

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

***Social Work 400/800 (010): Social Work Practice with Older Adults
Fall, 2018***

Instructor: Jacob Dunn, LCSW, Field Faculty Associate

Office Hours: By Appointment

Contact Information: (920) 723-8460; jdunn6@wisc.edu

Credits: BSW (5 credits); MSW (4 credits); Advanced Standing MSW (6 credits)

Class Time and Location: Wednesdays from 8:30-11:00 AM; School of Social Work, Room 220

Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/116974>

I. Course Description

400 Field Practice and Integrative Seminar I

An approved *generalist* field seminar and social work community agency placement. Seminar and placement require a minimum of 16 hours/week. The first course (SW400) of the two-semester field sequence. The second course (SW401) of the two-semester field sequence.

Attributes and Designations: For undergraduates, this course counts as a “Workplace Experience” and counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Senior Standing and declared Bachelor of Social Work program or declared in Master of Social Work program.

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Wednesdays 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 16 hours of field work in the community as part of the course requirement.

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: 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 (Wednesdays 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

The Social Work Practice with Older Adults Field Unit and Integrative Seminar field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) level students and first year MSW students, and an advanced practice social work unit for master level students (MSW) in the Health and Aging focus area. BSW and first year MSW students spend 16 hours per week in field placement, plus 2.5-hours per week in the integrative seminar for a total of 256 hours per semester. Advanced generalist specialization year students spend 20 hours per week in field, plus 2.5 hours per week in 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 so students who do not want to be in placement this week may want to do more hours in previous weeks, with prior approval from the agency supervisor.

The practice perspective of the *Social Work with Older Adults* field unit is generalist social work practice. Students have the opportunity to develop skills in working with the individual and with groups, and at multiple levels of the person-in-environment interface. For example, placements provide experience for developing the following skills: engagement, assessment, intervention, counseling, termination, case management, crisis intervention, planning and program development, inter-professional collaboration, interdisciplinary teamwork, advocacy, mobilization of resources and group work.

The educational focus for BSW and first year MSW students, and for advanced practice generalist year MSW students, is on acquiring the core competencies for entry-level generalist and advanced practice competencies and practice behaviors, respectively. For advanced generalist year MSW students, the development, integration and application of the advanced behaviors, are specific to aging. Students are exposed to essential content areas that include: normal aging, issues that are pertinent to social work practice with older adults; agencies, programs and services available to older adults; mental health issues and assessment tools; and the skills necessary to provide social work services to an aging population at the micro, mezzo and macro level.

The Social Work Practice with Older Adults Field Unit and Integrative Seminar brings together students placed in a diverse spectrum of service settings, to facilitate understanding of the continuum of health and social services for older adults. Examples of participating agencies include: Agrace Hospice, Alzheimer's & Dementia Alliance of WI, Attic Angel Place, Badger Prairie Health Care Center, Care Wisconsin, Catholic Charities, Dane County Human Services Guardianship & Protective Services and the Area Agency on Aging, Fitchburg Senior Center, the Geriatric Research, Education and Clinical Center (GRECC) and Home Based Primary Care

programs at the Veterans Administration Hospital, Capitol Lakes Care Center, UW Health Geriatrics Clinic, UW Hospital Palliative Care Service, Southern Care Hospice, St. Mary's Adult Day Health Center, St. Mary's Care Center, Oakwood Care Center, Oak Park Retirement Community, Home Health United Hospice and several of the Dane County Coalitions for Older Adults (e.g. South Madison, Northeast Madison and East Madison-Monona).

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 client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn generalist (entry or advanced) social work roles.

