I. Course Description

401 Field Practice and Integrative Seminar I

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

Requisites: SW 400 and Senior Standing and declared Bachelor of Social Work program or declared in Master of Social Work program.

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times (Mondays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview

The practice perspective is generalist social work in direct service to people (adults) who have a serious and persistent mental illness. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through methods to observe and demonstrate achievement (see Appendix B: Student Learning Plan and Evaluation Instrument). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry-level generalist practice.

This field unit, which meets for two semesters, is an approved generalist practice unit for undergraduate (BSW) and first-year master level students and advanced generalist specialization year students. BSW and first year MSW students spend approximately 16 hours per week in field placement, including the integrative seminar, for a total of 256 hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if
students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32.5 hours.

The unit works with a number of private non-profit agencies (NPOs) within the public sector county contracted system that provides student field placements. Agencies include: Journey Mental Health Center Community Support Programs (CSPs): Forward Solutions, Gateway CSP, and Community Treatment Alternatives, as well as Yahara House (day service program); Mendota Mental Health Institute’s Management Unit (inpatient program) and Program of Assertive Community Treatment (outpatient program); Chrysalis; SOAR Case Management Services; and Badger Prairie Health Care Center.

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

III. Learning Outcomes: Competency Descriptions and Dimensions (Field and Seminar)
Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the generalist (400-401).

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

In seminar, a generalist perspective is used to analyze and reflect on entry (400-401) 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.

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

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

IV. Course Content
Time: 9:00-11:30 am., with one break

**Seminar Schedule:**
January 28
February 4, 11, 18, 25
March 4, 11, (Spring Recess: March 16 – 24), 25
April 1, 8, 15, 22, 29

**Assignment Due Dates (due by class time unless otherwise noted)**

2/11 Revised learning plan
   Case presentations begin per schedule (oral, no paper)

2/18 Change agent proposal (3 – 5 pages)

2/25 Revised and signed learning plan (paper copy)

4/15 Progress Summary

4/22 Change agent outcome report (3 – 5 pages)

4/29 Strengths focused cards completed and exchanged in class

**Week 1: Monday, January 28**
Welcome Back!
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving/Sharing Learning Insights in Retrospect Syllabus Review and Seminar Expectations Learning Plan Revision/Summary Brainstorming Case Presentations Change Agent Projects/Papers Strength Cards Sign up for Case Presentations and Leading Check-Ins/Topics/Opening Exercise
Second Hour: Discussion Led by Adeena Guyton on So You Want to Talk About Race

Week 2: Monday, February 4

Topic: People under Guardianship who are Court Ordered Protective Placed (Chapter 54 & 55) with Annual Watts Reviews
Visitation at Badger Prairie Health Care Center
Primary Presenter: Jean Katzer, LCSW, Director of Social Services at Badger Prairie Health Care Center

Readings/Reference Materials:
WI Stats: Chapter 54 & 55:
http://docs.legis.wisconsin.gov/statutes/statutes/54

Week 3: Monday, February 11

Topic: Chapter 51 Civil Commitment Debate – Human Rights and Ethical Decision Making
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Revised Learning Plan Due
Case presentation(s) begin
Class discussion on commitment laws, process, and consequences

Practice Questions of the Week: At what point can we (society) take control of someone’s life? How are these decisions made in Dane County, and instituted within your practices? How does ethical decision making apply to the civil commitment debate and human rights?

Readings:

Week 4: Monday, February 18

Topic: First Psychosis: Early Intervention and its Effectiveness
Change agent proposal due (3 – 5 pages)
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s)

Practice Question: How do you and/or your agency mitigate against the long-term affects of psychosis?
Second Hour: Guest Presenter, Peter Rossmieisl, CPS, PP Presentation on Promoting Recovery from Onset of Psychosis (PROPs), an early intervention research program operated through Journey Mental Health Center

Reading:
Online:
SAMSA: Comprehensive Versus Usual Community Care for First-Episode Psychosis: 2-Year Outcome Form the NIMH RAISE Early Treatment Program: https://ajp.psychiatryonline.org/doi/pdfplus/10.1176/appi.ajp.2015.15050632_

