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

Social Work 80: Field and Integrative Seminar IV Section (105): Social Work Practice in  
Health and Aging  
Spring 2019

Instructor Name and Title: Kathleen Krchnavek, MSSW, APSW, Field Faculty  
Location: School of Social Work, Room 315b  
Credits: PTP MSW 5 credits  
Class Day(s) & Time: Saturdays from 9:00-11:30am  
Instructional Mode: Face-to-Face  
Canvas Course URL: https://Canvas.wisc.edu/courses/87770  
Office Hours: By Appointment  
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I. Course Description  
801 Field Practice and Integrative Seminar IV  
An approved advanced generalist seminar and placement linked to areas of focus. Seminar and  
placement require a minimum of 20 hours/week. 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 (Saturdays for 2.5 hours over 14  
weeks), reading, writing, field placement and other student work as described in the syllabus.  
Students complete an average of 18-20 hours of fieldwork in the community as part of the course  
requirement.

II. Course Overview and Prerequisites/Co-requisites  
The Health and Aging field unit provides practice experiences in agency, community, health care  
and institutional settings that serve older adults and a myriad of patient populations and specialty  
areas. Students acquire skills in psychosocial assessment, resource coordination, care  
management, crisis intervention, and counseling. Some of the major tasks and functions that  
students perform are discharge planning, linking clients with community resources, patient  
education, advocacy, and collaboration as a member of an interdisciplinary team. Through the  
supervised field experience and dynamic learning in both the field setting and integrative  
seminar, students will be able to acquire and develop the knowledge, skills, ethics, and values  
essential to the role of working with clients in a health care and/or gerontological settings. The  
primary objective of the field experience is to develop advanced practice skills. The primary goal
of the integrative seminar is to strengthen the relationship between academic coursework and clinical and other practice experience.

This field unit is approved for advanced generalist specialization year students (second-year MSW students). Advanced generalist year students spend 20-22 hours per week engaged in their field work and 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 and spring break; if students prefer not to be in placement these weeks, or to reduce placement hours, they may choose to work with their agency supervisor to spend more hours in earlier weeks. The number of seminars is 14 at 2.5 hours for each seminar for a total of 35 hours.

Students are not permitted to end their field placement early. 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. 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. All settings provide an opportunity to learn advanced generalist social work roles.

III. Course Competency, Descriptions and Dimensions (Field and Seminar)

Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements support students in becoming competent practitioners at the advanced generalist level.

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

In seminar, a generalist perspective is used to analyze and reflect on advanced social work practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

In placement, students demonstrate mastery of a set of behaviors tied to 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: Saturdays 9:00-11:30 a.m., with one break  
Place: School of Social Work, Room 315b

**Week 1: Saturday, January 26 – Welcome Back!**

**Topic: Introduction to the Semester**  
- Seminar Expectations  
- Syllabus Review  
- Assignments  
- Learning Plan Revision

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Questions and Reflections:*  
- What are your learning goals this semester in your placement? What skills do you want to develop?

Required Reading and Class Preparation:  
- Review the syllabus and come prepared to ask questions regarding expectations and assignments.  
- Review your learning plan. Consider how you intend to revise it this semester to increase your learning.  
- Think about the components of the change agent assignment, and come prepared to discuss and ask questions about how these components apply to your project.  
- Read Introduction and Chapter 1: Is it Really About Race? in *So You Want to Talk about Race* (pp. 1-22)

**Week 2: Saturday, February 2**

***** Discussion Question #1 due on Canvas course site

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Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: Engaging in difficult conversations**

*Practice Questions and Reflections*
- What kinds of conversations have you had with patients/clients that felt difficult to you? How about with your supervisor, other staff, community colleagues or other constituencies?
- What made them difficult? What were you feeling or thinking?
- What have you learned from these conversations? What works for you? What would you like to change?

**Required Reading**

Chapter 2: What is racism? in *So You Want to talk about Race* (pp.23-36)

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**Week 3: Saturday, February 9**

****Revised Learning Plan Draft Due****

**Topic: What’s left at the door? Increasing cultural safety for self and others in the workplace**
Presenter: Amanda Ngola, MSW, LCSW – Clinical Assistant Professor and Associate Director of Education at UW-Madison School of Social Work.

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Questions and Reflections*
- How do you decide what to share and to whom in your work environment?