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: 8:30-11:00 a.m., with one break

Week 1: Wednesday, September 5

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Lead Activity

Getting Acquainted with Seminar and Each Other

- Welcome and Introductions – Check-ins will be part of every seminar, so please come prepared!
- Syllabus and assignment review
- Agency report and snack schedule sign-up
- Background checks for supervisors

Aging in America (will view in class)

The Many Faces of Aging in America

<http://www.youtube.com/watch?v=8Gms2ogdLVE>

Strategies for a Successful Field Experience and Effective Use of Supervision

- Discussion Points Handout
- How to Have Success Handout

Reporting of Abuse and Neglect

- Limited mandated reporting of vulnerable adults
- Mandated reporting of child/elder abuse

Readings (H: Handouts; All readings will be posted to Canvas unless otherwise noted)

Required:

Syllabus (please read in its entirety and be prepared to discuss)

H: Discussion Points for the Student and Supervisor

H: How to Have Success in Your Field Experience

UW Madison School of SW Field Education Handbook

School of Social Work. Students’ Rights and Responsibilities: <https://socwork.wisc.edu/rights>

Garthwait, Cynthia L. (2011). "Getting Started." In *The social work practicum: A guide and workbook for students* State of WI, OQA Memo 06-028, Adult-at-Risk, including Elder Adult-at-Risk, Reporting Requirements.

Week 2: Wednesday, September 12

Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Gero Social Work Competencies--Trends, Knowledge & Skills Needed

- Field Placement Q&A
- SW Competencies and Gero SW Practice
 - Why competency based education?
 - Difference between Generalist and Advanced competencies
 - Learning Plans & Evaluations, Q&A
- Demographic and health care trends in U.S.
 - Knowledge and skills needed by gero social workers to meet challenge of these trends

To Do for Seminar:

What knowledge and skills are needed to meet the growing need for geriatric social workers?

Required Readings:

Zarit, S. H., & Zarit, J. M. (2007). Normal processes of aging (Chapter 2) in *Mental disorders in older adults: Fundamentals of assessment and treatment (Second ed.)*. New York, NY: Guilford Press.

Christ, G. & Diwan, S. (2011). Chronic Illness and Aging: Section 1. The demographics of aging & chronic disease. National Center for Gerontological Social Work Education. CSWE. Accessed 8/17, 2011 from: <http://www.cswe.org/File.aspx?id=25462>

Week 3: Wednesday, September 19

Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Normal Aging; Strategies for a Successful Field Experience & Effective Use of Supervision

- Discuss learning plans, samples, Q&A
- What is "normal aging?"
 - Biopsychosocial aspects

- Successful Aging
- The “Aging Game” (simulation)
- Attitudes towards learning and prof. work habits
- Functions and types of supervision
- Guidelines for asking and giving feedback
- Optimizing your relationship

To Do for Seminar:

1. Identify which “attitudes to learning” and “work habits” (described in “Getting Started”) you excel at and which need further development—be prepared to discuss.
2. What are your hopes and fears regarding supervision? What do you think might be your supervisor’s hopes and fears?
3. Why type of style does your supervisor have?

Required Readings:

Garthwait, Cynthia L. (2011). “Getting Started.” In *The social work practicum: A guide and workbook for students* (5rd Ed;). (pp. 28-37). Boston: Pearson, Allyn, and Bacon.

Garthwait, Cynthia L. (2011). “Learning from Supervision.” In *The social work practicum: A guide and workbook for students* (5rd Ed;). (pp. 37-47). Boston: Pearson, Allyn, and Bacon.

Zarit, S. H., & Zarit, J. M. (2007). Normal processes of aging (Chapter 2) in *Mental disorders in older adults: Fundamentals of assessment and treatment (Second ed.)*. New York, NY: Guilford Press.

Week 4: Wednesday, September 26

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Retirement Settings: Home, CCRC, RCAC, CBRF, ALF, AFH, SNF – Aging in Place?
Developmental Stages of the Internship

- School of SW Outcome Study (25min)
- Presentation: levels of care and options (60min)
- Assessing functional status (ADL’s and IADL’s): Review of common Functional Screening Tools
- Review Agency Setting Analysis Assignment
- Learning Plan Q & A; group discussions
- Stages of an Internship + check-in’s

To Do for Seminar:

1. Consider someone close to you who needs assistance throughout the day; complete a KATZ Functional screen, identify his/her ADL needs, and the least restrictive level of care to be safe.
2. As you read the description of the stages of an internship, did anything seem familiar or catch your attention? Why?
 - Think about the issues raised for you by your understanding of the stages, and be prepared to discuss. What are your thoughts about knowing these stages at this point in your placement?

Required Readings:

Sweitzer, H.F., & King, M.A. (2004). "Framing the experience: The developmental stages of an internship. In *The successful internship: Transformation and empowerment in experiential learning* (pp. 26-37). Belmont, CA: Brooks/Cole.

H: Functional Screening Tools: KATZ, Lawton, Barthel, FAST, Geriatric Health (bring completed KATZ scale to class)

Review Agency Analysis assignment before class (Appendix G)

Week 5: Wednesday, October 3

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Values, Ethics & Conduct in Gero SW Practice

- Common ethical issues in gero social work
- Decision making essentials—applying an ethical decision making model or framework
- SW Code of Conduct

To Do for Seminar:

1. Consider an ethical issue that has arisen at your field placement. How was it resolved? Was it a social justice issue? How are social work values, ethics, and confidentiality practiced/not practiced in your agency? Were any of the decision making models or approaches used (see handouts at Canvas) either formally or informally?

2. Be prepared to apply one of the ethical decision making frameworks/models from the required readings (Canvas).

Be prepared to provide blocks of dates/time when both you and your agency supervisor are available to meet for an end of semester 3-way evaluation meeting. Ask your supervisor for dates in advance, and know when your supervisor will be out of the office between now and Dec. 22. Thank you!

Assignment Due: Learning Plan-DRAFT-- submit to Canvas

Required Readings:

Greene, R. et al, (2007). "Incorporation of values and ethics in practice with older adults." Foundations of Social Work Practice in the Field of Aging: A Competency Based Approach.(pp. 99-116). Washington, D.C.: NASW Press.

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.

NASW Code of Ethics. Available at: <http://www.naswdc.org/pubs/code/code.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/>

H: Ethical decision making models and approaches: The Nine Step Model and The Decisions Approach

Wisconsin Statutes and Administrative Code Chapter 457.

Available at: http://docs.legis.wisconsin.gov/code/admin_code/mpsw/20.pdf

Marriage & Family Therapy, Professional Counseling and Social Work Examining Board: Chapter MPSW 20 Conduct (20.01-23)

Available at: http://docs.legis.wisconsin.gov/code/admin_code/mpsw/20.pdf

Week 6: Wednesday, October 10

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Community Resources and Family Care;

- Common ethical issues in gero social work
- Assessment considerations
- Decision making essentials

To Do for Seminar:

1. How and when does your agency make referrals to the Coalitions of the Elderly in Dane County?
2. What are the key ethical issues or dilemmas that are likely to arise in your field settings? Be prepared to share an example.
3. What have you learned in other courses for approaching ethical decision making? How would you decide what to do?

Required Readings:

Dane County Department of Human Services (DCDHS)

https://www.danecountyhumanservices.org/older_adults.aspx

Week 7: Wednesday, October 17

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Demographics of Aging; Health Care Disparities & Chronic Disease

- Demographic and health care trends in U.S.
- Changes in characteristics of the population & chronic disease
- Role of social work in addressing health care disparities

- What is care management?
- Continuum of services
- Care coordination and models of health services delivery
- Advocacy considerations

To Do for Seminar:

1. What are the most striking trends described in these articles?
2. What evidence of these trends do you see in your field setting, in terms of the populations served and the challenges they face? What are the implications of these trends for social work practice and intervention?
3. What roles should geriatric social workers play in addressing the disparities in health care described in the Byrd et al., article? Are we adequately addressing these issues and if not, what else can we do?

Required Readings:

Christ, G. & Diwan, S. (2011). Chronic Illness and Aging: Section 1. The demographics of aging & chronic disease. National Center for Gerontological Social Work Education. CSWE. Accessed 8/17, 2011 from: <http://www.cswe.org/File.aspx?id=25462>

Byrd, L., Fletcher, A., & Menifield, C. (2007). "Disparities in health care: Minority elders at risk." *The ABNF Journal*, 18(2), 51-55.

Simone, Mark J. & Appelbaum, Jonathan S. (2011). Addressing the Needs of Older Lesbian, Gay, Bisexual, and Transgender Adults. *Clinical Geriatrics* 2011;19(2):38-45.

Houston, K. (2011) Health disparities: Minority Elders health disparities: Summary data. Accessed August 31, 2011 from: <http://www.ahrq.gov/research/findings/nhqrdr/nhdr11/nhdr11.pdf>

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

Week 8: Wednesday, October 24

No Seminar-Participate in Activities at your Agency

Week 9: Wednesday, October 31

Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Assessing Delirium, Depression and Dementia—the 3 D's. (Part I --Overview)

- DSM-IV-TR Criteria vs. DSM 5
- Delirium vs. Depression vs. Dementia
- SIGECAPS
- The use of screening tools in assessments
- Social worker's role in various agencies with the assessment process
- Cultural considerations

To Do for Seminar:

1. Be prepared to discuss what your role is when working with older adults with dementia and depression in your agency.
2. Describe the types of assessments done at your agency and the screening tools used.
3. What interventions have you seen employed in your field setting for dementia?

Required Readings:

Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems (Chapter 3, pp. 40-77). *Mental disorders in older adults: Fundamentals of assessment and treatment* (Second ed.). New York, NY: Guilford Press.

Wakefield, J. C. (2013). DSM-5: An overview of changes and controversies. *Clinical Social Work Journal*, 41(2), 139-154. doi:<http://dx.doi.org/10.1007/s10615-013-0445-2>

H: Delirium Screen: Confusion Assessment Method (CAM)

H: Mood Screening Tools: GDS, PHQ-9, Cornell, CES Depression Scale

H: Cognitive Screening Tools: Folstein MMSE, MOCA, SLUMS, Clock Draw, Animal Fluency, Trails B, AD8, Blessed OMC, Mini-Cog

Week 10: Wednesday, November 7

Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Assessing Delirium, Depression and Dementia—the 3 D's. (Part II – Screening Tools)

- Administer cognitive and mood screening tools
- Cultural considerations

- Behavioral & Psychological Symptoms of Dementia (BPSD), behavior tracking tools, WI Star Method, psych drugs and non-drug interventions will be discussed second semester

To Do for Seminar:

1. Bring handouts of cognitive and mood screening tools (located at Canvas, Week 9).
2. Students will pair up during seminar to complete 2-3 screening tools.

Required Readings:

Taylor, W.D. (2014). Depression in the elderly. *New England Journal of Medicine*, 37 (1), 1227-36.

H: Mood Screening Tools: GDS, PHQ-9, Cornell, CES, Depression Scale

H: Cognitive Screening Tools: Folstein MMSE, MOCA, SLUMS, Clock Draw, Animal Fluency, Trails B, AD8, Blessed OMC, Mini-Cog

Week 11: Wednesday, November 14

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Wisconsin Advance Directives

Decision Making Capacity

- POA-HC and Living Will
- WI DNR Order
- Authorization for Final Disposition
- Myths about decision making capacity

To Do for Seminar:

1. Read the WI Advance Directives.
2. Be prepared to discuss and practice.
3. Physicians are oftentimes asked if a patient has decision making capacity and whether the POA-Health Care should be activated to pursue Guardianship with Protective Placement. How does a patient's right to self-determination and privacy of his/her health care records factor in?

