

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

***Social Work 400/800: Social Work Practice in Public Child Welfare  
Fall, 2018***

**Instructor Name:** Jeanne Ferguson, MSSW, Field Faculty Associate  
**Location:** School of Social Work, Room 429  
**Credits:** MSW (4 credits Generalist Practice Year) (6 credits Advanced Generalist Practice Year)  
**Class Day(s) & Time:** Fridays from 9:00-11:30am  
**Instructional Mode:** Face-to-face  
**Canvas URL:** <https://canvas.wisc.edu/courses/116971>  
**Office Hours:** By Appointment  
**Phone Number:** 608.658.1519  
**E-mail:** [Jeanne.ferguson@wisc.edu](mailto:Jeanne.ferguson@wisc.edu)

**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 (e.g. 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: 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 (e.g. 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**

This is a public and private child welfare services agency unit with practice including both direct and indirect services to clients. Most students are involved in direct practice which includes services to both voluntary and involuntary clients. Services include group and individual work, case management, client advocacy and case planning. Indirect services may include program planning, administration and evaluation. Placements in the public sector will include both child protection and foster care related positions. Public agencies may be located in a variety of surrounding counties, both urban and rural. Direct service placements for students in the Title IV-E Public Child Welfare Training Program provide skills in Child Protective Services Access, Initial Assessment, Foster Care and Ongoing Child Welfare Services. Field placements for other child welfare students are varied and could include placements in community centers, family service organizations, wrap-around services or early intervention and prevention programs.

This field unit, which meets for two semesters, is an approved generalist practice unit for undergraduate (BSW) and first-year master level students and advanced generalist specialization year students. BSW and first year MSW students spend 16 hours per week in field placement, including the integrative seminar, for a total of 256 hours per semester. Advanced generalist year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32 hours.

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

**The 15 weeks of the semester includes exam week (and Fall Break on November 2<sup>nd</sup>) so**

**students who do not want to be in placement this week may want to do more hours in previous weeks.**

### **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. 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 become reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

### **IV. Course Content**

Time: 9:00-11:30 a.m., with one break

**Week 1: September 7      Welcome and Introductions**

## Field Assignments – Discussion

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understanding and utilization of ethical decision making and professionalism
- Recognizing and understanding that differences in life experiences affect supervision and may include oppression, poverty, marginalization, privilege and may affect power differentials in the worker/supervisor relationship
- Understanding the importance of a dynamic and interactive evaluation process in social work practice and internship based on transparent communication
- Field Issues:
  - Professional behavior and expectations
  - Planning for success in your agency and beyond
  - Pitfalls to avoid, keys to success, what has already worked well for you

Required Reading:

- UW-Madison School of Social Work Field Handbook
- National Association of Social Workers (NASW) Code of Ethics

## Week 2: September 14      Ethics and Boundaries

**Practice Questions:** *How will ethics and boundaries reveal themselves within your colleagues and clients at your field placement agency? What discomfort, if any, do your colleagues demonstrate when sharing the experience of responding to CPS reports about families that have been referred several times?*

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- NASW Code of Ethics & Ethics in relation to social media
- Understanding how basic human rights and social justice intersect with code of ethics
- Know and apply the principals of logic, culturally informed inquiry and ethical approaches to practice-informed research and research-informed practice
- Student led discussions on ethical dilemmas, setting boundaries and self-evaluation

Required Reading:

- NASW Code of Ethics
- Preservice: Module 1 (Ethical Practice in Child Welfare)

Readings:

- Wisconsin Chapter SFC20 Conduct  
<http://www.legis.state.wi.us/rsb/code/sfc/sfc020.pdf>
- Foster care as the new Jane Crow [https://www.nytimes.com/2017/07/21/nyregion/foster-care-nyc-jane-crow.html?emc=eta1&\\_r=0](https://www.nytimes.com/2017/07/21/nyregion/foster-care-nyc-jane-crow.html?emc=eta1&_r=0)

Preservice:

- Module 1 (Ethical Practice in Child Welfare)
- <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/> This ‘Framework’ is also available as an app that you can upload to provide instant reference in work situations where you want to be certain you are

- applying the analysis that responds to the situation you're in.
- <https://blink.ucsd.edu/finance/accountability/ethics/index.html> This link provides a 7 step pathway to ethical decision making along with core values, a model and process for arriving at a defensible position.
- Mattison, Marian, (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 202-213.
- Check the Canvas course site for additional or optional readings.

**Week 3: September 21      Critical Thinking in Social Work Practice**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Coming to class prepared to discuss using critical thinking skills and theory to process the required reading about frameworks of practice.
- Student discussion and activities to evaluate intervention effects on human rights and social and economic justice impact of article's implications
- Demonstrate ability to understand policy implementations and potential impact on families

Required Reading:

Westman, J. (1996, November-December). The rationale and feasibility of licensing parents. *Society* 34(1), 46-52.

Check the Canvas course site for additional or optional readings.

**Practice Questions:** *Social work in general, child welfare/CPS work in particular, is very demanding and emotionally draining. What are effective strategies for analyzing data gathered from families or collateral sources so safety and risk can be not only accurately assessed, but any plan for creating safety and reducing risk is strategically created? What protocols or procedures are helpful in tracking your critical thinking and analysis? What consequences could arise for families and for you if you are not grounded in critical thinking? How is that a problem?*

- Check-in: consultation and solution-building for Field dilemmas
- Scenario discussions and activities to address ethical and practice implications re: the need for constant critical thinking in practice
- Understand and discuss various laws and policies that have had significant impact on CPS/CW practice in the recent past

Required Reading:

Check the Canvas course site for additional or optional readings.

**\*\*\*\* Learning Plan DRAFT Due (unsigned, submitted within Canvas) \*\*\*\***

**Note:** Students will sign-up to research a mental health disorder for the presentation during Week 5 (October 5th)

**Week 4: September 28**      **Cultural Competence in social work; ‘Dialectic and Uniqueness Awareness Approach’**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Examine the definitions & implementation of the concepts of culture, cultural humility, and cultural competence in social work practice.
- Examine four theories and models of cultural competence taught in social work education, compare and contrast them, examine their limitations and strengths.
- Understand the new approach called the ‘Dialectic and Uniqueness Awareness Approach’ and the interaction of the triadic relationship between the social worker, the client and the interaction of both within systems.

Required Reading:

Alvarez-Hernandez, L. & Choi, Y.J. (2017): Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach, *Journal of Social Work Education*. Retrieved from <http://dx.doi.org/10.1080/10437797.2016.1272511>

Check the Canvas course site for additional or optional readings.

**Practice Questions:** *Cultural competence is the usual concept; cultural humility is the current choice for envisioning cultural diversity. How is that differentiation important? What have we learned about this elaboration? How does that change enable us to be more engaging with families and in a better position to advocate for them?*

Required Reading:

- Dawson, K, and Berry, M. *Engaging Families in Child Welfare Services: An Evidence-Based Approach to Best Practice*
- Preservice: Engagement Module
- Check the Canvas course site for additional or optional readings.

**Week 5: October 5**      **Current Mental Health Issues Facing Families**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand and discuss the interconnections of mental health issues, access to programs, human rights, and social/economic justice
- Understand and discuss the implementation of policies and services at the local, state and national level
- Apply theories of human behavior and environment in ongoing assessment, intervention and evaluation of mental health programs

**In-class presentation:** Each student will present information about their chosen mental health disorder. Sources will be shared and the presenting student will summarize how the disorder affects children, youth and family functioning. Students will sign-up during the **Week 3** (September 21st) seminar so as to avoid duplication of disorders, or to agree on how to distribute

information shared for a single disorder. Each presentation should last 10 minutes.

Required Reading: Check the Canvas course site for additional or optional readings.

*Practice Questions: How do you incorporate a 'not knowing stance' in your interactions with people struggling with mental health issues every day? Do you find you feel differently about those people if their members of your family, friends, or clients? What do you think accounts for those differences? What might you do to change that behavioral response in yourself?*

**\*\*\*\* Assignment: Journals Due \*\*\*\***

**Week 6: October 12                      Poverty and Homelessness**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand and discuss the intersection of poverty and homelessness with basic human rights and social justice
- Recognize and understand policy and policy development impact on families living in poverty
- Apply knowledge of understanding of theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce homelessness and poverty

*Practice Questions: What are the individual, family, and community level risk factors that influence homelessness? What interventions have the greatest potential for reducing homelessness? How does this very disturbing reality affect children's ability to perform well in school and in the community? What is the impact on self-esteem for students who are identified by teachers or fellow students as having no home?*

**Assignment:** Each student will bring information about a resource for homeless families specific to the student's placement or home location. Students should describe it, how to access it and provide information to the class for their use in the future.

Required Reading: Check the Canvas course site for additional or optional readings.

**\*\*\*\* Assignment: Final Learning Plans Due \*\*\*\***

**Week 7: October 19                      Mandated Reporting/Confidentiality: Complexities between CPS, Schools and other agencies**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Scenario discussions and activities to address ethical decisions and considerations affecting child abuse reporting or response
- Understand and discuss various laws and policies that impact mandatory reporting of concerns about child abuse/neglect
- Discuss the on-going evaluation and interactive process of social work practice with individuals and families

*Practice Questions: A common dilemma that mandated reporters face is risking losing a relationship with the family because 'telling on them' is seen as a betrayal. How will you handle that conundrum? How certain do you think you need to be to make a report of suspected child abuse/neglect on behalf of a child you're seeing in the course of your professional duties? What do you think are the benefits of telling the family that you're the one who called CPS to explore their family life? How might you word it to the family so they see you as trying to protect not harm?*

Required reading:

Preservice

- Initial Assessment
- Check the Canvas course site for additional or optional readings.

**Week 8: October 26**                    **Effects of Domestic Violence on Families; relation to ACE and trauma**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Understand the impact of various laws and policies on domestic abuse issues and reporting issues
- Discuss methods of assessment, intervention and evaluating various methods of interactive process of social work practice with families and law enforcement
- Familiarize ourselves with a current model of DV assessment in CPS: Safe and Together (handouts supplied in class)

*Practice Questions: Come prepared to discuss situations you have faced as a social worker involving the impact of domestic violence on youth and families. What programs are available in your area? What are the impacts on a child's success in school, their ability to 'attend', and express themselves in the school environment?*

Required Reading:

Preservice:

- Development and Dynamics of Human Behavior
- Check the Canvas course site for additional or optional readings.

**Week 9: November 2**                    **System-Change, Advocacy and Macro Change**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss change strategies to employ that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
- Discuss methods of evaluation that are appropriate for understanding the changes on the social environment

*Practice Question: How will you put your advocacy ideas into action: first steps? How do you evaluate the effects of climate/culture when you look at systems change? Using the Markkula Center for Applied Ethics' Framework for Ethical Decision Making, we'll practice analyzing the*

*impact of a macro change effort on the agency and its target population.* (Here is the link for uploading the Markkula Center ‘Making an Ethical Decision’ app to your phone: <https://www.scu.edu/ethics-app/>)

Required Reading: Check the Canvas course site for additional or optional readings.

**\*\*\*Assignment: Journals Due\*\*\***

**Week 10: November 9**      **Social Work and LGBTQ+ issues.**  
**Guest Speaker from Madison’s Outreach Center**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Forms and mechanisms of oppression and discrimination for LGBTQ individuals and related intersection of privilege and power impacts.
- Interconnections of LGBTQ issues with social and economic justice and strategies to employ to eliminate oppressive barriers.
- State and federal laws and policies that impact LGBTQ individuals and programs
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with LGBTQ individuals.
- Appropriate interventions for selected populations.

Assigned readings: Check the Canvas course site for additional or optional readings.

*Practice Questions: How have the experiences of LGBTQIA+ people that you’ve heard speak or have read about influenced your perspective on whether they should enjoy the same benefits that hetero people have enjoyed for hundreds of years? What would you be willing to do or endorse to maintain the gains for LGBTQIA+ citizens that have been made in the US in the past decade given current efforts to eliminate those gains through the courts?*

**Week 11: November 16**      **Cultural Responsiveness, Discrimination and Racism in Social Work Programs**

Areas to be covered in integrative seminar: check-in, consultation and problem-solving to include:

- Discuss the various intersectionality of multiple factors that impact racism (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- Understand and discuss the connection between discrimination and overall oppression and social justice issues
- Relate the impact of discrimination with various policies and laws

*Practice Questions: Do you think automatically in ‘intersectionality’ terms? If so, which are the most automatic of your intersections? When you talk about white supremacy (not about white supremacists) with your similarly privileged fellow-students or family members, what sort of discussions occur? Think of an example of how you have engaged in a conversation with someone who apparently had an “Aha!” moment as a result of your shared conversation; share it with your group.*

**\*\*\*November 2 UW Fall Break – no class, enjoy your break!\*\*\***

**Week 12: November 30 Change Agent Proposal Presentations and Women’s Issues**

- 1.
- 2.
- 3.
- 4.

**Week 13: December 7 Change Agent Proposal Presentations and Professionalism**

- 5.
- 6.
- 7.
- 8.
- 9.

**\*\*\*\*Assignment: Journals due\*\*\*\***

Class Evaluations – Review, planning for next semester, evaluation

**Assignment: Agency Culture and Climate Survey- in Canvas**

**\*\*\*Potluck Brunch to celebrate the completion of the semester.\*\*\***

The schedule represents the agenda of activities I intend to follow during the term. However, I reserve the right to modify or change this schedule at any time based on prioritizing objectives to be realized, topics of current interest, potential guest availability, and specific needs of students that reflect these factors.

## **V. Text and Reading Materials for the Course**

Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available in the Course CANVAS site. 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 to gain sufficient understanding to address their or their clients' 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 should indicate on their learning plan topics they will pursue over the semester and note progress in their final semester evaluation.*

**Online Pre-Service Training:** Located at [www.wcwts.wisc.edu](http://www.wcwts.wisc.edu) (Click on the Pre-Service online training tab). Please print out the quizzes at the end of each module and turn in to me the week the reading is assigned. If you have already completed the Pre-Service and received a certificate of completion, you do not need to do the modules again. Please make a copy of your certificate for me. This requirement is formally due by the end of the *spring* semester but is being assigned now because your consumption of this material is timely during *this* semester.

**Required Text:** Kaufman, Joan (2016). *Broken three times: a story of child abuse in america*. New York: Oxford University Press.

[The book is available at Amazon ([http://www.amazon.com/dp/0199399158/ref=rdr\\_ext\\_tmb](http://www.amazon.com/dp/0199399158/ref=rdr_ext_tmb)) and Oxford University Press (<https://global.oup.com/academic/product/broken-three-times-9780199399154?q=broken%20three%20times&lang=en&cc=us>), with the attached flyer ([file:///C:/Users/Jeanne%20Ferguson/Downloads/BrokenThreeTimes\\_Flyer.pdf](file:///C:/Users/Jeanne%20Ferguson/Downloads/BrokenThreeTimes_Flyer.pdf)) including a promotional code for a 30% discount if purchased through Oxford University Press.]

**Required Readings** - All readings can be found in and/or downloaded from the Canvas Course site:

1. <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/> This 'Framework' is also available as an app that you can upload to provide instant reference in work situations where you want to be certain you are applying the analysis that responds to the situation you're in.
2. <https://blink.ucsd.edu/finance/accountability/ethics/index.html> This link provides a 7 step pathway to ethical decision making along with core values, a model and process for arriving at a defensible position.
3. Mattison, Marian, (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 202-213.
4. Berry, M., & Dawson, K. (2002). Engaging families in child welfare services. *Child welfare*, 81(2), 293-317.
5. Sjoberg, R. L., & Lindholm, T. (2009). Children's autobiographical reports about sexual abuse: a narrative review of the research literature. *Nordic journal of psychiatry*, 63(6), 435-442.
6. Font, S. and Berger, L.M. (2015) Child Maltreatment and Children's Developmental Trajectories in Early to Middle Childhood *Child Development* 86 (2) pp. 536-556.
7. Alvarez-Hernandez, L. & Choi, Y.J. (2017): Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach, *Journal of Social Work Education*. Retrieved from <http://dx.doi.org/10.1080/10437797.2016.1272511>
8. Westman, J. (1996, November-December). The rationale and feasibility of licensing parents. *Society* 34(1), 46-52.

**Recommended for all Children, Youth and Families Focus Area Students:**

1. Corcoran, J. (2016). *Motivational Interviewing, A Workbook for Social Workers*. New York, NY: Oxford Press.
2. Hilado, A. & Lundy, M. (2018). *Models for Practice with Immigrants & Refugees; Collaboration, Cultural Awareness, and Integrative Theory*. Los Angeles, California: SAGE Publications.
3. Gorski, P. (2018). *Reaching and Teaching Students in Poverty; Strategies for Erasing the Opportunity Gap*. (2<sup>nd</sup> ed.). New York, NY: Teachers College Press.
4. 'Race: The Power of An Illusion' - This series is available as streaming programs via the UW-Madison Library catalog. Here is a link to the catalog record. You need to click on the Kanopy link and if you are OFF CAMPUS you will need to enter your UW Net ID and password in order to access the program.  
<https://search.library.wisc.edu/catalog/991022112859602122>

**VI. Evaluation: Assignments, Grading and Methods**

To achieve the listed 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).

**A. Learning Plan (5 points)**

Learning plan *drafts* are due **September 21** and *final* versions are due on **October 12**.

Your learning plan draft is due by the dates indicated in the course schedule. Final learning plans must be approved by your field supervisors *and* me and signed by students, agency supervisors *and* me. As the 'Field Faculty', I will provide you with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, you, in collaboration with your agency supervisor and me, 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 you will work towards throughout the semester in your field placement. A learning plan is written each semester and outlines the learning opportunities, activities, and responsibilities of both you and your agency supervisor. It 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. If you need assistance in completing it, please contact me.

The Learning Plan will require the input and approval of your agency supervisor, and

should include the following:

- Agency Overview: Agency name and services provided, population served by the agency, and the agency's organizational/power structure (please attach an organizational chart).
- Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the nine competency areas, keeping in mind the required behaviors for the practice year. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your goals can reflect "making progress" towards the requirements and focus on the skills you will be working to develop at the agency.
  - Each goal should be clearly written and followed by:
    - a) a description of experiences and methods *you* will use to reach your goal
    - b) a description of what your *agency supervisor* will do in support of your goal
    - c) a statement that describes how *you, your agency supervisory, and I* will know that each goal has been met.
- A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffings you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.
- Self-care plan.
- Field placement schedule.
- Field placement supervision plan and schedule.

Your Learning Plan needs to be signed by you and your supervisor prior to turning it in on the due date and your supervisor should keep a copy. I will review the plan and sign it. If any revisions are required, you will need to provide your agency supervisor with an updated copy. This is an ungraded assignment but a requirement to complete the course.

**B. Change Agent Proposal (due fall semester) (15 points) and Change Agent Assignment (final project due for hand-in/presentation in spring semester)**

You will *begin* a 'change agent project' this Fall and will complete it in the spring semester. Utilizing the 'planned change' process, your project will seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. Students from previous years have noted that it is helpful to begin the assessment process during the fall semester to allow sufficient time to complete and evaluate interventions or strategies before the end of your MSW practice year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by disenfranchised groups of people such as women, children, persons of various ethnic and racial groups, immigrants, persons with disabilities, and LGBTQ groups. If interested in other specific underprivileged groups or populations, please contact me for approval

before launching your efforts.

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
- Developing or enhancing knowledge, skills and values regarding working in teams (*with other seminar students and/or with others in your field placement and the community*)

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 placement. Listen carefully to clients’ experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. Look for evidence that your agency actively seeks to understand and respond to clients’ needs before meeting its own needs, regardless of budgetary constraints and limited resources. Ask questions and solicit examples from your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social issues on the agency’s ability to meet client needs.

Present a reflection to the class that identifies **three ideas** for agency or social policy change that you believe would benefit clients served by your placement agency. Policy change may include modification of existing policy or introduction of new policy. ***Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups.*** I suggest selecting policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. ***Consider agency changes that could improve the quality of client services*** – for example, how to reduce barriers to service, increase the cultural competence of services, introduce or enhance evidence informed practice, introduce or support strength-based services.

You will be using social work theory, methods, principles, and concepts learned in other courses and assigned readings to complete this assignment. I will look early on to hear you begin to assess for possible issues and targets and discuss these with me and your colleagues in seminar. This will include evaluating your agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

### **Grading Rubric for your presentation:**

- 1) Describe the **three** agency or larger system policy changes for which you will advocate (3

points)

- 2) Reflect on the observations, information, and/or experiences that led you to select these three policy issues and that provide a rationale for change (3 points)
- 3) Utilize at least three references from the readings that inform your thinking, (2 points)
- 4) Identify other individuals; groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective. (2 points)
- 5) Overall presentation style, clarity and organization (2 points)
- 6) Outline describing the **4** steps for your **3** ideas for change. (3 points)

- A brief outline of your presentation is due to me on the date you present to class.
- Your grade is based on the depth and completeness that you meet the first four rubric indicators above in your outline and in your verbal presentation to class.
- This presentation will provide a starting point for a SW 401/801 (Spring semester) assignment, in which you will be asked to formulate and carry out a 'change project' with clients, colleagues, peers, or other constituencies. You will be required to present the ideas of your project to the seminar group.