**Required Reading:**
Chapter 3: What if I talk about race wrong? *So You Want to talk about Race* (pp. 37-52)

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**Week 4: Saturday, February 16**

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic: Using Models of Ethical Decision-Making**

*Practice Questions and Reflections:*
- What ethical conflicts have you faced or witnessed in your placement?
- How have they been resolved? Is there any way you would change the decision-making
In-Class Activity: We will break into groups to discuss an ethical dilemma and how to resolve it. We will convene as a class to discuss how our groups came to that decision.

Required Reading:
Review Table of ethical decision-making models comprised from last semester’s readings. (Peruse last semester’s articles posted on Canvas, if needed.)

Chapter 4: Why am I always being told to “check my privilege”? & Chapter 5: What is intersectionality and why do I need it? (pp. 53-82) in So You Want to talk about Race

Week 5: Saturday, February 23

****Signed Learning Plan Due

**** Discussion Question #2 due on the Canvas course site.

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Life after Grad School – Q&A with recent field alumni
Panel: Brittany Beckmann, Jennifer Brown, Jessica Denson, Kendall Eberhardt, Kristin Hahn, and Amanda Koeppel.

Practice Question and Reflections:
- What most concerns you about your life after graduation?
- What practical steps can you take to increase your confidence and potential to reach your goals?
- What questions do you have for the former MSW students who will be visiting our class?

Required Reading:
Chapter 9: Why can’t I say the “N” word? & Chapter 10: What is cultural appropriation? (pp. 134-152) in So You Want to talk about Race.

Week 6: Saturday, March 2

Check-In: Field Issues/Situation for Consultation/Collaborative Problem Solving

Topic: Accountable Care Organizations – What are they and why do they matter?
Presenter: Nora Hammer

Required Reading
Chapter 12: What are microaggressions? (pp. 162-178) in So You Want to talk about Race
Week 7: Saturday, March 9

Respond to Discussion Question #3 on Canvas

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: The role of the patient/client “voice” in your placement setting.

Practice Questions and Reflections*:
• How are patients/clients active participants – not just consumers - in the organization of your agency?
• How does your field placement use their experiences and opinions to improve or change their services? Are they involved in creating or changing agency policy or procedure?
• What does your agency do with information they receive from consumer satisfaction surveys or provider evaluations?
• What role do social workers have in promoting the voice of the “consumer” at their organization?

*We will formally discuss the above questions, so be prepared to discuss these questions specifically related to your placement.

Week 8: Saturday, March 16

No class – Enjoy Spring Break!

Week 9: Saturday, March 23

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Providing inclusive and responsive services to transgender people
Speaker: Jay Botsford, Wisconsin Transgender Health Coalition and the Transgender Youth Resource Center of Wisconsin.

Practice Questions and Reflections:
• How comfortable are you asking new people you meet about their preferred pronouns? If you feel uncomfortable, what are some of the reasons for this? (e.g. afraid of judgment from peers; it’s not a habit; concerned it may confuse; etc.)
• What questions do you have about gender identity that you would like more information on? How could you obtain that information?

Required Reading:
transgender-older-adult/


Review webpage of the FORGE Transgender Aging Network: http://forge-forward.org/aging/

Recommended Reading:

Week 10: Saturday, March 30
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Homelessness and Health
Presenter: Matt Julian, HEALTH Program Social Worker, UnityPoint Health Meriter

Practice Questions and Reflections
• What are ways that the healthcare systems can support the unique needs of homeless adults and children?

Week 11: Saturday, April 6

***Draft of Change Agent Poster due

Topic: Oncology Social Work
Presenter: Carissa Hodgson, LCSW, OSW-C, Program Manager, Gilda’s Club Madison.

Meet at Gilda’s Club - 7907 UW Health Ct, Middleton, WI 53562 (8:30 or 9:00 am – Time to be determined).

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

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

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


**Week 12: Saturday, April 13**  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving  

**Topic:** Intersectional issues related to disability and sexual orientation or gender identity.  
Presenter: Jessica Peters

**Week 13: Saturday, April 20**  

*****Change Agent Poster due

**Change Agent Poster Event** (entire class time)  
All Field Classes in the PTP program will present their posters at this event at Union South. Supervisors are welcome to attend.

**Week 14: Saturday, April 27**  
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Completion of the *Competency Assessment for Program Evaluation*

**Week 15: Saturday, May 4**

*****Change Agent Report Due

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

You’ve made it! Looking to the future  
Pulling It All Together; Course Review and Wrap Up  
Course Evaluations  
End of Year Celebration!