Required Readings:

Ganzini, L., et.al. Ten myths about decision-making capacity. *Journal of the American Medical Directors Association*, 6 (3), S100-S104.

H: Advance Directives: POA-Health Care, POA-Finance, Declaration to Physicians (Living Will), Wisconsin Do Not Resuscitate Order, Authorization for Final Disposition

Recommended Readings:

Coalition of Wisconsin Aging Groups (skim): www.cwag.org

Yury, C., Gentry, R. A., LeRoux, H., Fisher, J. E., & Buchanan, J. A. (2004). Assessing mental competency in the elderly. In W. T. O'Donohue & E. R. Levensky; (Eds.). *Handbook of forensic*

psychology: Resource for mental health and legal professionals. (pp. 213-232). Boston, MA: Elsevier Academic Press.

Week 12: Wednesday, November 21

University Thanksgiving Recess

No Seminar-Participate in Activities at your Agency

Week 13: Wednesday, November 28

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Communication and Cultural & Relationship Competence

- Changing demographics
- Diversity in the aging experience
- How culture matters
- Implications of ageism
- How to communicate with older adults

To Do for Seminar:

- Describe special considerations when communicating with older adults and adaptations to enhance communication.
- What are the dimensions of diversity that you encounter in your field experience?
- What does relationship competence have to do with cultural competence?
- Review the “Ethnic-Sensitive Inventory” and “Diversity Principles” in Greene et al., text, (pp.95-97): areas you could develop?

Reminders:

- Semester Progress Summary due Week 15 (last class).
- Let Field Faculty Instructor know if you are more than 10 field hours behind or ahead.

Required Readings:

Greene, R. et al, (2007). “Diversity, difference, and redress.” *Foundations of Social Work Practice in the Field of Aging: A Competency Based Approach.*(pp. 67-97). Washington, D.C.: NASW Press.

Soniat, B.A. & Micklos, M. M. (2010). *Importance of the client-social worker relationship. Empowering social workers for practice with vulnerable populations* (pp. 45-57). Washington, D.C.: NASW Press

Harwood et al., (2012). *Communicating with older adults: An evidence-based review of what really works.* Published by the Gerontological Society of America.

Jong Won Min. (2005). *Cultural competency: A key to effective future social work with racially and ethnically diverse elders.* *Families in Society*, 86(3), 347-358.

Week 14: Wednesday, December 5

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

***Student Led Activity

Topic: Change Agent Presentations

*****Change Agent Proposal Due**

*****Change Agent Brief Presentation** (*brief 4-5 minute oral description regarding change agent project: what you will do and why*)?

Week 15: Wednesday, December 12

Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar to Meet at School of Social Work, Room 220

Pulling It All Together; Course Review, Wrap Up, and End of Semester Celebration!

Planning for Spring Semester

Course Evaluations

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

V. Text and Reading Materials for the Course

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

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

health issues, evidence informed interventions to address needs, or related policies). *Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.*

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. *In compliance with University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (outlined in the grading rubrics) specific to graduate students in the expectations and assignments for this course.*

Learning Plan

Learning plan drafts are due by the date indicated in the “course content” section of the syllabus. 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 your fieldwork and evaluate your progress at the end of each semester. This learning plan is meant to be an organizational aid to help initiate, plan, and update/revise your field experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. Students needing assistance in completing it should contact the field faculty member.

Integrative Seminar

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

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation, problem solving and support. Given the diversity of students and their life experiences and the various agency placement settings, populations-at-risk, and the human rights issues, active

participation is critical to learning about various perspectives and social work in public and private child welfare agencies. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you are experiencing and to enhance each other's learning. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student's field placement.

