does it relate to specific populations and why it is essential?) 2 points
- Provide a concise and clear description of the plan for the project, including a clear description of the relationship between the project and lasting positive impact on vulnerable or at risk populations. 3 points
- Identify key partners and needed relationships for success (including feedback from the agency

supervisor). 2 points

- Propose an evaluation method (evaluation of the change itself, or in cases where the changes is further off, evaluation of the process of developing support/buy-in and achieving the change) and provide a draft of the tool and rationale it. 2 points
- Writing, grammar, spelling, and punctuation all at professional standard. 1 point

The proposal is due November 26 at 11:59pm.

D. Learning Plan

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which course 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 their field instructor via the Canvas site. The instructor 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 instructor in class as stated above. You should also provide your supervisor with a copy of the final plan.

This is an ungraded assignment but a requirement to complete the course.

E. Record of Field Hours

Students are required to use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the

course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours. 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. If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with the field faculty member and the agency supervisor, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures, and students are unable to begin a new semester with an “Incomplete.”

VII. Course Policies

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

Reading Assignments:

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

Confidentiality:

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

Written Assignment Policy:

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

Late Assignment Policy:

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

points for each day they are late.

Accommodation Due to a Disability:

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.

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.

Code of Ethics, Professional Conduct & Plagiarism

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

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

authorization.

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<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: Competencies

Advanced Practice Year Competency Addressed in Course	Course Content	Location in the syllabus
<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 policy and administration in various settings. (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 social work practice with various populations. (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 policy and administration. (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions</p> <p>Week 2, Week 3</p> <p>Week 2, Week 3</p> <p>Week 2, Week 13</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</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 issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions.</p> <p>Week 7 & 14</p>

<p>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>faculty (K, S, V, C & AP)</p> <p>Readings and discussion on community, diversity, and engagement</p> <p>Change Agent Proposal (K, V, C, & AP)</p>	<p>Weeks 4 & 5</p> <p>Week 12</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 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>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> <p>Readings and lecture on social work, social justice, and the global agenda for social work</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions.</p> <p>Week 7 & 15</p> <p>Week 3 &13</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 with children, youth and families (V, C & AP)</p> <p>Change Agent Proposal (K, 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</p> <p>Week 12</p> <p>Weeks 7 & 14</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, 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>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V, C & AP)</p> <p>Change Agent Proposal (K, 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</p> <p>Week 12</p> <p>Weeks 7 & 14</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 family engagement and strategies to work with children, youth and families in various settings. (V, C & AP)</p> <p>Lecture and readings on engagement at micro and macro levels (K, 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</p> <p>Weeks 4 & 5</p> <p>Weeks 7 & 14</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</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>Lecture and readings on assessment</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions</p> <p>Weeks 6 & 7</p>

<p>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.</p>	<p>from micro to macro levels (K, 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>Weeks 7 & 14</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>Lecture and readings on intervention and action at all levels of practice (K, 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</p> <p>Weeks 8 & 9</p> <p>Weeks 7 & 14</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. (V, C & AP)</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 public and private child welfare (V, C & AP)</p> <p>Lecture and readings on evaluation at all levels of practice (K, 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</p> <p>Weeks 10 & 12</p> <p>Weeks 7 & 14</p>

Appendix B: Student Learning Plan and Evaluation Instrument

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

Social Work Practice in _____

Advanced Generalist Practice Specialization Year: SW 800 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 practice behavior. The spring end-of-semester rating indicates the "outcome" in terms of achieving the practice behavior. For the advanced generalist level student, the desired outcome is that of an autonomous social work practitioner. The Field Faculty will determine the student's grade based on their overall evaluation of the student's performance in the field placement in conjunction with performance in the integrative seminar.

***Note: The N/A rating is only applicable for the fall semester final.**

Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

Advanced Generalist Social Workers:

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 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:

