

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

**Social Work 800 (002): Social Work Practice in Health
Field Practice and Integrative Seminar
Fall, 2018**

Instructor: Tim Latimer, MSSW/LCSW, Field Faculty Associate
Office Hours: Wednesday 7:30-8:30 pm and by appointment; Room 208
Contact Information: 608-669-3793 and twlatime@wisc.edu
Class Time and Location: Wednesday; 5:00-7:30 pm; School of Social Work, Room 106
Credits: 5 credits Advanced Practice Year MSW
Instructional Mode: Face-to-Face
Canvas Course URL: <https://canvas.wisc.edu/courses/116967>

I. Course Description

800 Field Practice and Integrative Seminar III

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

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

Requisites: Declared in Master of Social Work Program

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

II. Course Overview

This field unit, which meets for two semesters, is an approved advanced generalist specialization year students. Advanced generalist year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is 15 weeks. The 15 weeks includes exam week. If students prefer not to be in placement this week, or to reduce placement hours this week, they may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note that some seminars times have been increased to efficiently complete assignments and presentations and fulfill the required number of seminar hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student's educational experience until the end of the second semester. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn generalist (entry or advanced) social work roles. The Practice in Health unit works with a large number of hospitals, clinics, and health care agencies. Students placed in this unit have opportunities to work directly with patients and families and participate in policy and organizational processes and projects.

III. Learning Outcomes: Competency Description and Dimensions (Field and Seminar)

Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the advanced generalist (800-801) level.

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

In seminar, a generalist perspective is used to analyze and reflect on advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

IV. Course Content

Week: 1 September 5
Topics: Introductions and Review of Syllabus and Expectations
 Autonomy and Respect in Health Care

Required Reading:

Snow, Kathy (2008). To ensure inclusion, freedom, and respect for all, it is time to embrace people first language. <http://sda.doe.louisiana.gov/Lists/Resources/Attachments/11/PFL8.pdf>

Week: 2 September 12
Topics: Continued Introduction to Field Placement
 Competencies and Behaviors

Required Reading:

Kerson, T. S, McCoyd, J. L.M. (2013). In response to need: An analysis of social work roles over time. *Social Work*, 58(4), 333-343

Week: 3 September 19
Topics: Interviewing, Communication, and Documentation
 Review of Student Conduct and Plagiarism Policies

Required Readings:

Sheafor, B., Horejsi, C. (2008). *Techniques and Guidelines for Social Work Practice*. Pearson and Allyn Bacon: Boston. 9

University of Wisconsin Policies Relating to Student Conduct, including Student Academic Misconduct Policies and Procedures, School of Social Work Field Education Handbook Operational Policies, and the School of Social Work Student Code of Ethics, Code of Conduct, and Plagiarism Policy.

Week: 4 September 26
Topics: Agency Mission, Development, Cultural Humility, and Purpose

Required Readings:

Beder, J. (2006). About medical social work. In J. Beder (ed.), *Hospital Social Work: The*

Interface of Medicine and Caring. New York: Taylor and Francis Group, 1-20.

Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (20 minutes) description of the mission and purpose of the field agency.

Week: 5 October 3

Topic: Agency Mission, Development, Cultural Humility, and Purpose

Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (20 minutes) description of the mission and purpose of the field agency.

Submit learning plan to Canvas. Submission confirms collaboration with and support by the Field Supervisor. The learning plan will be reviewed and signed at the end of semester evaluation.

Week: 6 October 10

Topic: Agency Mission, Development, Cultural Humility, and Purpose
Ethical Decision Making Models and Approaches

Activity/Assignment: Learn the mission of your placement agency and the reason it serves clients. Obtain a copy of the organizational chart for the agency. Learn how your hospital/agency meets the needs of a minority group or culture. Present a brief (20 minutes) description of the mission and purpose of the field agency.

Required Reading:

Wisconsin Statutes and Administrative Code Relating to the Practice of Social Workers Marriage and Family Therapists, and Professional Counselors (2014). *Chapter 457: Examining Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, and Chapter SF20: Conduct*. Madison, WI: State Government Printing Office.

Week: 7 October 17

Topic: Patient Privacy and Confidentiality

Required Readings:

National Association of Social Work Delegate Assembly (2008). *Code of Ethics of the National Association of Social Workers*.

Check in and/or mid semester meeting with student and supervisor.

Week: 8 October 24
Topic: Professional Boundaries
 Professional Education and Development
 Mandatory Reporting Responsibilities

Activity/Assignment: In seminar case scenarios and video
 Skill set self-evaluation and plan for professional development

Week: 9 October 31 No Seminar

Week: 10 November 7
Topic: The Impact of Socioeconomic, Gender, Sexual Orientation, Disability, and
 Diversity Factors on Health Care Access, Quality, and Outcomes

Required Readings:

Pelts, M. D., Rolbiecki, A., Albright, D. L. (2014). An update to among the missing: Lesbian and gay content in social work journals. *Social Work, 59*(2), 131-138.

Pomeroy, E. C, Nonaka, A. (2013). Language and social work: Are we really communicating effectively? *Social Work 58*(2), 101-104.

Williams, K.A., Chapman, M.V. (2011). Comparing health and mental health needs, service use, and barriers to service among sexual minority youths and their peers. *Health and Social Work, 36*(3), 197-206.

Week: 11 November 14
Topics: Topic: Professional Health Care Practice
 Guest Speaker: Megan Spina, UW Transplant
 Culturally Aware Practice

Required Reading:

Oluo, I (2018). So you want to talk about race. Seal Press, New York

Week: 12 November 21 No Seminar

Week: 13 November 28
Topic: Student Case Presentations

Activity/Assignment: A 20-minute description of interaction with a client with focus on self-critique.

See attachment. Case must be submitted to Canvas on date of presentation.

Due date for “Student Placement Hourly Log” to Canvas.

Week: 14 December 5

Topic: Student Case Presentations

Activity/Assignment: A 20-minute description of interaction with a client with focus on self-critique.

See attachment. Case must be submitted to Canvas on date of presentation.

Week: 15 December 12

Topic: Student Case Presentations

Activity/Assignment: A 20-minute description of interaction with a client with focus on self-critique.

See attachment. Case must be submitted to Canvas on date of presentation.

Due date for Continuing Education Report to Canvas.

Completion of evaluation tool.

End of semester meeting with supervisor.

V. Text and Reading Materials for the Course

Beder, J. (2006). About medical social work. In J. Beder (ed.), *Hospital Social Work: The Interface of Medicine and Caring*. New York: Taylor and Francis Group, 1-20.

Kerson, T. S, McCoyd, J. L.M. (2013). In response to need: An analysis of social work roles over time. *Social Work*, 58(4), 333-343.

Pelts, M. D., Rolbiecki, A., Albright, D. L. (2014). An update to among the missing: Lesbian and gay content in social work journals. *Social Work*, 59(2), 131-138.

Pomeroy, E. C, Nonaka, A. (2013). Language and social work: Are we really communicating effectively? *Social Work* 58(2), 101-104.

National Association of Social Work Delegate Assembly (2008). *Code of Ethics of the National Association of Social Workers*.

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Sheafor, B., Horejsi, C. (2008). *Techniques and Guidelines for Social Work Practice*. Pearson and Allyn Bacon: Boston. 9

Snow, K. (2008). To ensure inclusion, freedom, and respect for all, it is time to embrace people first language. <http://www.disabilityisnatural.com>

University of Wisconsin Policies Relating to Student Conduct, including Student Academic Misconduct

Policies and Procedures, School of Social Work Field Education Handbook Operational Policies, and the School of Social Work Student Code of Ethics, Code of Conduct, and Plagiarism Policy

<https://socwork.wisc.edu/>

Williams, K.A., Chapman, M.V. (2011). Comparing health and mental health needs, service use, and barriers to service among sexual minority youths and their peers. *Health and Social Work, 36*(3), 197-206.

Wisconsin Statutes and Administrative Code Relating to the Practice of Social Workers Marriage and Family Therapists, and Professional Counselors (2014). *Chapter 457: Examining Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, and Chapter SF20: Conduct*. Madison, WI: State Government Printing Office.