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

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

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 Lead Field Seminar Activity

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

Individual Meetings and Out-of-Class Contact

Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice, if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

Meetings Together with your Agency Supervisor

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. 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 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 (MSW Students)	10 points
Professionalism & Participation (BSW Students Only)	5 points
Weekly Journal Submission (BSW Students Only)	5 Points
Agency Analysis Report	15 points

Change Agent Outline/Proposal
Total Maximum Points: 40 points

15 points

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

Total Maximum Points: 60 points

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. WRITTEN ASSIGNMENTS

A. Agency Analysis Report and Class Discussion

The purpose of this assignment is to:

- familiarize students with their social organization/agency including information on diversity of populations served, issues, oppression, and so forth that the student can refer to, share and expand upon throughout the school year
- provide an early opportunity to use data collection and assessment skills focusing on a social agency
- provide background information that students can use for other classes and field seminar agenda items such as weekly practice questions (e.g., regarding oppression and empowerment, cultural competence, "user friendliness) and for assignments (i.e., the self-assessment and change agent project)
- provide the field seminar a beginning basis for understanding and comparing local service delivery systems, their services, policies, decision-making structures and issues in relationship to local and broader communities
- familiarize students with the variety of opportunities to practice social work and the roles and responsibilities associated with them.

It is strongly suggested that students check content in SW441 and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seek this information within your agency (in agency documents, interviews with workers) early in the semester, to adequately and accurately cover this in the report.

It is expected that the report will address all of the criteria identified in the Agency Analysis Paper and Presentation Grading Criteria (see Evaluation and Grading). The organizational chart is an attachment and is not included in total page requirement. Students will provide a brief 5 minute presentation and summary report in seminar that consists of a general *overview* of the

agency (mission statement and purpose, demographic characteristics of those served, brief description of services) and how you fit into the agency/what you will do. There will be other opportunities during the semester (e.g., when responding to practice questions for each week including those on oppression and empowerment, and dimensions of diversity) to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

It will be helpful for students to also review the social work competencies and behaviors included in this syllabus. Please also review your report before handing it in to ensure that all criteria are included and that it is your final version. The criteria will be used for grading. In fairness to all, there is no opportunity to address missed criteria later. Graduate and undergraduate students have different grading rubrics (see LEARN@UW).

*Agency Analysis Report and Presentation (Undergraduate Students) 15 points

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

- Brief history of agency and mission statement (2 points)
- Current structure (organizational chart written or adapted/updated by student, describe how you fit into the agency/what you will do describe who does what and what their qualifications) (2 points)
- Budget settings (if agency is large, please get figures for your local unit, so that we can compare, typical salary for line staff personnel, a range or average will do, list funding sources and percent of each (2 points)
- Described population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk and current human rights, social & economic issues of the population(s) (2 points)
- List and briefly described client services and which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected and delivered (2 points)
- Power (in **your** opinion, where does the power lie in your organization? Why do you think so? Describe how policies are determined/how decisions are made) (3 points)
- Overall organization and clarity, adherence to formatting instructions (1 point)
- General organization and quality of presentation (1 point)

*Agency Analysis Report and Presentation (Graduate Students) 15 points

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

- Identified your name, agency placement, and address
- Brief history of agency and mission statement (1 point)
 - Current structure: (organizational chart written or adapted/updated by student, describe how you fit into the agency/what you will do, describe who roles and responsibilities and qualifications (degrees and experience of supervisor, Director, and other key personnel) (2 points)
 - Budget settings: if agency is large, please get figures for your local unit, so that we can compare, provided typical salary for line staff personnel (a range or average will do), list funding sources and percent of each (2 points)

- Described population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk **AND** current human rights, social & economic issues of the population(s) (2 points)
- List and briefly described client services **AND** which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected and delivered (include an assessment of the strengths and weaknesses related to this area specific to the agency) (2 points)
- Power: in your opinion, where does power lie in the organization? Why do you think so (for example: money, decision-making on resources, access to information, etc.)? Describe how policies are determined/how decisions are made. What barriers do you see related to decision making and implementation of policies and services? What recommendations do you have for improvement (4 points)
- General organization and quality of paper. Paper will be judged on the overall quality of the critical thinking of the author (1 point)
- General organization and quality of presentation (1 point)