**C. Journals (5 points)** - Journal entries will be due on the first Monday of each month.

Please keep a journal that chronicles your experiences in your field placement. This is a good place to keep track of your hours but is not just a record-keeping tool: the monthly journal is a place to document your progress in meeting the course competencies.

Here are examples of some content areas you should include:

- Your feelings about the placement
- Things you don't understand about the agency: interventions, child welfare, unit dynamics, professional behaviors (or lack of them), etc.
- Human Rights and Social Justice issues as they relate to your placement
- Over-representation of marginalized populations in human services overall or in the population you're serving in particular
- How economic disparity effects families you serve
- Issues of culture: your trials, learning, mistakes in this area
- Your own personal biases and how they are affecting your practice
- How issues facing LGBTQ people are addressed in your placement agency
- Evaluation of your own practice (e.g. strengths, things you would do differently, fears)
- Reflection on your use of supervision and your supervisor's response to your needs (e.g. how do you use feedback to alter your practice, what kind of learner are you, etc.)
- Ethical issues you encounter in your agency or in the community of practice and how you resolve them
- How you apply or share research in your area of practice and how your colleagues receive it
- Research or evidence-based practice questions
- Other issues that you have questions or concerns about

This is your chance to really explore your thoughts and feelings about your placement. You will be offered feedback and suggestions on your journals. You will not be graded on your journals and what they say, but you will receive credit for turning them in monthly. We want you to feel free to write anything you want. There are no right or wrong entries. The journals will be used as one method to measure your achievement of the course competencies and practice behaviors and, because I am a former English teacher, it will provide you with some useful feedback about your writing skills.

Each month (excluding September) there is an assigned topic that you will be required to write about in your journal *in addition to* your personal notes as describes above. The topic will be addressed on the first class of each month and you are expected to reflect on this topic throughout the month and journal these thoughts and reflections:

**October Journal Topic:** Think about the agency where you are placed. How welcoming is your agency to diverse populations? Do you have any thoughts on why disproportionality could be an issue in your agency? What is your agency doing to address the issue? What can an individual social worker do to change the system and make a difference in this issue?

**November Journal Topic:** Spend at least an hour sitting in your agency's waiting room. What is the waiting room like, physically and what is the 'vibe'? How do you feel sitting there? How is the room/staff welcoming (or not)? Why? How would a diverse population of clients be likely to experience that waiting room space: people of color, LBGT, children, non-native English speakers, people with mobility or communication issues? Journal about the inclusiveness of the reception area and the staff who serve 'customers' of the agency.

**December Journal Topic:** Think about where you started this semester and where you are now. What changes have you experienced in your self-perception, your behaviors, and your professional development? How has the content you have been learning in your courses translated to your work in the field? Have there been times or situations where things don't line up, where practice doesn't seem to fit with social work theory and evidence-based practices? Is your seminar content relevant to the reality of your placement? Are there things you have learned from your field work that contradict what you have learned in your coursework? How will you reconcile these differences as a practitioner?

#### **D. Participation (10 points)**

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, so if you are aware that you have a struggle in this area, please speak with me privately about it so we can work on it together.

Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Participation and professionalism in all field unit seminars is required. Quality participation also includes providing appropriate support and feedback to peers, as well as seeking and receiving appropriate 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, especially those who require time to process information before being able to provide feedback. However, it is essential; so, if you experience real distress in this area, be sure to speak to me about your needs.

Professionalism includes being prepared and ‘present’ in every class. It includes arriving on time physically, and means being emotionally present and prepared to interact fully with your colleagues in the seminar. 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 me. 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 will expect that we all adopt the practice of discussing issues related to clients and colleagues as if they were in the room. You 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 me early in the semester if you need any assistance in this or any other areas.

#### Individual Meetings and Out-of-Class Contact

You are encouraged to meet with me at any time during the semester. I am happy to meet before or 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 or phone text messages, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru Saturday). However, questions or requests related to assignments or extensions need to be emailed 24 hours prior to the start of class on the day the assignment is due.

#### Supervision, Consultation, and Evaluation

You have three sources of supervisory guidance, consultation and evaluation: the agency

supervisor, the field faculty instructor and the field seminar group. You are required to receive weekly supervision from your agency supervisor. Consultation is available each week during the seminar meetings and you can seek additional consultation from your agency supervisor or me, as needed. At mid-semester, you will receive feedback on your seminar and field performance separately from both your agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes you, your agency supervisor, and me. If at any time you, your agency supervisor, or I feel that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

### Meetings Together with your Agency Supervisor

Transparent 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 to evaluate your work in your 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 will 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 might 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 me, your agency supervisor, or you

You will be meeting with your supervisor for a mid-term evaluation as well as 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 on site.
3. Orient student to agency, work unit, and practice area, including all relevant laws that will affect the student's professional work.

4. Provide ongoing practice supervision.
5. Possible teamwork with student.
6. Provide excellent professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism, suggestions for improving specific practice perceptions and skills and a comprehensive final evaluation.

The Field Faculty has the following responsibilities:

1. Student selection and community placement match.
2. Approve learning plan and supervisory arrangements between the student and field supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and solution-building content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide excellent professional role model.
6. Maintain regular contact (at least monthly) with field 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 assume responsibility for evaluation and grading.

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

## **E. Grading**

**INTEGRATIVE SEMINAR – Forty percent** (40%) of your final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. You 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 Dane County, weather advisories encouraging travel restrictions. You 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 unanticipated absences from field unit meetings and/or failure to follow up will likely 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, and to contribute generously to the learning of other students will also figure importantly into this portion of your overall grade.

More specifically:

For class participation (15%), I 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 creating a shared space in which it is safe to do so.

For the written assignments this semester (15%), I will be looking for thoroughness in each of the elements noted earlier in this syllabus: Learning plan (5%), Change Agent Proposal and Presentation (10%)

For written journals (10%), I will be looking for evidence of thoughtful examination of practice issues that arise and integration of class content from seminar and other classes into your field work. To get full credit, your journal needs to be legible and include reflection and attention to process. Points will be deducted if you write only about behavioral content (I did this and then I did that, etc.) or if entries are short, contain the phrase "nothing really happened in field this week," or otherwise do not demonstrate that you are thinking critically and integrating course material.

**FIELD WORK - 60%:** Final responsibility for grading your performance in your field placement rests with me, the Field Faculty, but in consultation with your agency supervisor. Considerable weight in grading will be given to your agency supervisor's assessment of the progress you have made in achieving the competencies and the quality of your work in the field placement. I will periodically review your progress, both with you and your field supervisor individually, and joint meetings will be held additionally with you if I think it would be helpful or if desired by you or your supervisor.

During the semester you, your supervisor and I will participate in two 3-way meetings to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field work performance. The first will be at mid-term and the second at the end of the semester. These discussions will be informed in part by the field evaluation form you will be asked to complete prior to our meeting, and the same field evaluation form that your supervisor will complete. While your self-evaluation will be given weight in arriving at your final grade for field work, the greatest weight will be given to your supervisor's overall assessment of your work.

As part of professional practice, it is important that you inform me of any worrisome issues regarding seminar or your field placement as soon as they emerge. Early recognition and intervention will be key to identifying what needs to change, and what will support your successful completion of the course.

Your performance will be assessed based on the following components:

End of semester evaluation instrument:

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

- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; demonstrates appropriate interactions and engagement with other staff; ability to work within an interdisciplinary team)
- Cultural and ethical components of field practice (displays cultural humility 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 within the agency's available technology; adequate content of notes; appropriate clinical language; thoroughness of documentation and, timeliness of progress notes and expected reports)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; appropriate language within the workplace and with clients; attire; uses professional judgment and maintains awareness of safety behaviors for self and others)
- Attendance and timeliness (in seminar and in field)

#### Practice Skills:

- Engagement skills (relates well to clients and staff, ability to engage genuinely and build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening, humility and curiosity)
- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation that demonstrates an understanding of the client's story; conceptualization skills)
- Planning and goal setting (ability to develop a clear plan in partnership with clients with specific goals and observable, measurable objectives that the client understands and owns)
- Intervention (ability to implement interventions in line with the client's accepted goals and objectives; ability to understand and incorporate best practice interventions)
- Evaluation (ability to evaluate interventions and progress toward goals that are yours as well as the client's; ability for self-reflection on your performance and that of your clients in pursuit of their goals)

In December, you, your agency supervisor and I will meet 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 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 have a copy of each other's evaluation form and have shared this information with each other prior to the final evaluation meeting so there are no unpleasant surprises.*

#### **Record of Field Hours**

You 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, just as workers going to work are not credited for that time; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other 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. You are encouraged to consult with your agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log. I suggest you consider a review at least monthly so you can adjust your schedule prior to the end of the semester, when there will be little time available to add hours, especially during the holidays.

Please note that **this is an all-or-nothing expectation**. If hours are not completed, 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 (yours, mine, your field supervisor).

The grade equivalency for grade 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. Please note that the mid-semester evaluation is a critical component of your performance assessment, and one that can ensure you will not be underperforming significantly by the time your grade is assigned. We will all aim to have your Field work be successful, thus earning you the grade you deserve and desire.

An “A” will mean **Outstanding; frequently surpasses expectations in all areas (competencies and behaviors) on the “Student Field Evaluation Instrument” and in seminar** and will include the following:

\*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.

An **“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 **“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 “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. This grade is evidence of serious performance deficits. 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 **“D” or “F”** may be assigned in this class and would represent extremely serious and unacceptable 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

## **VII. Course Policies**

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

### Class Climate and Behavioral Expectations :

Meeting course objectives requires that you and I actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared and activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each of you has knowledge and experience that will enhance the learning of your colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because our class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization in my classroom. We all have a responsibility to hold in our minds the disproportionate impact systems and "isms" have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, apply what you've absorbed into your field practice, actively participate in class discussions and successfully complete written assignments.

Canvas: All students are required to access Canvas for course content and assignments. If you have difficulty navigating Canvas, you should contact the DoIT helpdesk. If you find inconsistencies within my course content in Canvas, please quickly bring it to my attention in the Discussion thread that I have created so everyone can see the correction/response. Those errors are mine, and DoIT will not be able to provide clarification.

### Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, you agreed that while in the BSW or MSW Program you will honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should you not do so, sanctions will be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

### Written Assignment Policy and Format:

- All written assignments are to be computer-generated and compatible with Microsoft Word (.doc or .docx formats).