**Week 5: Monday, February 25**

**Topic: Assessment Emphasis: Mental Health Assessment From the Consumer Domains Perspective**
- Revised and Signed Learning Plan Paper Copy Due
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
- Case Presentation(s)
- Discuss Consumer Centered ROSA Domains Assessment Process

**Practice Question:** How do you and/or your agency conduct consumer-centered assessments?

**Readings:**

**Week 6: Monday, March 4**

**Topic: Cultural Relativity – Diversity of Mental Health Symptoms**
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
- Case Presentation(s) as Scheduled
- Topic Discussion Second Hour

**Practice Question:** How do the many aspects of cultural diversity influence mental health symptoms?

**Readings:**
- Online: http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?pagewanted=all

**Week 7: Monday, March 11**

**Topic: Scratching the Surface of Trauma**
- Guest Presenter (2nd Hour): Darren LeCount, LCSW
Clinical Manager, Rainbow Project Inc.
Child/Adult & Family Therapist
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s) as Scheduled

Practice Question: What role might trauma/adverse childhood experiences (ACEs) play in the lives of the consumers you are working with? How do you and your agency respond to trauma issues?

Reference Materials:
A packet of educational materials about trauma will be made available including information from The National Child Traumatic Stress Network (NCTSN)

SPRING BREAK WEEK (March 16 – 24) – NO CLASS – ENJOY!

Week 8: Monday, March 25

Topic – LGBTQ – Transgender Emphasis
Guest Presenter 2nd Hour: Sonja Worthy, MSW
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s) as Scheduled

Practice Questions: What experiences have you had in working with people within the Queer community? What are some of the mental health related challenges being experienced?

Readings:
LGBTQ Glossary will be made available
NAMI Website:
http://www.nami.org/Find-Support/LGBTQ

Week 9: Monday, April 1

Topic: Highlights – Changes Made From DSM-IV to DSM V, Historical and Present Day Perspective
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s) as Scheduled
Topic Presentation and Discussion Second Hour

Practice Question: How has some of the diagnostic (/DSM-V) related changes influence practice within your agency?

Readings:
Highlights of Changes from DSM-IV-TR to DSM-5, American Psychiatric Publishing, A Division of American Psychiatric Association: Online:
http://www.dsm5.org/Documents/changes%20from%20dsm-iv-tr%20to%20dsm-5.pdf

**Week 10: Monday, April 8**

**Topic:** Promoting Strength Based Approaches: Psychosocial Rehabilitation, Holistic Health, and the Role of Certified Peer Specialists

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s) as Scheduled
Topic Presentation and Discussion Second Hour

Practice Questions: *What are some specific examples of strengths focused practice in your field experience? What was the response of your client(s) to this approach e.g., any impact on helping relationship? On outcome? On recovery? On client empowerment?*

Readings:
Selected PP slides will be provided from LeCount Obihiro, Japan, presentation at Hokkaido Prefecture Mental Health Association Conference, August 2013.

**Week 11: Monday, April 15**

**Topic:** Recovery Emphasis – Telling the Stories

Progress Summary Due
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Case Presentation(s) as Scheduled
Topic Presentation and Discussion Second Hour

Practice Questions: *What are recovery oriented approaches employed by yourself/program? What are the benefits of “telling the stories?”*

Readings:
[https://www.razoo.com/story/45days](https://www.razoo.com/story/45days)
[https://www.youtube.com/channel/UCZ9_DLkaqLQsUwjSdnMisiQ/videos](https://www.youtube.com/channel/UCZ9_DLkaqLQsUwjSdnMisiQ/videos)

**Week 12: Monday, April 22**

**Topic:** Professional Ethics and Boundaries – NASW Code of Ethics Updates

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Change Agent Outcome Report (3 – 5 pages)
Change Agent Presentations
Case Presentation(s) as Scheduled
Second Hour: Completion of the Competency Assessment for Program Evaluation (CAPE)

Practice Questions: *What ethical issues/dilemmas appear to be the most challenging in your field placement? How are they understood and responded to within your field placement?*
Readings:
NASW Code of Ethics (revised 2017)
NASW Code of Ethics update, Part 1 of a three part series, podcast interview with Allan Barsky:
Available at: http://socialworkpodcast.blogspot.com/2018/01/Ethics2018-1.html
Standards for Technology in Social Work Practice (NASW, ASWB, CSWE & CSWA), published in 2017:
Available at: https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Week 13: Monday, April 29
Semester Summary and Conclusions
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Share Strength Cards
Field Hours
Final Instructor Evaluation

End of Year Celebration!

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

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

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

VI. Evaluation: Assignments, Grading and Methods

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

Learning Plan
Learning plan drafts are by the dates indicated in the course schedule. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty must identify the methods by which the behaviors outlined in the syllabus will be observed. The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

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

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

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

The seminar is designed to support the integration of academic course content in the generalist curriculum and practice experience in the field pertinent to social work practice with adults who are experiencing serious and persistent mental illnesses. 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 course content 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.

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

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

Practice Question of the Week
This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

Facilitation of Check-in
In the service of practicing your group leadership skills, each student will have the opportunity to co-facilitate the check-in portion of seminar. Students will work together and determine how they would like to structure the check-in. You are free to be creative. Students might choose to have a structured check-in with a particular topic identified to discuss, or they might choose to have a less-structured check-in. You might even choose to begin with an icebreaker or activity. It is entirely up to you. This is your group! A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the field portion of your grade.

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

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

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

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

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

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

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

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

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

Evaluation and Grading

Grading:
Evaluation is ongoing between the student, agency supervisor(s) and the field faculty member. The field faculty member receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a shared responsibility, so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting. Any meeting requested by the instructor with the student that is not met due to the student’s failure to respond will result in a grade reduction.

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

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

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

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

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

**End of semester evaluation instrument:**

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

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

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

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

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

- Attendance and timeliness (in seminar and in field)
Practice Skills:
• Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)

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

• Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

• Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

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

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

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

The grade equivalency for these percentages is as follows:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>88-93</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
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<tr>
<td>70-75</td>
<td>C (see “Field Education Handbook” regarding this grade)</td>
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<tr>
<td>64-69</td>
<td>D</td>
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The following are grading standards for the course:
A grade of “A” will include:
*Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.*
*Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

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

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

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

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

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

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

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

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

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

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

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

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

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

Spring Semester
Weekly Seminar (40% of Final Grade):
Professionalism & Participation 15 points
Change Agent Project 10 points
Case Presentation 10 points
Progress Summary 5 points
Total Maximum Points: 40 points

End-of-semester evaluations (60% of final grade)
Total Maximum Points: 60 points

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

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

Progress Summary. Prior to the end of the semester, students are expected to give the Field Faculty Instructor a typed summary, in which the student has critically reflected upon and retrospectively analyzed her/his learning and professional development and growth. The summary would have three parts as indicated below:

Part A. The student would write (in different type or italics) her/his summary of progress under each of the nine competencies. The summary would include statements about what has or has not been accomplished as well as: what strengths (e.g., knowledge, skills, values) have been developed or enhanced; and specific learning insights. The statements should address what the learning means to the student in terms of professional social work growth and development. Examples should be provided where applicable to further illustrate learning. Instead of saying I have reviewed my biases and now have greater self-awareness, specify what biases have been reviewed and how it relates to greater self-understanding along with how this might further inform your professional practices. Documentation should be provided as to how each of the learning goals (methods to observe and demonstrate achievement) has been accomplished.

Part B. After completing the above for all of the competencies, the student would complete Part B. In this part, the student notes any other observations, questions, issues, ideas, thoughts, and/or feelings s/he may have regarding the field experience. Student also notes if s/he would like to discuss the information with the Field Faculty before and/or during the performance evaluation, a 3-way meeting with the Field Faculty and the Agency Supervisor.

Part C. Student provides feedback on the field seminar in this part to include the seminar’s strengths and areas for improvement relative to the student learning social work.

Students who keep a daily or weekly journal and/or make progress notes on their learning plan, report an easier time preparing the summary; submit more complete, concise, useful summaries; demonstrate clearer understanding and integration of social work concepts and principles with practice; and are more active participants during the evaluations (e.g., able to identify what they have learned, need to learn, and learning opportunities), as well as in seminar discussions (able to present and/or discuss practice issues).

Grading criteria for this assignment for graduate and undergraduate students is available on the canvas site.

Case Presentation
A case presentation will be made on an individual, family, group work, or larger system program or project related to people who have a serious and persistent mental illness. Each student is expected to do a 20-30 MINUTE presentation that fully engages students in the problem solving or consultation process (“Case Presentation” criteria/grading is on the canvas site). The presentation should include brief background information about the agency, program, or organization (this can be brief given students can refer to the Fall Semester agency analysis paper presentation). It is to be specific to person(s) with serious and persistent mental illness; how and why at-risk; human diversity; pertinent social history information; mental status, and
symptom management; service objectives; and a statement of situation or problem areas for consultation and problem-solving discussion. Situations/problems should reflect challenges and needs of the population (e.g., intersection oppressions, economic and/or injustices, symptom management, diagnostic and treatment issues, resource needs, ethical dilemmas, and other environmental issues). The applicable phase(s) of social work process (i.e., engagement, assessment including psychosocial development, planning change, cultural and recovery relevant intervention strategies and techniques, reassessment, evaluation or termination) and Social Work values and ethics should also be clearly identified. It is expected that principles of good generalist practice, problem solving and consultation will guide these presentations and discussions. As needed, review materials from this and other courses on these areas and if unsure how to proceed, contact the Field Faculty Instructor for assistance.

At the conclusion of the presentation the student should present a problem or situation for the class to discuss related to the case presentation. Depending on the situation and social work process phase(s), the responsibility of the seminar group is to respond appropriately (e.g., seek and assess data, provide perspectives, suggest cultural and recovery relevant interventions and strategies to ameliorate risk, adversities, symptoms, enhance self management and improve the socioeconomic environments of the population). You will need to give them information they will need to be of assistance to you, but not so much that they are overwhelmed with data or are not challenged by the situation/problem(s). Graduate students will also discuss at least two examples of published or unpublished research that informs some major aspect of social work practice included in her/his presentation (see “Case Presentation” criteria/grading sheet in canvas).

Creativity counts! Recognize different learning styles and reports by students that they prefer presentations that are more dynamic, visual and hands-on. So, feel free to approach the material as creatively and uniquely as your data will allow (e.g., set up a role play of the presenting situation and let the group analyze the situation; or role play alternative strategies; or divide the group into two or more small groups for a debate; or offer specific questions for group consideration; or provide references to practice relevant materials such as empirical journal articles, service reports, agency materials; or...).

Students will present in seminar meetings according to the "Content Area Outline" schedule. As previously noted, each presentation should be approximately 20 - 30 minutes to include at least 10 - 15 minutes of active group consultation and problem-solving discussion. Students are expected to practice and time their presentations in order to keep to the time limit and to review the canvas criteria for case presentations to make sure all areas are covered. This is an oral presentation assignment so no paper is required. However, the instructor would appreciate a copy of any outline, handouts, or other materials that may be used in delivering the presentation.

Change Agent Assignment
This assignment significantly expands upon an exercise you completed in the fall semester in which you identified a change agent project proposal and possible first action steps. At the start of the semester, you are expected to write a 3-5-page paper explaining what you are proposing to do, how it will be implemented, and how it will be evaluated. During the remainder of the
semester, you are expected to implement your proposal, that is, carry out the intervention steps/methods you identified which would address the practice issue. After implementing your proposal, you will write a second 3-5-page paper specifying how it was implemented and the outcome, including how you evaluated progress. Review the course calendar for due dates regarding this assignment. Grading criteria for this assignment for graduate and undergraduate students is available on the canvas site.

**Reports** – The two papers (3-5 pages) and brief seminar presentation should take into consideration the following:

- Each student will write a brief, one paragraph, description and overview of their change agent project at the beginning.
- What actions you took or will be taking within the agency to address the selected issue and why these choices. It is understood that agency-level intervention will require considerable inclusion or, and collaboration with, a variety of agency staff and possibly others. You should detail these choices of personnel and why, and your actions toward your goal. It is required that you will share the results of your project with your agency supervisor prior to the due date of the report and presentation. This activity should be noted in your report (how you provided the information and the response).
- A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user-friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.
- A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of two sources). Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching to the outline and evaluation tool that could be used.
- What outcomes or results you are anticipating. Following the implementation and before your departure from the agency, specify if there are additional outcomes expected in the near future and why.
- How you evaluated or would evaluate the change effort (if time does not allow completion)
- What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?
- What have you learned from working on this project? What you would do differently in the future? Be honest, complete, and objective as it will make your learning and written reporting more clear.
- Use generalist social work concepts and principles as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials.
- Students will also report on their change agent project in field seminar. Undergraduate students will be required to present their change agent project at the April 20, 2018 Spring Poster session (more details to follow), to the class, and in their field placement. Graduates students will be required to present their change agent project to their field supervisor and in the class, it will be optional to present at the Spring Poster session.
*If students worked in groups, each student must turn in their own report and identify within the report what their individual responsibilities were throughout the project.

The **purpose** of the assignment is to:

- Acknowledge and share the NUMEROUS ADVOCACY AND EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
- Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.
- Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review SW442).
- Complete and evaluate, to degree possible, a change effort that is effective, efficient and sustainable.
- Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).

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

**Consumer Centered Recovery Oriented Strength Focused Assessment and Interventions**

The purpose of this assignment is to revisit the value and use of the strengths perspective in social work practice. Early in the semester you will be given 3 X 5 cards (one for each student and the instructor). The assignment is to be observant during the semester in order to record strengths for each student and the instructor on a card. They will be doing the same for you. The strength cards will be exchanged during the last class.

**Learning Plan**

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which course competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided in canvas. The learning plan provides the required behaviors for each competency in column one. The student will need to formulate methods for observing and demonstrating achievement of each behavior in column two. The methods should be specific and observable, and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior. In section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.
*Establish at least one specific method of achievement* to be observed and met at the agency that is aimed at furthering your development of skills in each of the nine competency areas.

Each method to observe and demonstrate achievement should be clearly written and followed by:
   a) A description of experiences and methods you will use to reach the identified behavior.
   c) A statement that describes how you, your agency supervisory, and I will know that each behavior has been met.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the canvas site. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to the field instructor in class as stated above. You should also provide your supervisor with a copy of the final plan. This is an ungraded assignment but a requirement to complete the course.

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

**This is an all or nothing assignment.** If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with the field faculty member and the agency supervisor, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures, and students are unable to begin a new semester with an “Incomplete.”

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

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.
Reading Assignments:
Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

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

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

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

Accommodation Due to a Disability:
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to inform the field faculty member and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined. In order to provide closed caption accommodations, students should make available to the instructor the video(s) they are planning to use in class, one week before the presentation.

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

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

Attendance & Class Participation Policy:
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning and end of each class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Two points will be deducted from your grade for each unexcused absence incurred. A half point will be deducted for each unexcused late arrival to class.

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

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.
• Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
• Laptops are not to be utilized during field seminar.
• Respect is displayed for viewpoints with which you may disagree.
• Respect is displayed for each student and colleague’s right to be heard.
• A capacity to respect and appreciate diversity is displayed.
• Appropriate materials are brought to class and field placement.
• Student has read materials and prepared for class.
• Student displays qualities of an active learner, including taking notes when appropriate.
• Student actively and constructively participates in classroom and field site discussion.
• Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
• Student solicits and incorporates feedback when there are questions about performance.
• Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

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

**Code of Ethics, Professional Conduct & Plagiarism**

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

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

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.
There are two major forms of plagiarism:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Generalist Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
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</thead>
<tbody>
<tr>
<td>Competency Addressed in Course</td>
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<tr>
<td><strong>2.1.1 Demonstrate Ethical and Professional Behavior.</strong></td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with people who have a serious and persistent mental illness in community settings. (V, C, &amp; AP)</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13</td>
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<td></td>
<td>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C, &amp; AP)</td>
<td>Weeks 2, 3 &amp; 12</td>
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<tr>
<td></td>
<td>Evaluate ethical dilemmas related to problems and issues in the area of people with serious and persistent mental illness. (K, S, V, C, &amp; AP)</td>
<td>Weeks 2, 3, &amp; 12</td>
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<td>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of people with serious and persistent mental illness. (K, S, V, C &amp; AP)</td>
<td>Week 2, 3, &amp; 12</td>
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<td></td>
<td>Apply knowledge of human service policies and programs relevant to the area of people with serious and persistent mental illness, to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP)</td>
<td>Weeks 2, 3, &amp; 12</td>
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<tr>
<td></td>
<td>Develop a plan for continuing professional education and</td>
<td>Weeks 1 &amp; 13</td>
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### 2.1.2 Engage Diversity and Difference in Practice

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

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<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>Collaboration</td>
<td>Articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).</td>
<td>Weeks 1, 10 &amp; 11</td>
</tr>
<tr>
<td>Case Presentation</td>
<td></td>
<td>Weeks 3-12</td>
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<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
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<td>Weeks 7 &amp; 13</td>
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### 2.1.3 Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand how diversity and difference characterize and shape the human

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<th>Weeks</th>
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<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with people who have a serious and persistent mental illness and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege.</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions:</td>
<td>Weeks 1-13</td>
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<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
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<td>Weeks 7 &amp; 13</td>
</tr>
</tbody>
</table>
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.

### 2.1.4 Engage in Practice-informed Research and Research Informed Practice

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

<table>
<thead>
<tr>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working with people who have a serious and persistent mental illness (V,C &amp; AP)</th>
<th>Change Agent Reports and Presentation (K, S, V, C &amp; AP)</th>
<th>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13</td>
<td>Weeks 4 &amp; 12</td>
<td>Weeks 7 &amp; 13</td>
</tr>
</tbody>
</table>

### 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, related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V, C, & AP)

<table>
<thead>
<tr>
<th>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, &amp; AP)</th>
<th>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</td>
</tr>
<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td>Weeks 7 &amp; 13</td>
</tr>
</tbody>
</table>

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with people who have a serious and persistent mental illness in community settings. (V, C & AP) |
| Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP) |
| All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13 |
| Weeks 7 & 13 |
### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers 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.

Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)

Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)

All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and

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)

Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)

All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13

Weeks 7 & 13
implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

### 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

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

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in public and private mental health (V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-13 |
| Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP) | Weeks 7 & 13 |
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)
Generalist Practice Year: SW 401; Spring__________________________ (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 (Spring):

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:
Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

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

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

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

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

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

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

Social Workers:

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

Agency Supervisor Comments:
Competency 2.1.2
Engage Diversity and Difference in Practice.
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social Workers:

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

Agency Supervisor Comments:
Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.

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

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

Agency Supervisor Comments:
Competency 2.1.4
Engage In Practice-informed Research and Research-informed Practice.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

Agency Supervisor Comments:
Competency 2.1.5
Engage in Policy Practice.

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

Social Workers:

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

Agency Supervisor Comments:
Competency 2.1.6
Engage with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Engage Diversity and Difference in Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Competency 4: Engage In Practice-informed Research and Research-informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2015 Educational Policy and Accreditation Standards
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

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

Agency Supervisor Comments:
Competency 2.1.7
Assess Individuals, Families, Groups, Organizations, and Communities.

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

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

Agency Supervisor Comments:
**Competency 2.1.8**  
**Intervene with Individuals, Families, Groups, Organizations, and Communities.**  
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Social Workers:**

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

| Agency Supervisor Comments: | Rating. |
Competency 2.1.9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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

Agency Supervisor Comments:
V. Field Hours and Supervision: A total of 256 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Field Faculty Notes from Final Spring Evaluation

Learning Plan Approval (Spring):

Student: My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation
I do not agree with the evaluation

__________________________
(Student signature)  

__________________________
(designation)  

__________________________
(Agency Supervisor signature)  

__________________________
(Student signature)  

__________________________
(date)  

__________________________
(Field Faculty signature)  

__________________________
(date)  

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