VI. Evaluation: Assignments, Grading and Methods

INTEGRATIVE SEMINAR - 40% of your final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments. All written assignments must be submitted to Canvas by specified due date. Three points per day will be deducted for any late assignment. 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 Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing the instructor of absences from class, in advance if possible, and for following up with the instructor as soon as possible regarding that day's seminar content. Two points will be deducted for any unexcused absence (absence unrelated to illness or emergency). Frequent absences from field unit meetings and/or failure to follow up will 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 and formulate questions will also figure importantly into this portion of the overall grade. More specifically, class participation is evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to the seminar learning process.

There are two presentation responsibilities, one describing the fieldwork setting and one case/project presentation.

Agency Setting Analysis: Presentation (800)

Students will conduct an agency analysis with attention to the organizational structure, staffing, services provided, funding mechanisms, diversity initiatives, policies, and other organizational

dimensions. Each student will present a concise 20 minute overview of his/her agency setting using pertinent information from their agency analysis. In addition to assisting the student to use data collection and assessment skills for agency level analysis, the assignment will provide an opportunity to build a shared class knowledge of the social service network in the field of aging, clarify structures in the student's placement and how they relate to the generalist model, provide the field unit with a beginning basis for comparison of local services and delivery systems and facilitate the development of presentation skills.

No written component of this assignment is submitted to Canvas.

Assignment Grading:

Total: 10 points

Organization and clarity: 5 points

Overall adherence to assignment objectives: 5 points

Case/Project Presentation-SW 800

A. Case Presentation

Presenting a case to your peers in an efficient and organized manner is a **skill**. It is a strategy completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

You have **four** responsibilities for your case presentation.

1. Analyze a case (both written and verbal) that involved a difficult or complicated process, including your feelings about what happened or what you learned. Examples would be a difficult interview, assessment, or situational decision.
2. Present the case in seminar in an efficient, well-developed written and verbal manner.
 - a. A 1-2 page summary (or 4-6 slides) of the background and important information. This should conclude with a description of your thoughts and questions that you had to consider in the case. Take steps to insure the privacy of the patient.
 - b. A 20-minute presentation to the class. The emphasis should be on expressing your thoughts about the case and the elements that made it unique or difficult.
3. Prepare a 5-6 page written case presentation. Cite in the case presentation the relevant core competencies and for your educational level (advanced practice year). Also, cite learning behaviors (articles, lectures, experiences) which assisted in your analysis.
4. The case presentation paper must be submitted to Canvas by the date of the presentation.

B. Project Assignment-student working in a program or policy setting (not direct patient/client contact)

Presenting a complex situation or issue to your peers in an efficient and organized manner is a **skill**. Proposing a new process or change in procedure is a strategy that is completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

You have **four** responsibilities for your presentation.

1. Analyze a project (both written and verbal) that involved a difficult or complicated process, including your feelings about what happened or what you learned. Examples would be a difficult task, process, or initiative.
2. Present the project in seminar in an efficient, well-developed written and verbal manner.
 - c. A 1-2 page summary (or 4-6 slides) of the background and important information. This should conclude with a description of your thoughts and questions that you had to consider regarding the project.
 - d. A 20-minute presentation to the class. The emphasis should be on expressing your thoughts about the project and the elements that made it unique or difficult.
3. Prepare a 5-6 page written project presentation. Cite in the project presentation the relevant core competencies and for your educational level (advanced practice year). Also, cite learning behaviors (articles, lectures, experiences) which assisted in your analysis.
4. The project presentation paper must be submitted to Canvas by the date of the presentation.

Assignment Grading:

Total: 30 points

Written Portion: 20 points

| | |
|---|----------|
| Synthesis of material: | 5 points |
| Grammar and spelling: | 5 points |
| Citation of social work practice competencies and references: | 5 points |
| Overall adherence to assignment objectives: | 5 points |

Verbal Presentation: 10 points

| | |
|---|----------|
| Organization and clarity: | 5 points |
| Overall adherence to assignment objectives: | 5 points |

Seminar grading will in part be based on 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 written assignments, grading will be

based in part on the listed rubric and a connection to learning competencies.

Completion of the required number of hours for field practicum by the end of the semester is required. If the required hours are not completed by the end of the semester, a written plan for completion (including a completion date) will need to be developed by the student and agreed to by the field supervisor and instructor. A grade of incomplete will be entered until all hours are completed, and a grade of F if the hours are not completed by the date agreed to in the agreement. Note, in the final semester before graduation, all hours have to be completed by the semester end date. No extension is available and an incomplete cannot be entered.

FIELD WORK - 60%: Evaluation and grading of the field experience is ultimately the responsibility of the field instructor. However, the field supervisor's assessment (as assessed with the evaluation tool, reviewing progress made toward the core competencies) will play a substantial role in the overall evaluation and grading process. The learning plan and progress toward the core competencies will be reviewed mid-term as well as near the end of the semester. The evaluation tool will be used at the end of the semester.

There is a continuing education assignment of four hours of live training that is not specifically a part of the field work setting. The training should have a health care focus. Pre-approval of the specific training by the instructor is not needed.

Continuing Education Report

To be submitted to Canvas by due date.

1.

Related Competency:

2.

Related Competency:

3.

Related Competency:

4.

Related Competency:

Assignment Grading: A total of four hours (one point per hour) to be completed by the due date. A subtraction of one point for each hour not completed by the due date.

GRADING: INTEGRATIVE SEMINAR AND FIELD WORK:

Attendance and Participation in Integrative Seminar:
absence

-2 points for unexcused

Assignment Turned in Late -3 points per day
 Agency Setting Analysis: Written Report and Verbal Presentation 10 points
 Case/Project Presentation: 30 points

Field Work: 60 points
 (Includes 4 points for 4 hours attendance in a continuing education lecture, seminar, workshop, or presentation)
 Student Usage of “Field Placement Hourly Log” submitted to Canvas by due date

GRADING: POINT SYSTEM

| Points | Grade |
|---------------|--------------|
| 94-100 | A |
| 88-93 | A/B |
| 82-87 | B |
| 76-81 | B/C |
| 70-75 | C |
| 64-69 | D |
| 0-64 | F |

The following are grading standards for the course:

A grade of “A” (outstanding, frequently surpasses expectations in all areas) will include:

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

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

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

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

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

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

*Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop learning opportunities and take appropriate

risks to further your learning.

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

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

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

A grade of “BC” indicates that the student has FULLY 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

The Field Evaluation Instrument (attached) with the competencies and respective practice behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process. **Students must be able to receive and apply the performance feedback provided during the school year.**

Students are expected to achieve the competencies of the field course through the observable behaviors; complete the required 320 for advanced practice year students; cooperate fully with agency staff and the faculty instructor; 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 on going professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the community supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities.

All assignments, projects, field logs, and learning plans will only be accepted at Canvas. No assignment will not be accepted as paper copies or to email. Consistent with university policy, all email contact will only be with student UW email account.

Evaluation, Expectations, and Responsibilities

The seminar is designed support the integration of academic course content in the generalist and concentration curriculum and practice experience in the field pertinent to health care social work. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in field, fostering the implementation of evidenced-informed practice. Faculty and students share responsibility for: identifying practice problems and issues arising in field work, providing a supportive environment for group input, offering active consultation and problem solving, and integrating theory and methods into the direct and/or indirect practice framework. Emphasis is upon problem solving and multi-method, evidenced-informed interventions with consultation, support, and teamwork involving students, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support, and readings.

A. Expectations

Student is Expected to:

- Attend, prepare for and actively participate in weekly seminar meetings
- Identify learning needs and in consultation with the field supervisor develop a learning plan that will describe the methods by which the practice behaviors for each of the core competencies required by the Council of Social Work Education (CSWE) will be measured
- Meet with the agency supervisor on a regular basis (at least weekly)
- Prepare for all meetings with the agency supervisor and alert the supervisor to topics that need to be discussed during the upcoming meeting
- Honestly assess one's progress toward accomplishing competencies and practice behaviors
- Meet with the agency supervisor and the field instructor jointly during the academic semester to review progress
- Be in attendance at the agency on days and at times agreed upon by the student and field supervisor, and provide notification by the start of the work day if unable to attend due to illness or unforeseen emergencies