B. Change Agent Proposal (due fall semester) and Change Agent Assignment (final project due in spring semester)

Students will begin a change agent project in the fall and complete it in the spring semester. Utilizing the planned change process, the project would seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. Students note that it is helpful to begin the assessment process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LGBTQ groups. If interested in other populations, contact the field faculty member. *Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.*

This project focuses on:

- applicable social worker roles and interventions
- developing or enhancing knowledge, skills and values regarding a meso/mezzo or macro change effort
- utilizing the planned change process
- learning social work roles and intervention involved in change efforts
- complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable
- develop or enhance knowledge, skills and values regarding working in teams (*with other seminar students and/or with others in your field placement and the community*)

Students would be using 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 will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and

evaluation. For example, if students choose policies and/or procedure, they would attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at their placement. They could gather information in a number of ways including: listening carefully to clients' experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about the effects of various policies and social problems. Students are also encouraged to consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your field placement.

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 SW401 & SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A written 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. 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. *Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.* While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (5 minutes) share what they will do and how they will do it. Graduate and undergraduate students have different grading sheets (see CANVAS).

**Change Agent Report and Presentation (Undergraduate Students) 15 points*

- Proposal included a brief yet detailed description of the student's plan for the change agent project. (2 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?). (2 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)
- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (3 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (2 points)

**Change Agent Report and Presentation (Graduate Students) 15 points*

- Proposal included a brief yet detailed description of the student's plan for the change agent project. (3 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?) (3 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)
- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (2 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (1 point)

C. 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.

D. Journaling (BSW Students Only)

BSW Students will submit to Canvas Dropbox a weekly one to two page summary and reaction of a peer reviewed article or journal entry. The article will relate to topics in the area of aging, and should be related to content covered during the semester.

A) Requirements for this assignment include:

1. The article found is from a peer reviewed article from a journal of social work and related applied disciplines.
2. Concise Summary
 - a) Include: purpose of the article and a concise description of what the article was about
3. Personal Reaction
 - a) Include: how the article enhanced your learning,
 - b) How it helped further your development related to the course competency and practice behavior
4. Analysis
 - a) Overall assessment of strengths and weaknesses of the article

B) Grading Criteria:

- a. Concise Summary (1 point)
- b. Personal Reaction (2 points)
- c. Analysis (2 points)

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.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students requiring accommodation, as approved by the McBurney Center, are expected to provide me with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, please contact the McBurney Center at <https://mcburney.wisc.edu/> ; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

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

<p>Generalist Practice Year <u>Competency Addressed in Course</u></p>	<p><u>Course Content</u></p>	<p><u>Location in the syllabus</u></p>
<p>2.1.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with older adults 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 problems and issues in the area of older adults. (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 the area of older adults. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of older adults, to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 6 Week 7</p> <p>Week 7</p> <p>Week 7</p> <p>Week 2</p> <p>Week 5</p> <p>Week 10</p>

	<p>community, the news media, and political leaders). (K, S, V, C & AP)</p> <p>Agency Analysis Report - (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>Week 8</p> <p>Weeks 7 & 14</p>
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</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 older adults 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 faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 7 & 14</p>
<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,</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>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p>

<p>color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Mid and End of semester evaluation and learning plan with supervisor and field faculty(K, S, V, C & AP)</p>	<p>Week 7 & 14</p>
<p>2.1.4 Engage in Practice-informed Research and Research Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</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 older adults (V,C & AP)</p> <p>Change Agent Report and Presentation (K,S,V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 14</p> <p>Weeks 7 & 14</p>
<p>2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at</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>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p>

<p>the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Weeks 7 & 14</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</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 older adults in various settings. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion</p>	<p>All: Field practicum, class exercises, participation in</p>

<p>ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>covering assessment. (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>field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>

<p>teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>		
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</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 (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>