- Format these assignments using one-inch margins, double-spacing, and a 12-point font.
- Always include a cover sheet (not counted as one of the required pages) with the title of the assignment, your name, the date turned in to me, course number, and course title.
- All assignments should be reviewed thoroughly for spelling, grammar, and style.
- Citations must be in the APA style, but papers need not have APA-style headers and title pages...<http://writing.wisc.edu/Handbook/DocAPA.html>.
- Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you should lean towards the use of peer-reviewed journals. Websites may be used as references, but each one must be accompanied with a live link/hyperlink so that I may access it as well for content relevance and legitimacy.
- **Papers should be uploaded to the course Canvas site assignment by midnight (11:59pm) of the due date.** Depending on your Canvas notification settings, you may receive a confirmation e-mail when your paper is successfully submitted. It is your responsibility to be sure your paper has been downloaded properly. I will adhere to the policy on late assignments if an assignment is not submitted to the appropriate Canvas assignment by the date and time it is due.

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 me prior to the due date. Unapproved late assignments may be deducted 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.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225- 7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 Johnson St. #2104, Madison, WI 53706 Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Misconduct:

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

### Plagiarism

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

- 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.
- 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](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Process:

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

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

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

For guidelines on quoting and paraphrasing:

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

## Appendix A: CSWE Competencies

Generalist Practice Year <u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p>1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (K, S, V, C &amp; AP)</p> <p>Using these methods, we will explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics (K, V, C &amp; AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K, V, C &amp; AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, Supplemental School Social Work ethics, the 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 children, youth, and families. (K, V, C &amp; AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, V, C &amp; AP)</p> <p>Develop a plan for continuing professional education and development. 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, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 2</p> <p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 13</p> <p>Week 1</p> <p>Weeks 12 -13</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power,</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K, S, V, C &amp; AP)</p> <p>Impact on diversity factors that impact student performance, family engagement and discipline (K, S, V, C &amp; AP)</p> <p>Immigration discussion related to diversity issues. (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 4</p> <p>Weeks 4, 6</p>

<p>and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>LGBTQ issues, forms and mechanisms of oppression and discrimination</p> <p>End of Semester and Mid-semester evaluation and learning plan</p>	<p>Week 10</p> <p>Week 13</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 discussions related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (K, S, V, C &amp; AP)</p> <p>Understanding of risk factors for children, youth and families -mental health issues (K, S, V, C &amp; AP) -cultural awareness -homelessness &amp; poverty -immigration issues -racism implications -LGBTQ issues -Women's issues</p> <p>Identification of inequities of access to programs and strategies to eliminate oppression (K, S, V, C &amp; AP)</p> <p>Evaluations-mid semester and final</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Week 4, 11 Week 6 Week 6, 9 Week 11 Week 10 Week 13</p> <p>Weeks 11, 4 &amp; 9</p> <p>Weeks 12, 13</p>
<p>2.1.4: Engage in Practice-informed Research and Research-informed Practice Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions. related to dimensions of evidence- based methods and practices in working with Children, youth and families (V, C &amp; AP)</p> <p>-Ethics and boundaries -ACE and Trauma -Ethics in mandated reporting</p> <p>Focus on assessments and interventions and their implementation -Trauma informed care (K, S, V, C &amp; AP) Change Agent Presentation (K, S, V C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 2 Week 8 Week 2, 7</p> <p>Week 5, 9</p> <p>Week 12 &amp; 13 Weeks 13</p>
<p>2.1.5: Engage in Policy Practice Advanced</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with</p>	<p>All weeks</p>

<p>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.</p> <p>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>lecture, reading, assignments and group discussions, related to dimensions of local, state and national policies with emphasis on the role of the social worker. (K, S, V, C &amp; AP)-</p> <ul style="list-style-type: none"> <li>-Mandatory reporting laws</li> <li>-Domestic violence</li> <li>-Racism and discrimination</li> <li>-Sexual identity policies</li> <li>-Women’s issues</li> </ul> <p>Discussion of policy development, implementation and change. (involving the above stated policies)</p> <ul style="list-style-type: none"> <li>-critical thinking skills</li> <li>-mental health issues</li> <li>-mandatory reporting</li> <li>-Immigration policy</li> <li>-Domestic violence</li> <li>-Racism and discrimination</li> <li>-Sexual identity</li> </ul> <p>(K, S, V, C &amp; AP)</p> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>Week 7 Week 8 Week 11 Week 10 Week 12</p> <p>Week 3 Week 5 Week 7 Week 9 Week 8 Week 9, 11 Week 10</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings. (K, S, V, C &amp; AP)</p> <ul style="list-style-type: none"> <li>-Impact of mental health issues</li> <li>-Cultural awareness &amp; racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Week 4, 11 Week 6 Week 8 Week 8 Week 10 Week 14 Week 12</p> <p>Weeks 12. 13</p> <p>Week 13</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment knowledge and skills to the following content areas: (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p>

<p>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>	<ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 13 Week 12</p> <p>Weeks 12, 13</p> <p>Week 13</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 covering interventions- various evidence-based approaches in the following content areas:</p> <ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 13 Week 12</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, readings, assignments and group discussion using various evaluation tools such as – (K, S, V, C &amp; AP)</p> <ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 13 Week 12</p>

	Change Agent initial presentation (K, S, V, C & AP)	Weeks 12, 13
	Mid and End of semester evaluation & learning plan with supervisor and field faculty	Week 13

## Appendix A: Advanced Practice Competencies

<u>Advanced Practice Year</u> <u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p><b>1: Demonstrate ethical and professional behavior</b> Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (K, S, V, C &amp; AP)</p> <p>Using these methods, we will explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics (K, V, C &amp; AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K, V, C &amp; AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, Supplemental School Social Work ethics, the 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 children, youth, and families. (K, V, C &amp; AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, V, C &amp; AP)</p> <p>Develop a plan for continuing professional education and development.</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, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 2</p> <p>Week 2</p> <p>Week 2</p> <p>Week 9</p> <p>Week 12</p> <p>Week 13</p> <p>Week 13</p>
<p><b>2.1.2 Engage Diversity and Difference in Practice</b> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K, S, V, C &amp; AP)</p> <p>Impact on diversity factors that impact student performance, family engagement and discipline, (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions Weeks 1-13</p> <p>Week 4</p>

<p>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>Immigration discussion related to diversity issues. (K, S, V, C &amp; AP)</p> <p>LGBTQ issues, forms and mechanisms of oppression and discrimination</p> <p>End of Semester and Mid-semester evaluation and learning plan</p>	<p>Weeks 4, 6</p> <p>Week 10</p> <p>Week 13</p>
<p><b>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</b> 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 discussions related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (K, S, V, C &amp; AP)</p> <p>Understanding of risk factors for children, youth and families          -mental health issues (K, S, V, C &amp; AP)          -cultural awareness          -homelessness &amp; poverty          -immigration issues          -racism implications          -LGBTQ issues</p> <p>Identification of inequities of access to programs and strategies to eliminate oppression (K, S, V, C &amp; AP)</p> <p>Evaluations-mid semester and final</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 7</p> <p>Week 5 Weeks 4,11 Week 6 Week 9 Week 11 Week 10</p> <p>Weeks 4, 11</p> <p>Week 13</p>
<p><b>2.1.4: Engage in Practice-informed Research and Research-informed Practice</b> 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 discussions. related to dimensions of evidence- based methods and practices in working with Children, youth and families (V, C &amp; AP)</p> <p>-Ethics and boundaries          -ACE and Trauma          -Ethics in mandated reporting          -Trauma informed care (K, S, V, C &amp; AP)</p> <p>Change Agent Presentation (K, S, V C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 2 Week 8 Weeks 2, 7 Week 8</p> <p>Weeks 12, 13</p> <p>Week 13</p>

<p><b>2.1.5: Engage in Policy Practice</b> 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 discussions, related to dimensions of local, state and national policies with emphasis on the role of the social worker. (K, S, V, C &amp; AP)-</p> <ul style="list-style-type: none"> <li>-Mandatory reporting laws</li> <li>-Domestic violence</li> <li>-Racism and discrimination</li> <li>-Sexual identity policies</li> <li>-Women’s issues</li> </ul> <p>Discussion of policy development, implementation and change. (involving the above stated policies)</p> <ul style="list-style-type: none"> <li>-critical thinking skills</li> <li>-mental health issues</li> <li>-mandatory reporting</li> <li>-Immigration policy</li> <li>-Domestic violence</li> <li>-Racism and discrimination</li> <li>-Sexual identity</li> </ul> <p>(K, S, V, C &amp; AP)</p> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 7 Week 8 Weeks 4,11 Week 10 Week 12</p> <p>Week 3 Week 5 Week 7 Week 9 Week 8 Weeks 4, 12 Week 10</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b> Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings. (K, S, V, C &amp; AP)</p> <ul style="list-style-type: none"> <li>-Impact of mental health issues</li> <li>-Cultural awareness &amp; racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 13 Week 12</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b> 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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment knowledge and skills to the following content areas: (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p>

<p>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>	<ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 12 Week 12</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p><b>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</b> 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 covering interventions-various evidence-based approaches in the following content areas:</p> <ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Weeks 4, 11 Week 6 Week 8 Week 8 Week 10 Week 12 Week 13</p> <p>Weeks 12, 13</p> <p>Week 13</p>
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, readings, assignments and group discussion using various evaluation tools such as – (K, S, V, C &amp; AP)</p> <ul style="list-style-type: none"> <li>- Impact of mental health issues</li> <li>-Cultural awareness and racism</li> <li>-Impact of homelessness</li> <li>-Effects of domestic violence</li> <li>-ACE and Trauma</li> <li>-LGBTQ interconnectedness</li> <li>-professional development</li> <li>-Women’s issues</li> </ul> <p>Change Agent initial presentation (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions; Weeks 1-13</p> <p>Week 5 Weeks 4,11 Week 6 Week 8 Week 8 Week 10 Week 13 Week 12</p> <p>Weeks 12, 13</p> <p>Week 13</p>

**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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Generalist Practice Level Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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.
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**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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:*

<b>Advanced Generalist Level Practice Student Required Behaviors:</b>	<b>Methods to Observe and Demonstrate Achievement:</b>	<b>Enter rating using key above (5,4,3,2,1 or NA)</b>
		<b>Fall Final</b>
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:**



If the student disagrees with the evaluation they should state that disagreement in writing with relevant documentation or examples of work and submit a copy to both the agency supervisor and the field faculty by a specified due date. Documentation of disagreement will be attached to the end of this form.