- Behave in a professional manner, taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed
- Complete all agency and seminar-related assignments, record keeping, tasks, and responsibilities in a manner consistent with agency and seminar policies
- Bring to the attention of the field instructor any practice or behavior within the agency that is clearly unethical
- Discuss with the agency supervisor or field instructor any areas of significant confusion, disagreement, or dissatisfaction or concern related to the practicum experience
- Devote and keep record of the total required number of hours spent in practicum

Agency Supervisor is Expected to:

- Interview prospective field students and provide input into placement decisions
- Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards
- Assist the student to develop a learning plan that will describe the methods by which the practice behaviors for each of the required core competencies required by CSWE will be measured
- Provide regularly scheduled private supervision conferences with the student (i.e., at least weekly)
- Provide the practicum student with suitable office space, equipment, and support staff
- Include the student in regular staff meetings and staff training sessions
- Assign duties and responsibilities that are appropriate to the student's learning needs and that are increasingly difficult and challenging
- Assign duties and responsibilities that help the student to achieve the core competencies and practice behaviors detailed in the learning plan
- Work with the student in ways that recognize the practicum first and foremost as a learning experience and in ways that expand the students' opportunities to learn
- Monitor the student's work and progress and regularly provide feedback and constructive criticism
- Evaluate the student's performance in a fair, respectful, rigorous and thorough manner.
- Meet with the student and field instructor jointly at least once during the academic semester to review progress
- Complete all evaluation forms and reports required by the school
- Model ethical practice and refrain from inappropriate or unethical behavior toward the student (i.e., verbal abuse, sexual harassment, dual relationships)
- Participate in educational events sponsored by the School of Social Work
- Work with the field instructor on future planning for student placements

Faculty Field Instructor is Expected to:

- Select agencies and field instructors and match them with student learning needs
- Help the agency supervisor and other agency personnel learn about the school's expectations of students, the social work curriculum, and the school's goals for the practicum

- Monitor the student's practicum experience and assist in evaluating the student's performance.
- Assist the student in identifying his or her learning needs and preparing the learning plan and/or revising the learning plan
- Facilitate the student's learning by providing guidance and serving as a source of information
- Be available to meet individually with students to process the field experience, and to consult with student on professional growth and development
- Meet each semester with the student and the agency supervisor to discuss the practicum and the student's progress
- Develop syllabus and facilitate the field unit seminar to assist the student in the integration of academic course content in the generalist and concentration curriculum with their practicum experience
- Maintain regular contact with field supervisor to monitor student performance, ensure learning opportunities, and/or address performance problems
- Consult with student on professional growth and development
- Help student integrate constructive criticism
- Assume responsibility for arranging and securing a midterm and final evaluation of the student's performance in the practicum
- Assign student's final grade
- Work with practicum supervisor on future planning for student placements

B. Requirements

1. Field Placement Hourly Log

To ensure that total hour requirements are met for field, students must track and record how many hours were spent at the field placement, the activities that were performed, whether any hours were missed and the reason. Time spent getting to and from the placement does NOT count towards field hours. Missed hours must be made up by the end of the semester. Students will submit the "Field Placement Hourly Log" prior to the end-semester three-way meeting. To avoid receiving a grade of Incomplete, Student completion of the required field hours each semester is required.

2. Attendance and Participation in Seminar

Because the Integrative Seminar is an essential part of the practicum experience and the hours are counted toward the practicum, students are required to attend the weekly seminar and actively engage in the seminar discussions. Attendance is required for all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing the instructor of absences from class, in advance if possible, and for following up with the instructor as soon as possible regarding that day's seminar content. Frequent absences from field unit meetings and/or failure to follow up will 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 and formulate questions will also figure importantly into this portion of the overall grade. To increase the overall knowledge of health related social work practice, each student is also required to complete a continuing education assignment.

3. **Student Behavior and Code of Ethics**

Student Behavior Policy:

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

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field. Phones will not be used during seminar, and must be on vibrate.
- Laptops will not be utilized during field seminar, except for note taking and giving presentations. The browser should be turned off.
- 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.

4. **Student Learning Plan**

In consultation with one's supervisor, each student will design a Learning Plan for the semester based on individualized learning needs and opportunities. The Learning Plan outlines specific tasks the student will complete in order to meet the CSWE required competencies and practice behaviors. In addition to describing **WHAT** the learning opportunities are, please address **BY WHEN, HOW MANY, HOW MUCH AND WHERE**, as applicable, in order to assist in clarity of learning opportunities and expectations, as well as in the evaluation of both quality and quantity of performance. Remember that you will have two semesters to meet the competencies. The learning plan should include any special learning opportunities such as one-time observational experiences, workshops or staff development opportunities, professional staff meetings, etc. that may apply to the competencies.

Though the Learning Plan may change over time, it is important that the plan include field experiences that are explicitly linked to practice behaviors for the Generalist or Advanced Practice year. A detailed description of the Learning Plan assignment will be distributed in class and a template including the required competencies and practice behaviors will be available at Canvas. Once feedback is obtained from the Field Supervisor and the learning plan is finalized, the final copy should be submitted by the student to Canvas by the due date.

5. **Agency Setting Analysis: Presentation**

Students will conduct an agency analysis with attention to the organizational structure, staffing, services provided, funding mechanisms, diversity initiatives, policies, and other organizational dimensions. In addition to assisting the student to use data collection and assessment skills for agency level analysis, the assignment will provide an opportunity to build a shared class knowledge of the social service network in the field of aging, clarify structures in the student's placement and how they relate to the generalist model, provide the field unit with a beginning basis for comparison of local services and delivery systems and facilitate the development of presentation skills.

6. **Case/Project Presentation**

Each student will complete a case presentation/project presentation and paper. Presentation of a case or project is a strategy that is completed frequently by social workers to review and improve performance, communicate important information, and gather insight and support from other professionals.

7. Final Three-Way Meeting

All students are required to participate in a final evaluation meeting with the field supervisor and field instructor. The Student Field Placement Field Evaluation Instrument will be completed by the field supervisor and provided to the student prior to each meeting.

VII. Course Policies

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

The instructor will work either directly with the student or in coordination with the McBurney Disability Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a students' education record, is confidential and protected under FERPA.

Students affiliated with the UW Athletic Department need to provide documentation in advance regarding any need to be excused.

Please bring family and/or medical emergency matters that impact attendance and/or participation to my attention as soon as possible. Absences due to the flu will be managed consistent with university and department policies. Cancellation of class due to inclement weather will be handled consistent with university policy.

Please inform me within the first two weeks of the semester of any specific days or dates of religious observance that conflict with class. I will develop with you a make-up assignment or activity.

Three points per day are deducted from any assignment that is not turned in by the due date. No extension of the assignment due date will be provided. No advance review of any assignment will be conducted. Any assignment that is not turned in will graded as a score of zero and will not be regarded as an incomplete.

Code of Ethics, Professional Conduct & Plagiarism

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes matters of confidentiality and respect for all members of the class, including their clients, supervisors, and agencies. The instructor has the same professional expectations. Academic dishonesty or misconduct will not be tolerated. Academic misconduct includes, but is not limited to, plagiarism, cheating, copying, forging, falsifying, multiple submissions of the same projects/papers and/or helping another student engage in academic misconduct.

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

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:
<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

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

Appendix A: Competencies

| Advanced Generalist Practice Year <u>Competency Addressed in Course</u> | <u>Course Content</u> | <u>Location in the syllabus</u> |
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| 2.1.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and | All: Field practicum, class exercises, |

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| <p>profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p> | <p>group discussion related to dimensions of ethics working in health care settings. (V,C & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in health care. (K,S,V,C & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in the area of medical care. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of medical social work services. (K, S, V, C & AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members). (K, S, V, C & AP)</p> <p>Agency Mission, Development, Cultural Competence, and Purpose - (K,V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>participation in field seminar discussions: Weeks 1-15</p> <p>Week 6 Week 7 Week 8</p> <p>Week 6</p> <p>Week 6 Week 7</p> <p>Week 6 Week 7 Week 8 Week 10</p> <p>Week 8</p> <p>Week 7 Week 8</p> <p>Week 4 Week 5 Week 10</p> <p>Week 7 Week 15</p> |
| <p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working in health care settings and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 10 Week 11</p> |

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| <p>ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> | <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>Week 7 & 15</p> |
| <p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty(K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 10</p> <p>Week 7 & 15</p> |
| <p>2.1.4 Engage in Practice-informed Research and Research Informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working in health care settings (V,C & AP)</p> <p>Agency Mission, Development, Cultural Competence, and Purpose (K,S,V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Week 4 Week 5</p> |

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| <p>effective practice.</p> | <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>Week 7 Week 15</p> |
| <p>2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |
| <p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work in health care settings. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |

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| appropriate. | | |
| <p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Week 7 & 15</p> |
| <p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 3</p> <p>Week 7 & 15</p> |

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| may require interdisciplinary, interprofessional, and inter-organizational collaboration. | | |
| <p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 3</p> <p>Week 7 & 15</p> |

| <u>Advanced Practice Year</u> <u>Competency Addressed in Course</u> | <u>Course Content</u> | <u>Location in the syllabus</u> |
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| <p>2.1.1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working in health care settings. (V,C & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in health care. (K,S,V,C & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in the area of medical care. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of medical social work services. (K, S, V, C & AP)</p> <p>Develop a plan for continuing</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Week 6 Week 7 Week 8 Week 6</p> <p>Week 6 Week 7</p> <p>Week 6 Week 7 Week 8 Week 10</p> <p>Week 8</p> |

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| | <p>professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members). (K, S, V, C & AP)</p> <p>Agency Mission, Development, Cultural Competence, and Purpose - (K,V,C & AP)</p> | <p>Week 7 Week 8</p> <p>Week 4 Week 5 Week 10</p> |
| <p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working in health care settings and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 10 Week -11</p> <p>Week 7 & 15</p> |
| <p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V,C & AP)</p> <p>Mid and End of semester evaluation and</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Week 7 & 15</p> |

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| <p>to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p> | <p>learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | |
| <p>2.1.4: Engage in Practice-informed Research and Research-informed Practice Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working in health care settings (V,C & AP)</p> <p>Agency Mission, Development, Cultural Competence, and Purpose (K,S,V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Week 4 Week 5</p> <p>Weeks 7 & 15</p> |
| <p>2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |
| <p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and</p> | <p>Each seminar week: Class consultation, check-in and problem solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work in health care settings. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |

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| <p>apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p> | <p>faculty (K, S, V, C & AP)</p> | |
| <p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p> | <p>Each seminar week: Class consultation, check-in and problem solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |
| <p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p> | <p>Each seminar week: Class consultation, check-in and problem solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15</p> <p>Weeks 7 & 15</p> |
| <p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V,C & AP)</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-15 Week 3</p> <p>Weeks 7 & 15</p> |

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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

Appendix B: Student Learning Plan and Evaluation Instrument

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

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

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

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

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

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

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

grade based on their overall evaluation of the student’s performance in the field placement in conjunction with performance in the integrative seminar.

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

Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area. | | Rating. |

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| Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area. | | Rating. |
| Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area. | | Rating. |
| Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

Advanced Generalist Social Workers:

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| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|

| | | Fall Final |
|--|--|-------------------|
| Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area. | | Rating. |
| Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area. | | Rating. |
| Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.3

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

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area. | | Rating. |
| Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area. | | Rating. |
| Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.4

Engage In Practice-informed Research and Research-informed Practice.

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice.

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.5

Engage in Policy Practice.

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Demonstrate knowledge of social policies at the local, state and federal | | Rating. |

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

Agency Supervisor Comments:

Competency 2.1.6

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.7

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

Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area. | | Rating. |
| Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area. | | Rating. |
| Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area. | | Rating. |
| Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and | | Rating. |

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| appropriate intervention strategies to improve practice outcomes in a focus area. | | |
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Agency Supervisor Comments:

Competency 2.1.8

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

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|--|--|---|
| | | Fall Final |
| Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area. | | Rating. |
| Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area. | | Rating. |
| Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area. | | Rating. |
| Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus | | Rating. |

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| area. | | |
| Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.9

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

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area. | | Rating. |
| Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area. | | Rating. |
| Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area | | Rating. |
| Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. | | Rating. |

Agency Supervisor Comments:

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.*

V. Supervisor/Student Plan Schedule

VI. Self-Care Plan

VII. Field Faculty Notes from Final Fall Evaluation