The schedule represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.
V. Text and Reading Materials
Readings are assigned in advance for specific class topics. Students should come prepared for class having read and thought critically about the concepts in the assigned materials. In seminar, students should integrate these concepts into their discussion about the weekly topic and their agency placement during check-in. The required text for this class is:

Throughout the semester we will integrate the issues described in this book with the practice issues students find in their placement. How are racial issues playing out in your placement’s methods of communicating, providing services, and partnering with non-white clients or patients? There are also periodic Discussion Questions listed on the Canvas course site that students are required to respond to in order to discuss the specific content of the book.
Additional required reading and resource materials are available on the CANVAS course site.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations: In order to achieve the competencies, students must complete assignments by the due date. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. **If there is a discrepancy between the syllabus and Canvas course site related to assignment instruction or grading criteria, adhere to the information on the Canvas course site.**

Learning Plan
Learning plan drafts are due by the dates indicated in the course schedule. Final learning plans must be approved and signed by field supervisors and field faculty. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

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

**Integrative Seminar**
The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers, and learning activities. Students are responsible for reading all assigned materials so that they are fully prepared to participate in discussion and class activities. Students should also integrate content they have learned from other classes in order to enhance understanding and implementation of social work theory, methods and practice.

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

**Participation and Professionalism**
Participation and professionalism in all field unit seminars is required. Quality participation 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.

Professionalism includes being prepared and present in every class. It includes arriving on time. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in
Practice Questions of the Week
This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, questions, and problem solve issues in social work practice. Students are expected to critically think about their agency experiences and the readings in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

Student Facilitation of “Check-In”
Each week one student will lead facilitation of the class “check-in” time in which students consult with one another about issues or challenges they are experiencing at their placement. The student facilitator will:
- Identify the logistics for student sharing during their week (e.g. “round robin” or “popcorn” style; priorities for sharing, sharing “highs” and “lows” of the week, etc.).
- Encourage class participation during check-in through asking clarifying questions or providing reflective feedback as needed.

A student sign-up sheet for facilitation will be distributed on the first class day. This is an ungraded assignment, but will be considered part of the participation grade for the class.

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

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

Meetings Together with your Agency Supervisor
Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, before our end-of-semester meeting.
Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss and process the following:

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

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

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

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

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

Evaluation and Grading

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

**Forty percent (40%)** of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be turned in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

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

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

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

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

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

End of semester evaluation instrument:

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

- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)

- Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)

- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)

- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)

- Attendance and timeliness (in seminar and in field)

Practice Skills:

- Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)

- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)

- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)
• Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

• Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

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

At the end of the semester, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your agency supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your agency supervisor’s overall assessment of your work. Be sure that you and your agency supervisor each have a copy of each other’s evaluation form and have shared this information with each other prior to the final evaluation meeting.

The grade equivalency for these percentages is as follows:
94-100  A
88-93   AB
82-87   B
76-81   BC
70-75   C (see “Field Education Handbook” regarding this grade)
64-69   D

The following are grading standards for the course:
A grade of “A” will include:
* Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.

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

* Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
*Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).

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

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

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

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

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

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

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

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

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

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

Spring Semester
Weekly Seminar (40% of final grade):
- Professionalism & Participation 20 points
- Canvas Discussion Questions (3 questions; 5 points each) 15 points
- Change Agent Poster and Presentation 30 points
- Change Agent Project and Report 35 points
TOTAL 100 points

End-of-semester Field Placement Evaluation (60% of final grade) – 100 points

Successful completion of the course requires completion of all assignments.

1. WEEKLY FIELD SEMINAR
Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

2. WRITTEN ASSIGNMENTS
Discussion Questions on Canvas (15 points)
To integrate the material in the book So You Want to Talk About Race both professionally and personally, students will be asked to respond to questions that are periodically posted on the Canvas course site Discussion Forum.
- Three questions will be posted with the following due dates respectively: February 2, February 23 and March 9.
- Students should analyze each question both cognitively and affectively by including in their responses both intellectual understanding, and reflective awareness that conveys personal or
professional experiences, values, and/or emotional reactions.
- Each question will be available for response on the Sunday midnight prior to the due date.
- Students should post their initial response to the question by Tuesday at midnight.
- All students should then respond to one other post by 9 am on the due date.

Each Discussion Question is worth 5 points. A general grading rubric is below:
- 5 points - Excellent: Responds comprehensively to the entire question and additional student post; exhibits critical thinking that not only indicates the “what” but possible “whys”; and conveys a reflective perspective that includes the students understanding or experiences in the answers.
- 3 points - Acceptable: Responds to entire question and additional student but is less comprehensive and displays less critical analysis or reflective understanding.
- 1 point - Minimal: Does not respond to entire question or additional student post and does not display critical analysis or affective understanding.

The purpose of this assignment is for students to
- Increase awareness of the impact of structural racism on our society, people of color and white people.
- Understand how this racism plays out in society, institutions, social work practice, and our personal lives.
- Identify ways to act in order to dismantle structural racism both professionally and personally.

Through intellectual and reflective engagement with the content of the material, the intent is for students to become more actively engaged in discussions about race and racism in their professional and personal lives in order to promote social justice in their workplaces and personal networks.

Change Agent Project and Report (35 points) DUE May 4th
This assignment significantly expands upon an exercise you completed in the fall semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal.

Write a 6-8-page report detailing your actions, outcomes, recommendations, and learning related to your Change Agent Project. You should use generalist social work concepts and principles in your paper, as well as appropriately cite all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials. Report should be submitted on May 4th, and provided to your agency supervisor prior to that date. This report should include
- Introductory paragraph: Description of the change agent project and the mezzo or macro problem/issue that it attempts to address. The project description should include the mezzo or macro practice area that is being focused upon through the project (e.g. policy or resource development, processes to improve service coordination or referral, training, program development etc.). (3 points).
- Project background: Description of the needs or assett assessment that provides evidence of the need for your project. This may also include any relevant research related to the problem
that you found in your literature review. (4 points)

• Literature review: Summary of your literature review and how it informed the development of your project. (Minimum of four sources) (4 points)

• Description of project development: Describe the actions you took within your agency to address the selected issue and why. For instance: Whose input did you obtain in the organization or broader community? Why and how did you obtain it? Identify the actions you took to implement your project and why you made the choices you did. (6 points)

• Outcomes/Expected Outcomes: Identify the outcomes or results that have occurred thus far. What is your interpretation of those results? Specify if there are additional outcomes expected in the near future and why. (5 points)

• Evaluation: Describe how you evaluated the project or how you would evaluate it if you had enough time to do so. (4 points)

• Recommendations: Provide your recommendations for next steps for this project and a clear rationale for those recommendations. (3 points)

• Learning Outcomes: Explain what have you learned from working on this project. What you would do differently in the future? Be honest, complete, and objective as it will make your learning and written report more clear. (3 points)

• Quality of Writing: Write the report in a professional tone with clear organization correct spelling and grammar. (3 points)

It is also required that you will share the results of your project with your agency supervisor prior to the due date of this assignment. How you provided this information to your supervisor and/or management and their response should be noted in the paper.

*If students worked in groups, each student must turn in their own report and identify within the report what their individual responsibilities were throughout the project.

In a separate document each student will write a brief, one paragraph, description and overview of their change agent project. (name, agency, supervisor, description) to support the School of Social Work in promoting the benefits of this activity.

A grading rubric for this assignment is available on Canvas.

The purpose of the assignment is to:

• Acknowledge and share the numerous advocacy and empowerment opportunities in which social workers engage; how social work field students can be change agents; and how they “make a difference” in the welfare of people and society.

• Learn more about human rights, social, economic, cultural and other issues experienced by vulnerable or marginalized populations. These populations may include: elders, patients, persons of color, persons with disabilities, LGBTQ populations, or any at-risk population.

• Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review SW442 & SW840).

• Complete and evaluate, to the degree possible, a change effort that is effective, efficient and sustainable.

• Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).
The opportunities in field to move from careful assessment to planned intervention at the mezzo and macro level supports a skill area of critical importance in all social work. Focusing each semester on mezzo and macro considerations helps to attune the student, agency supervisor and field faculty member to student learning at this level. It also assists the student and agency supervisor in supporting positive agency and system approaches to services delivery. It can assist the field faculty member and/or subsequent students to continue on your work. Finally, if results are shared with the seminar, it can assist the field unit as a whole to learn.

**Change Agent Poster and Presentation (30 points) – DUE April 20th**
Students are required to develop a professional poster and presentation regarding the Change Agent Project they proposed during first semester. Students will present their poster at the April 20, 2019 Field Poster Event at Union South. (Details to be provided). Students will have an additional opportunity to present their poster at the Spring Agency Supervisor Workshop on Friday, April 19.

To create a visually appealing and effective poster, students should allow ample space in between text boxes/topics. It should also include at least one photo or visual. Tips for developing the poster can be found here at: [https://writing.wisc.edu/Handbook/PosterPresentations.html](https://writing.wisc.edu/Handbook/PosterPresentations.html). Further information will be provided regarding logistics of poster printing and development.

Posters should include:

- **Header/Title:** Centered full title of Change Agent Project; Names of student and agency supervisor; Field Unit Name/School of Social Work/University of Wisconsin-Madison; University Seal. (2 points)
- **Introduction:** Brief description of problem and proposed change. (3 points)
- **Background/Presenting Issue:** Description of the problem or issue that you are attempting to address. This will include needs or asset assessment information and key information from your literature review. (5 points)
- **Description of Change Agent Project:** Identification of what you did and how you did it. For example, you could describe how you: gained input from stakeholders regarding project development; created a pilot or intervention tool; recruited participants for a support group; etc. (5 points)
- **Major Results–** Description of the final product or outcomes of your project including your evaluation method and results. (5 Points)
- **Next Steps or Recommendations:** Description of organization’s plans for maintaining this change or your recommendations for continued implementation. (4 points)
- **Format:** Visually appealing format with balance of space and text and at least one graphic. It should be organized for readability with well-written, grammatically correct text. (3 points)

**AND**

- **Attendant Presentation:** Students should develop a verbal synopsis of the “take away points” of their project and be prepared to answer questions effectively. (3 points)

A grading rubric of this assignment is on Canvas.
The purpose of this assignment is to:

- Develop skills to effectively communicate project or research information through a visual medium typically used at professional conferences.
- Practice presenting key information in a clear, yet concise, manner that conveys key information in a short amount of time.
- Enhance ability to respond extemporaneously about a project based on audience questions and interest.

These skills will support the student’s future leadership in the social work profession or in the larger community by enhancing their ability to communicate innovative practices to peers and colleagues at professional conferences or meetings.

3. LEARNING PLAN

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which social work competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided on the Canvas site.

The learning plan provides the required behaviors for each of the nine competencies in column one. The student will need to formulate at least one specific method of achievement for observing and demonstrating achievement of each behavior in column two.

The methods should be specific and observable, and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior. In section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.

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

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

4. RECORD OF FIELD HOURS

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

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

Code of Ethics, Student Rights and Responsibilities & Plagiarism
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 when they came into the program. In doing so, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

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

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

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

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

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

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

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

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

• Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
• Respect is displayed for viewpoints with which you may disagree.
• Respect is displayed for each student and colleague’s right to be heard.
• A capacity to respect and appreciate diversity is displayed.
• Appropriate materials are brought to class and field placement.
• Student has read materials and prepared for class.
• Student displays qualities of an active learner, including taking notes when appropriate.
• Student actively and constructively participates in classroom and field site discussion.
• Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
• Student solicits and incorporates feedback when there are questions about performance
• Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

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

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 is a form of academic misconduct, which is not tolerated by the University or the School of Social Work.

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

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.
Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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

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

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
### Appendix A: Competencies

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Competency Addressed in Course</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
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<tbody>
<tr>
<td>2.1.1: Demonstrate ethical and professional behavior</td>
<td>Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in 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.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working in settings that focus on aging populations and/or health. (V, C &amp; AP) Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C, &amp; AP) Evaluate ethical dilemmas related to problems and issues in the area of health and aging. (K, S, V, C &amp; AP) Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in settings that focus on aging populations and/or health. (K, S, V, C &amp; AP) Apply knowledge of social services, policies and programs relevant to the areas of health and/or aging to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP) Develop a plan for continuing professional education and development. (K, S, &amp; V)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15. Weeks 2,3,4,9,10,12, 2,4,6,7,9,10,11,12 Week 4 Weeks 6,7,9,10 Week 5, 11,15</td>
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<td>Module</td>
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<td>2.1.2</td>
<td><strong>Engage Diversity and Difference in Practice</strong>&lt;br&gt;Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity in settings that focus on aging populations and/or health, as well as the intersectionality of multiple factors regarding diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C &amp; AP) Presentations focusing on diverse cultural or life experiences (K, V, C, &amp; AP) Discussion Question assignments related to the book <em>So You Want to Talk about Race.</em> Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15. Weeks 3,9,10,12 Weeks 2,5,7 Weeks 7,15</td>
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<td>2.1.3</td>
<td><strong>Advance Human Rights and Social, Economic, and Environmental Justice</strong>&lt;br&gt;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</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V,C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15. Weeks 6,7,9,10,13</td>
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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.

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<tr>
<th>2.1.4: Engage in Practice-informed Research and Research-informed Practice</th>
<th>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.</th>
<th>Presentations focusing on an aspect of human rights within the fields of aging and health. (K, V, C, &amp; AP) Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
<th>Weeks 7,15</th>
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<tr>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working in client settings that focus on health and/or aging populations. Change Agent Report and Presentation (K, S, V, C &amp; AP) Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15. Week 14,15 Weeks 7,15</td>
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| 2.1.5: Engage in Policy Practice | Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in health and/or aging with emphasis on the role of the social worker. (V,C & AP) Presentation focusing on aspects of policy practice in the field of health. (K, V, C, &AP) Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15 Week 6 Weeks 7,15 |
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.

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<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to engagement throughout the continuum of practice with individual, families, groups, organizations, and communities, particularly related to issues of health and aging. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</th>
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<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7,15</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
<td>Weeks 7,15</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</th>
</tr>
</thead>
</table>
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, interprofessional, and interorganizational collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
<th>Weeks 7,15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V,C &amp; AP)</strong></td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in practice related to health and aging. (V, C &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7, 9-15</td>
</tr>
</tbody>
</table>
UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument

Social Work Practice in ___________________________________________

Advanced Generalist Practice Specialization Yea:  SW 800/SW 801; 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:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Academic Courses (Spring):
Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Full Course Name & Number:  
Instructor:  

Phone Number:   ________________
Placement Phone Number:     ________________
UW Email Address:  ________________
Field Hour Schedule:  ________________

AGENCY SUPERVISOR:     ________________
Phone Number:  _______________
Agency Name/Address: ________________
Office Location:  ________________
Email Address:  ________________
Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

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

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

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

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

*Note: The N/A rating is only applicable for the fall semester final.*
Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1
Demonstrate Ethical and Professional Behavior.
Advanced Generalist social workers demonstrate and employ in their focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to lifelong learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester
Competency 2.1.2  
Engage Diversity and Difference in Practice.

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

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester
**Competency 2.1.3**

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

Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Required Behaviors:</td>
</tr>
</tbody>
</table>

| Methods to Observe and Demonstrate Achievement: |

<table>
<thead>
<tr>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Final</td>
</tr>
</tbody>
</table>

- Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area.

- Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.

- Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
Competency 2.1.4  
Engage In Practice-informed Research and Research-informed Practice.
Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice. Advanced Generalist Social Workers:

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

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
**Competency 2.1.5**

**Engage in Policy Practice.**

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

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Required Behaviors:</strong></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
Competency 2.1.6
Engage with Individuals, Families, Groups, Organizations, and Communities.
Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area.</td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester
### 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 Level Practice Student Required Behaviors:

<table>
<thead>
<tr>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
</tbody>
</table>

- Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.
- Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area.
- Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.
- Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.

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Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester
**Competency 2.1.8**

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

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
<td></td>
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</tr>
<tr>
<td>Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments: Semester**

**Agency Supervisor Comments: Semester**
Competency 2.1.9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
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<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
V. **Field Hours and Supervision:** A total of 320 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Field Faculty Notes from Final Fall Evaluation

IX. Field Faculty Notes from Final Spring Evaluation
Learning Plan Approval (Fall):

<table>
<thead>
<tr>
<th>Final Fall Field Evaluation</th>
<th>Final Spring Field Evaluation</th>
</tr>
</thead>
</table>
|  **Student:** My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows: 
I agree with the evaluation ☐  
I do not agree with the evaluation ☐ |

|  |  |
| | (Student signature) |
|  | (date) |

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.

|  |  |
| | (Agency Supervisor signature) |
|  | (date) |

|  |  |
| | (Field Faculty signature) |
|  | (date) |

|  |  |
| | (Agency Supervisor signature) |
|  | (date) |

|  |  |
| | (Field Faculty signature) |
|  | (date) |

Learning Plan Approval (Spring):

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

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

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