<p>Advanced Generalist Practice Year <u>Competency Addressed in Course</u></p>	<p><u>Course Content</u></p>	<p><u>Location in the syllabus</u></p>
<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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with older adults 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 problems and issues in the area of older adults. (K,S,V,C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 6 Week 7</p> <p>Week 7</p>

<p>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>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of older adults. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of older adults, to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C & AP)</p>	<p>Week 7</p> <p>Week 2</p> <p>Week 5</p> <p>Week 10</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced Generalist social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this</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 older adults 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 faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 7 & 14</p>

<p>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>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>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 7 & 14</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 older adults (V,C & AP)</p> <p>Change Agent Report and Presentation (K,S,V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Week 14</p>

	Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)	Weeks 7 & 14
<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>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</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 older adults in various settings. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>
<p>2.1.7 Assess Individuals, Families, Groups,</p>	Each seminar week: Class	All: Field

<p>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.</p>	<p>consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (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>practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</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>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, 14 & 1</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.</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 (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, and 14</p> <p>Weeks 7 & 14</p>

Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V,C & AP)		
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UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in _____ (Field Unit)
Generalist Practice Year: SW 400; Fall _____(School Year)

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

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

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

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

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

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

Generalist Practice Year Competencies, Behaviors, and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		Rating.
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		Rating.
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		Rating.
Use technology ethically and appropriately to facilitate practice outcomes.		Rating.
Use supervision and consultation to guide professional judgment and behavior.		Rating.

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		Rating.
Present themselves as learners and engage clients and constituencies as experts of their own experiences.		Rating.
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		Rating.

Agency Supervisor Comments:

Competency 2.1.3**Advance Human Rights and Social, Economic, and Environmental Justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		Rating.
Engage in practices that advance social, economic, and environmental justice.		Rating.

Agency Supervisor Comments:

Competency 2.1.4**Engage In Practice-informed Research and Research-informed Practice.**

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

Generalist Practice Level 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 scientific inquiry and research.		Rating.
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		Rating.
Use and translate research evidence to inform and improve practice, policy, and service delivery.		Rating.

Agency Supervisor Comments:

Competency 2.1.5
Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		Rating.
Assess how social welfare and economic policies impact the delivery of and access to social services.		Rating.
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		Rating.

Agency Supervisor Comments:

Competency 2.1.6

Engage with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Engage Diversity and Difference in Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Competency 4: Engage In Practice-informed Research and Research-informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015 Educational Policy and Accreditation Standards 9 Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		Rating.
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		Rating.

Agency Supervisor Comments:

Competency 2.1.7

Assess Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		Rating.
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		Rating.
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		Rating.
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		Rating.

Agency Supervisor Comments:

Competency 2.1.8

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		Rating.
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		Rating.
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		Rating.
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		Rating.
Facilitate effective transitions and endings that advance mutually agreed-on goals.		Rating.

Agency Supervisor Comments:

Competency 2.1.9

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Generalist Practice Level Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Select and use appropriate methods for evaluation of outcomes.		Rating.
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		Rating.
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		Rating.
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		Rating.

Agency Supervisor Comments:

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

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

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

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

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

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

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

Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.		Rating.
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.		Rating.
Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.		Rating.
Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.		Rating.

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

Advanced Generalist Social Workers:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.		Rating.
Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.		Rating.
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.		Rating.

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.		Rating.
Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.		Rating.
Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.		Rating.

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.		Rating.
Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.		Rating.
Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.		Rating.

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.		Rating.
Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.		Rating.
Apply advanced critical thinking to analyze, formulate, and advocate for policies.		Rating.

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.		Rating.
Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.		Rating.

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.		Rating.
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.		Rating.
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.		Rating.
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.		Rating.

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.		Rating.
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.		Rating.
Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.		Rating.
Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.		Rating.
Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.		Rating.

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.		Rating.
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.		Rating.
Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area		Rating.
Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.		Rating.

Agency Supervisor Comments:

