

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

***Social Work 400 (012): Social Work Practice in Community Mental Health Agencies
Fall, 2018***

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Class Time and Location: : Mondays from 9:00-11:30 am; School of Social Work, Room 300
Credits: BSW (5 credits) and MSW (4 credits Generalist Practice Year)
Instructional Mode: Face-to-Face
Canvas Course URL: <https://coursedashboard.learnuw.wisc.edu>

I. Course Description

400 Field Practice and Integrative Seminar I

An approved *generalist* field seminar and social work community agency placement. Seminar and placement require a minimum of 16 hours/week. The first course (SW 400) of the two semester field sequence. The second course (SW401) of the two-semester field sequence.

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

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

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times (Mondays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 16 hours of field work in the community as part of the course requirement.

II. Course Overview

This field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) and first year MSW students. BSW and first year MSW students spend 16 hours per week in field placement including the 2.5-hour 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 so students who do not want to be in placement this week may want to do more hours in previous weeks. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32 hours.

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 A). 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.

The integration of knowledge from your course work with the field experience is an important learning goal in the Field Course. In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. 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. Content areas include: mental health (serious and persistent mental illness), with some emphasis on alcohol and other drug abuse (co-occurring); evidence based (EBP) and best practices; ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; social justice and human rights; case management; psychosocial rehabilitation; crisis intervention; work related services; program development; educational and advocacy services; and social work generalist practice in the workplace.

The unit works with a number of agencies that provide student field placements. Agencies may include: Journey Mental Health Center Community Support Programs (CSPs): Forward Solutions, Gateway CSP, and Community Treatment Alternatives, as well as Yahara House; Mendota Mental Health Institute's Program of Assertive Community Treatment (outpatient program), Management Unit, which is an inpatient forensic program; Badger Prairie Health Care Center; Chrysalis; and SOAR Case Management Services.

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) level.

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

In seminar, a generalist perspective is used to analyze and reflect on entry (400-401) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

IV. Course Content

Seminar Schedule:

September 10, 17, 24

October 1, 8, 15, 22, 29

November 5, 12, 26

December 3, 10

(No seminar on 11/19)

Assignment Due Dates (due in class unless otherwise noted)

- 9/5 Start in Field Placement, and Start Learning Plan (Instructions in CANVAS)
- 9/24 Learning Plan Drafts Due
- 10/1 Agency Paper Due (3–4 double spaced pages) and Presentations begin per schedule
- 10/1 Class Oral Presentation(s) begin per schedule
- 10/8 Revised, Signed Learning Plans Due – Paper Copy
- 11/5 One-Two Minute Oral Change Agent Report on Issues and Advocacy (not graded)
- 12/3 Progress Summary Due
- 12/3 – 12/14 End of Semester Student Field Evaluation

Weekly Class Assignments: Fall 2018:

Week 1: Wednesday, September 5

Instruction/Field Begins – No Seminar the First Week

Review learning plan format sent to students along with a composite model

Week 2: Monday, September 10

Topics: Welcome, Get Acquainted, Introduction, Review of Syllabus, and Class Assignments

Introduction to Field Unit

- Introductions
- Feedback on field placement process and student orientation
- First week field experiences (initial impressions) to include any insights
- Semester expectations
- Field issues: Situations for consultation, and collaborative problem solving
- Professional behavior and expectations
- Planning for success in your agency and beyond
- Pitfalls to avoid, keys to success
- Review syllabus, key themes, and assignments
- Integrating placement experiences and social work concepts and principles
- Student Learning Plan, Student Field Performance Evaluation Tool, and Record of Field Hours
- Fall semester schedule and dates
- Background Checks and Continuing Duty to Inform

Field Issues/Situations for Consultation/Collaborative Problem Solving
Professional Behavior and Expectations
Planning for Success in your Agency and Beyond
Pitfalls to Avoid, Keys to Success

Start learning plan, draft due September 24

Required Readings:

University of Wisconsin-Madison School of Social Work Field Handbook
Available at: <http://socwork.wisc.edu/files/field/FieldHandbook.pdf>

National Association of Social Workers (NASW) Code of Ethics
Available at <http://socialworkers.org/pubs/code/default.asp>

The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work
Available at: <http://ifsw.org/policies/statement-of-ethical-principles/>

Week 3: Monday, September 17

Topic: Integrating Field Placement Experiences and Social Work Concepts and Principles

Check-ins: Purpose, Types, and Examples
Students discuss field experiences and share insights
Continued Introduction to Field Placement/Seminar: Further review learning plan progress
Competencies and Behaviors
Generalist Practices

Exercise: *Creating an Effective and Supportive Learning Environment in the Field Seminar (How do you learn best? What is your learning style? Ground rules for seminar)?*

Practice Questions: *Compare your field experiences to-date with the Sweitzer & King article. What similarities and differences do you notice in your experience? To what degree is field what you expected? How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to ethical social work practice?*

Required Readings:

A series of articles from *The New Social Worker* pertaining to student's experiences pertaining to field placements:

Young, Sharon. "Eight Tips for New Social Work Interns." *The New Social Worker* 21.3 (Summer 2014): 6-7. <http://www.socialworker.com/feature-articles/field-placement/8-tips-for-new-social-work-interns/>

Freeman, Katherine. "Reflections of a First-Year Social Work Graduate Student." *The New Social Worker* 21.2 (Spring 2014): 1-2.

<http://www.socialworker.com/feature-articles/field-placement/starting-where-the-student-is-reflections-of-a-first-year-social-work-student/>

Williams, Kaila. "Field Placement: What Students Need From Their Field Supervisors." *The New Social Worker* 20.3 (Summer 2013): 6.

http://www.socialworker.com/feature-articles/field-placement/Field_Placement%3A_What_Students_Need_From_Their_Field_Supervisors%3A_A_Student%27s_Perspective/

Johnson, Kelly C. "Field Placement Wisdom." *The New Social Worker* 20.4 (Fall 2013): 1-2.

<http://www.socialworker.com/feature-articles/field-placement/field-placement-wisdom/>

Baxter, Jeff. "What I Have Learned About Learning." *The New Social Worker* 20.2 (Spring 2013): 6-7.

<http://www.mediafire.com/view/je2bo6dcdbpr2f3/spring2013.pdf>

Sweitzer, H.F. & King, M.A. (2004). Chapter 2, Framing the experience: the developmental stages of an internship. In *The successful internship: transformation and empowerment in experiential learning* (pp. 26-37). Belmont, CA: Brooks/Cole. (Article posted in Canvas)

Week 4: Monday, September 24

Topic: Generalist Practice and the Evolution of the Madison Model (Community Based Mental Health Service Focus)

Learning Plan DRAFT Due (unsigned, submitted to CANVAS)

Agency paper/class presentation schedule established

Check-in: Field experiences and generalist practices

Emphasis: Psychosocial Rehabilitation, Teaming, Case Management, Medical Model, Crisis Intervention, Motivational Interviewing, Cognitive Behavioral Therapy, Psychotropic Medications, Problem Solving, Symptom Management, Clubhouse Model, Recovery, Consumers as Providers (Certified Peer Specialists), Work Related Services, Solution Focused Case Management, etc

Practice Questions: *Based on the required reading, what makes for effective community based treatment? Based on your understanding to date, which perspectives, theories or models are used in your agency?*

Required Reading:

LeCount, D.F. (1998). The City of Madison, USA, The Madison Model: Keeping the Focus of Treatment in the Community. In D. Goldberg & G. Thornicroft (Eds). *Mental Health in our Future Cities*, (pp. 147-172). United Kingdom: Psychology Press Ltd.

LeCount, D.F. (2012). Dane County Adult Mental System Evolution: A Retrospective Review,

1978 – 2005. (Note: Portions of this Power Point presentation made to the Adult Mental Health Coalition will be presented in class)

Week 5: Monday, October 1

Topic: Social Work Practices Today in the Madison Model (Adult Mental Health System – Dane County)

Agency Paper Due/Presentation(s) begin per schedule

Instructor's feedback on learning plan drafts

Review Agency Paper Assignments

Check-In: Field Experiences

Generalist Practices

Practice Questions: *Based on the required reading, what significant changes have occurred in the adult mental health system during the past twenty years (1996 – 2016). Based on your understanding to date, which perspectives, theories or models are used in your agency?*

Required Reading:

LeCount, D.F. (2017). Madison Model: Highlights (1996 – 2016). In *Mental Health Care in 11 Major Cities Over Two Decades*, (pp. 37-43). Springer Nature Singapore Pte Ltd.

October 3 & 4: *YWCA Racial Justice Summit. Students are encouraged to attend (more information will be provided during field seminar).*

Week 6: Monday, October 8

Topic: Values, Ethics, Ethical Dilemmas, and Ethical Decision Making, and Mandated Reporting

Revised, Signed Learning Plans Due – Paper Copy

Check-in

Agency paper presentation(s)

Discussion of social work values, ethics, confidentiality, and ethical decision making principles, including student examples from agencies:

- What are your observations about the ways that ethical issues and values conflicts are handled at your agency?
- Have you or your supervisor encountered any ethical dilemmas?
- How are these resolved at your agency?

Practice Questions: *What areas are you noticing that there may be dissonance between your*

personal and professional values, or that you may need to pay attention to? How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency? What are your observations regarding strengths and opportunities for growth related to cultural humility in your field placement? How does this inform possibilities for your change agent project?

Check-in

Required Readings:

Handouts: Ethical Decision Making Models and Approaches

Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2005). Guidelines for ethical decision making: The decision-making process and tools. In *Ethical decisions for social work practice* (pp.57-72). Belmont CA: Brooks/Cole Thomson Learning.

Dane County Department of Human Services; Protective Services, Child Abuse and Neglect, *Reporting Child Abuse and Neglect Concerns*. Available at:

https://danecountyhumanservices.org/ProtectiveServices/Child/reporting_child_abuse_and_neglect.aspx

Review the International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work (on-line)

Wisconsin Chapter SFC20 Conduct <http://www.legis.state.wi.us/rsb/code/sfc/sfc020.pdf>

WI Chapter 457 Examining Board of Social Workers

<http://www.legis.state.wi.us/statutes/stat0457.pdf>

Wisconsin Chapter SFC20 Conduct

Available: <http://www.legis.state.wi.us/rsb/code/sfc/sfc020.pdf>

Wisconsin Statute, Chapter 457

Available: <http://www.legis.state.wi.us/statutes/stat0457.pdf>

Chapter 51.61 (WI. Stats.) Patients Bill of Rights

<https://docs.legis.wisconsin.gov/statutes/statutes/51/61>

Chapter 94 (WI. Stats.). Patient Rights:

https://docs.legis.wisconsin.gov/code/admin_code/dhs/030/94

Barsky, Allan. "Ethics Alive! In Compliance: The NASW Code of Ethics and Other Social Work Obligations." *The New Social Worker* 20.3 (Summer 2013): 4-5

<http://www.mediafire.com/view/m9ugc0s25hdoi1x/summer2013.pdf>

Mid-Semester Check-In with Student and Agency Supervisor

Week 7: Monday, October 15

Topic: Recognizing Diversity, Cultural Humility, and Implications for Social Work Practice (Guest Presenter TBD)

Check-in

Diversity Exercise: From a personal perspective what would you want a social worker to know about you and why?

Agency Paper Presentation(s)

Practice Questions: *Considering competency 2.1.4, what is your understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity? What is your understanding of the dimensions of diversity, that is, the intersectionality of multiple factors (e.g., age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation), and how, as a consequence of differences, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim? Discuss diversity in relation to your field experiences in keeping with cultural competence. Please give examples and note if and how the generalist perspective and diversity are addressed. How would you describe your journey thus far in growing as a social worker that practices in a culturally aware, sensitive and competent manner?*

Required Readings:

Butler, Gwen. "How Do You See Me?" *The New Social Worker* 20.3 (Summer 2013): 26
<http://www.mediafire.com/view/m9ugc0s25hdoi1x/summer2013.pdf>

NASW Standards for Cultural Competence in Social Work Practice (online):

<https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

Social Work Policy Institute (2014). *Achieving Racial Equity: Calling the Social Work Profession to Action*. Washington DC: National Association of Social Workers.

<http://www.antiracistalliance.com/SWPIRacialEquityReport.pdf>

Crisp, C. (2006). The Gay Affirmative Practice Scale (GAP): A New Measure for Assessing Cultural Competence with Gay and Lesbian Clients. *Social Work*(51) 2, 115-126.

Week 8: Monday, October 22

Topic: Advocacy, Human Rights, Social and Economic Justice

Check-in

Agency Paper Presentation(s)

Practice Question: *How are Injustices, Stigma, or Related Issues Responded to Within Your Field Experiences?*

Discussion: Assess for Inequities or Injustices experienced by your client population(s) with focus on people with serious and persistent mental illness, women, children, persons of color, persons in the LGBTQ community, people living in poverty, and/or other oppressed or at-risk groups. How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency? How does your knowledge of historic and present oppression of women impact or inform the work that you do in your field placement, or that you will do in your future career? What opportunities exist for advocacy and creative social change? Do we have an ethical responsibility to seek change? Provide some practice examples that advance or could advance social and economic justice. What are micro and macro advocacy implications?

Readings:

Students select any social media article, other readings, parts of their agency reports, and/or experiences that are relevant to the discussion in keeping with social work practice to share briefly in seminar.

Week 9: Monday, October 29

Topics: Introduction to Mental Status, Symptoms, and Symptom Management

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

Agency Paper Presentation(s)

Practice Question: *How are symptoms managed within your program and what role do you play in symptom management? Provide examples*

Required Reading:

Copeland, M.E. (1997, Revised 2002), *Wellness Recovery Action Plan*. Peach Press.

Longden, Eleanor. "The Voices in My Head." Ted Talks online;

https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head?language=en

Week 10: Monday, November 5

Topics: Relationships: How Developed and Defined?

Agency Paper Presentation(s)

One-Two Minute Oral Change Agent Report on Issues and Advocacy

Practice Question: *How do you establish a therapeutic working relationship with your clients? Give examples*

Required Reading:

Lacay, Sharon. "Breaking Boundaries with Empathy: How the Therapeutic Alliance Can Defy Client-Worker Differences." *The New Social Worker* 13.3 (Summer 2013): 8-9

<http://www.mediafire.com/view/m9ugc0s25hdoi1x/summer2013.pdf>

Week 11: Monday, November 12

Topic: Early Intervention and its Effectiveness

Second Hour: Guest Presenter, Peter Rossmeissl, CPS, PP presentation on Promoting Recovery from Onset of Psychosis (PROPs), an early intervention research program operated through Journey Mental Health Center

Check-in:

Agency Paper Presentation(s)

Check with Supervisor on Final Evaluation Schedule

Practice Question: *How do you and/or your agency mitigate against the long-term affects of psychosis?*

Required Reading:

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 12: Monday, November 19

University Thanksgiving Recess

No Seminar – Participate in Activities at your Agency or Visit another Agency/Service Provider

Week 13: Monday, November 26

Topic: It's All About Case Management – Duties and Responsibilities

Review Field Evaluation Schedule

Check-in

Agency Paper Presentation(s)

Practice Questions: *What does case management entail (duties and responsibilities)? Give examples of case management services provided. How does this relate to generalist practices? How is data synthesized in clinical notes?*

Required Readings:

Wisconsin Chapter DHS 63.12 Pertaining to Comprehensive Community Support Programs. Emphasis: Case Management, Duties & Responsibilities

https://docs.legis.wisconsin.gov/code/admin_code/dhs/030/63

Fink-Samnick, Ellen. "Understanding Care Coordination: Emerging Opportunities for Social Workers." *The New Social Worker* 18.3 (Summer 2011): 18-20

http://www.socialworker.com/feature-articles/practice/Understanding_Care_Coordination%3A_Emerging_Opportunities_for_Social_Workers/

Week 14: Monday, December 5

Topic: Evidenced Based (EBP) and Best Practices

Turn in Progress Summary

Confirm Field Evaluation Schedule

Plan Last Class Agenda

Check-in

Complete Agency Paper Presentations

Practice Question: *How is evidence based and best practices being practiced within your field experiences? Give examples! How do others or you evaluate programs or practice in your agency?*

Required Readings:

Test, Mary Ann. (2002). Guidelines for Assertive Community Treatment Teams in A.R. Roberts, & G.J. Greene (Eds.), Social Workers' Desk Reference (pp.511-513) New York, NY: Oxford University Press
Evidence Based Behavioral Practices (EBBP) website: <http://ebbp.org/>

Week 15: Wednesday, December 10

Topic: Semester Review and Celebration

Planning for Spring Semester

Complete Faculty Evaluation

Final Evaluations with Faculty and Agency Supervisor to be Completed by the End of the Semester

Have a Wonderful Break!

<p>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.</p>

V. Text and Reading Materials for the Course

Readings will be assigned in advance for specific class topics. For those identified as **required**

readings, students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on CANVAS. Some readings and exercise materials will also be handed out in seminar. Students may select and share a social media article, reading or experience of their choice. Students are also expected to read relevant practice material available in their agency placement. In reflecting on the readings, students are encouraged to consider and share comments or questions that the readings might stimulate in relation to their field experience or other course content. Students are also required to search and identify readings that they would recommend for the entire seminar group to read and discuss during 2nd semester (to be provided by November 12, 2018).

In addition, students are expected to read and understand the NASW Code of Ethics, *the Full-Time Program Field Education Handbook*, the seminar syllabus and assigned readings in Social Work 440, 441 and other classes. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work. If you do not understand the readings, the Code, Field Handbook, or the seminar syllabus please see the field faculty for assistance.

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and CANVAS for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by instructor.

Readings: The Field Instructor will identify which readings are required for completion according to the schedule. Some readings are workshop materials without full citations. Additional readings may be added. Students are also expected to complete, critically think about, and integrate with practice experiences, readings, exercise materials handed out in seminar, and relevant practice materials available in their agency placement.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations: Carefully read and understand the assignments, expectations, evaluation methods and grading criteria for this semester; the course policies that apply in Section VII; and other pertinent references. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Ask field faculty and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. *In compliance with new University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (shown in italics) specific to graduate students in the expectations and assignments for this course.*

1. Learning Plan (see "Course Content" for draft and final due dates). In this field unit, the combined "Student Learning Plan and Evaluation Instrument" is used in order to have all pertinent information in one document. Please use the format for the learning plan that is provided on the CANVAS site. The document includes the 9 competencies established by the Council on Social Work Education and a column for the student to describe methods to observe and demonstrate achievement. As stated in Section II, 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. These are the learning opportunities available at the placement (e.g., activities, assignments, tasks, responsibilities, methods) that the student will do and her/his performance of these will serve to measure progress relative to the respective practice behaviors and therein, the competency. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. In many ways, the learning plan is similar to a case plan. It needs to be specific, measureable, individualized and can be changed over time. 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, but rather integrated into, regular supervisory contact and educational consultation with faculty and professional staff.

An electronic copy of the learning plan and field evaluation template is provided to all students to be maintained electronically and used for completing the fall and spring semester learning plans and for student field performance evaluations. **Students are to save a copy of the learning plan prior to its use for the evaluations so that you have a “clean copy” to use to make revisions for the spring semester.** See subsection on evaluation and grading for more information on the end-of-semester evaluation process.

Students are to complete the learning plan **with consultation from the agency supervisor** so that the learning opportunities for the development or advancement of competencies can be jointly identified for the plan. The learning opportunities, as previously noted, are referred to as “methods to observe and demonstrate achievement” (second column of the template) by which the competencies are to be met and they are the FOCUS of attention during supervisory consultations and student performance evaluations. *Given that the methods to observe and demonstrate achievement are “individualized,” that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group. Students must also specify how their stated methods to observe and demonstrate achievement have been achieved.*

In addition to the supervisor, the field faculty is also available for students needing assistance in understanding, completing, implementing, or accomplishing the learning plan. **Students are expected to complete and submit a quality learning plan on time using the instructions in the plan and as follows:**

- a. Thoroughly read the learning plan/evaluation template, including the instructions for completing the learning plan in this syllabus.
- b. Fill in student and supervisor name and information indicated including the field hour schedule. The field hour schedule is the days of the week and times each day that the student will be in the placement as agreed upon by the supervisor and student. The following is an example of a field hour schedule for BSW and 1st year students for whom the “average” total hours in the field placement/week are 14 (for a total 224 by the end of the semester based on 16 weeks including exam week): Mondays (8 – 5); Fridays (8 – 1). Although field days are usually Monday, Wednesday, and Friday, these are not mandatory; in fact, students and supervisors may

find that other days work better. Certain placements, for example, may request other times during the week, including some evening and weekend time as needed, to serve clients and meet students' educational needs. To be viable logistically and/or educational acceptable to faculty and agency supervisors, blocks of time should be no less than four (4) hours. See "Protected Time in Field" in the *Field Education Handbook* for more information.

c. List academic courses and instructors for the current semester.

d. Review the nine competencies, the required practice behaviors and follow the instructions in the learning plan (Section II) in order to complete the **Methods to Observe and Demonstrate Achievement**. In order to complete this column in a timely and quality manner, it is critical that students begin, as early as the first week in field, to identify the methods (e.g., activities, assignments, tasks, responsibilities that the student will do) and how progress or performance will be measured (e.g., supervisor observes your work, reviews case notes or a report written by you). Students are expected to schedule time(s) to discuss the learning plan with the supervisor *well in advance* of the learning plan due dates given the time it takes to complete a quality learning plan and the possibility that "last minute" meetings can get cancelled or interrupted by other factors e.g., emergencies, illness, or schedule changes.

Use the learning plan (provided electronically by the field faculty), students briefly describe the "individualized" learning opportunities/measurable methods (e.g., activities, assignments, tasks, responsibilities, and/or methods) and how progress or performance will be measured. The learning opportunities/measurable methods need to be connected to and sufficiently address the relevant practice behaviors in order to **measure** achievement of the competencies. Some practice behaviors may have multiple strategies and some may have methods identical to other practice behaviors. Occasionally, a practice behavior may not be addressed in the field placement but would then need to be addressed in another part of the agency, in the field seminar or elsewhere in the School's curriculum. If this is the case, where and how it will be addressed and measured needs to be listed. The field faculty can also provide more examples if additional assistance is needed.

Establish at least one specific Method of Achievement to be observed and met at the agency that is aimed at furthering your development of skills in each of the nine competency areas.

Each method to observe and demonstrate achievement should be clearly written and followed by:

- a) A description of experiences and methods you will use to reach the identified behavior
- b) A description of what your agency supervisor will do in support of the identified behavior
- c) A statement that describes how you, your agency supervisory, and I will know that each behavior has been met.

e. Complete the rest of the learning plan: sections VI (what is the plan for supervision including when you and the supervisor will meet on a weekly basis?) and section VII (what is your plan for self-care?)

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.

2. Progress Summary. At least three days prior to the final semester evaluations, students are expected to submit a summary in CANVAS, 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 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. Include a statement that describes how you, your agency supervisory, and I will know a behavior has or has not been met. The statements should address what the learning means to the student in terms of professional social work growth and development. In addition to stating what has been learned, provide specific examples illustrating the learning.

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).

3. Brief Agency Analysis Paper and Presentation. Paper to be no more than three – four, double spaced, typed pages which covers **all of the criteria** identified in the Course Content/Schedule Outline attachment “Agency Analysis Paper and Presentation Grading Criteria” (e.g., identifies your agency placement, its location, whom it serves, diversity of population, “at-risk” populations, why at risk, social and economic issues, how the agency serves clients, how it operates, who does what, where funding comes from, how policies are determined, and how you fit into the agency).

It is strongly suggested that students check content in SW 440, 441, and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seek this information within your agency (e.g., in agency documents, interviews with your supervisor and other workers) early in the semester, to adequately and accurately cover this in the report. It will be helpful for students to also review the social work competencies and practice behaviors included in this syllabus. Also, please REVIEW your paper to ensure that all criteria are included BEFORE handing it in. In fairness to all, there is **no** opportunity to address missed criteria later.

Students will provide an 8 – 10 minute oral, summary report in seminar that consists of a general overview of the agency (i.e., mission statement and purpose, demographic characteristics of those served, brief description of services) and how you fit into the agency/what you will do. There will be other opportunities during seminar discussions to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

Agency Analysis Paper and Oral Presentation Grading Criteria:

Note: Three-four typed, double spaced pages

- Identify your name, agency placement, and address
- Brief history of agency and mission statement = 1 point
- Describe population served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender, disability); if at-risk, how and why at-risk and current human rights, social & economic issues of the population = 1 point
- List and briefly described client services and which of the human rights, mental health, drug and alcohol, medical, and social and economic issues they are to address = 1 point (*Note: Graduate students are to specify the services provided that are evidence based practices (EBP) and provide references.*)
- Describe how services are determined/selected and delivered along with how teaming occurs = 1 point
- Describe who does what and what their qualifications are (degrees and experience of supervisor, Director, and other key personnel) = 1 point
- List funding sources and percent of each = 1 point
- Describe how policies are determined/how decisions are made = 1 point
- Describe how you fit into the agency/what you will do = 1 point
- General organization and quality of paper (three-four pages) = 2 points
- General organization and quality of oral presentation in class = 5 points
- Total points = 15 (10 points for paper and 5 points for class presentation)

4. Sharing Field and Other Experiences. The seminar is designed to be a supportive learning environment for reflecting upon and integrating theory and practice. Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation/problem solving and support. Given the diversity of students and their life experiences and the diversity of the agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in community settings. Participation includes giving others a chance to talk by helping to facilitate the participation of others.

Developing or enhancing both oral and written communication skills is critical for working with and on behalf of vulnerable populations. Coming prepared to share, discuss and learn is extremely important! *As BSW students earn five credits for this course, they are required to lead a check-in, or present an opening exercise that emphasizes a mental health topic or related issue that can include treatment interventions, holistic health, or self care. Following leading this exercise they will write up 4-5 pages, double spaced paper, in response to the following: What competency did this exercise relate to and explain the connection. What did you learn from this exercise? Overall strengths and weakness of this exercise. What would you do differently? The paper will be submitted to a dropbox in CANVAS. This will be an ungraded assignment. Graduate level students will be expected to lead a discussion (e.g., practice questions or check-in), small group exercise or another activity/exercise of their choice. More information will be provided.*

5. Weekly Class Discussion. This is one of several efforts to integrate theory and practice and to challenge students to think critically (see 440 text on this), analyze, question, and problem solve issues in social work practice. During the week, each student is expected to critically think about her/his agency and practice (e.g., using observations, interviews, assignments, readings) and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own, including those which extend beyond the local agency level to community, national, and global policies and programs, and implications for practice for discussion.

6. Readings. Readings are to be completed according to the “Course Content Outline”. Additional readings may be handed out during class time. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 440, 441 and NASW Code of Ethics) to their field experiences. Students may be asked to facilitate group discussions based upon the readings. Students are also expected to read relevant materials available in their agency placements. **Experience indicates that students who do not complete or understand these readings are unable to or struggle with the integration of theory and methods with practice.**

7. Record of Field Hours.

Students are required to use the form provided 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.”

Preparing for the Spring Semester Assignments

8. Case Presentation (start preparing now for Spring Semester). During the Spring Semester, each student is expected to do a 20 - 30 MINUTE (40 minute for 2nd year students) presentation on a case for seminar discussion and consultation. The presentation should include: background information about the agency, program, or organization (this can be brief given students can refer to the Fall Semester agency analysis paper presentation which included populations-at risk, how and why a risk; human diversity; pertinent social history information; and service objectives) and a statement of problem areas for consultation and problem-solving discussion. The responsibility of the seminar group is to then seek and assess data, provide perspective, and suggest and evaluate interventions and strategies. 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 case or project.

Problems may be derived from any aspect of the social work process, i.e., assessment, planning change, intervention strategies and techniques, reassessment, evaluation or termination. Any issues relative to values and ethics should also be included. It is expected that principles of good generalist practice, problem solving and consultation 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. Feel free to approach the material as creatively 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, and agency materials.

9. Change Agent Assignment. Students will begin a change agent project in the fall and complete it in the spring semester. The project would seek to mitigate or resolve an issue, problem or situation at the micro, mezzo, or macro level. 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, people with serious and persistent mental illness, persons of various ethnic and racial groups, aging, persons with disabilities, LGBTQ and other at-risk populations; develop or enhance knowledge, skills and values regarding a micro, mezzo, or macro change effort utilizing the planned change process; learn especially about social work roles and interventions involved in change efforts; complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable; and develop or enhance knowledge, skills and values regarding working in teams (with other seminar students and/or with others in your field placement and the community).

Students would be using social work theory, methods, principles, and concepts learned in SW440, 441, and 442, other courses, and assigned readings to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program,

services, communications, organization policies and procedures, mission, training, and evaluation.

During the fall semester a brief (one-two minute), ungraded oral report is given on what the student is “thinking” about doing for this assignment. *Graduate level students are expected to identify an evaluation method as a part of this presentation.* A brief written proposal and final outcome report will be completed in the Spring Semester.

Supervision, Consultation and Evaluation

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs (see attached learning plan format). Students are responsible, with supervisory consultation, for defining the methods to observe and demonstrate achievement by which they will accomplish the competencies, for completing the measurable methods unless there are reasonable, extenuating circumstances, and for fully participating in the field instruction and evaluation process.

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 **faculty instructor** 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

The previous subsection described assignments, expectations, and the criteria for evaluation. This subsection expands upon field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. *In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students given they are based on “methods to observe and demonstrate achievement” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plan.*

1. Attendance and Participation at **all** field unit seminars is **REQUIRED**. The Field Instructor must excuse any absences in advance. Students must make arrangements with other students to acquire material presented or handed out in their absences. Participation is measured by amount and quality. 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. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

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

Forty percent (40%) of the grade is for the 2.5 hours integrative seminar each week. The 40% of the grade is based on the following: attendance-present and on time (5 points); preparation and contributions to seminar discussion (15 points); agency analysis paper and oral presentation (15 points, 10 points for paper and 5 points for class presentation, see syllabus for criteria); and final progress summary (5 points). The learning plan is not graded per se, however, it is essential to the evaluation process, to completing the course and quality is expected. Sixty percent (60%) of the grade is based on actual fieldwork. Students are expected to achieve the competencies of the field course through the methods to observe and demonstrate achievement; complete the required total of 256 hours per semester (seminar and field) for the generalist practice year; complete the hourly log and submit it on time; cooperate fully with agency supervisor and staff and the field faculty; seek clarification of feedback when needed; apply feedback across practice; strive for their best performance in all field assignments; and fully participate in consultative and evaluation meetings. 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 community supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities.

The “Student Learning Plan and Evaluation Instrument” will be used on an on-going basis for consultations and for the field evaluations. Focus will be on the “methods to observe and demonstrate achievement” with the rating scale and discussion used as an indication of the student’s level of performance. The supervisor and student will meet for the field evaluation. To use this evaluation opportunity effectively, it is important that the discussion includes: your strengths and how to further enhance these; areas for improvement; specific strategies (e.g., resources, new or different measurable methods) and timelines for making improvements; and any questions, concerns, disagreements, or other input you may have regarding the field placement, the evaluation instrument and ratings. If, after the discussion, you continue to disagree, check “do not agree with the evaluation” at the end of the instrument and add a sheet that describes what you disagree with and why. You will give the completed form and sheet to your field faculty by the due date indicated in the schedule. As a result of this process, you then have the opportunity to make any enhancements or improvements prior to the end-of-the-semester when you and I will meet with your agency supervisor, at the agency, for the final evaluation of your work.

At the end-of-the semester evaluation, your progress in accomplishing the competencies in field for the semester will be evaluated. Prior to the end-of-semester evaluation appointment, your agency supervisor completes the combined learning plan and evaluation instrument and discusses it with you. The supervisor’s ratings for the practice behaviors are to be based on your performance during the semester, not on future potential. It is suggested that the student share with the supervisor what ratings s/he believes s/he earned on each practice behavior and why. If possible, the rating on the evaluation should reflect what was agreed upon by the supervisor and student. Prior to the meeting with the field faculty, the student and/or supervisor would alert the field faculty about any ratings for which an agreement was not reached so that these can be further discussed during the evaluation meeting.

Immediately after this meeting, you and the field faculty will meet privately to discuss your seminar performance and the overall quality of your seminar and field performance, which determine your final grade. The student’s demonstration of participation and professionalism, both in seminar and in the field, and as described in this syllabus, will be included in the student’s final grade. Final responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the agency supervisor’s assessment of the progress the student has made regarding the 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 field supervisor and joint meetings will be held with you if indicated or desired by you, your supervisor and/or the field faculty.

For the final grade, the points for the integrative seminar and field placement performance are added together to determine the final grade. Points for field performance include the agency supervisor and field faculty/instructor’s evaluation of the student’s progress toward achievement of the competencies and practice behaviors and the instructor’s overall evaluation of the student’s performance as a Generalist Year Social Work Student. Successful completion of the course requires successful completion of **all** assignments.

The University grade equivalency for the percentages previously noted is follows:

94-100	A
88-93	AB
82-87	B
76-81	BC
70-75	C (see “Field Education Handbook” regarding this grade)
64-69	D

The following are grading standards for the Field Program:

A grade of “A” (outstanding, frequently surpasses expectations in all areas) 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 FULLY met the minimum criteria needed to pass the course.

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

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

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

F= failing grade, below expectations in all areas and may not continue

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

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.

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

Fall Semester

Weekly Seminar (40% of Final Grade):

Professionalism & Participation	15 points
Agency Paper	10 points
Agency Presentation	5 points
Progress Summary	10 points
Total Maximum Points:	40 points

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

Total Maximum Points: 60 points

VII. Course Policies

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

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.*

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 unless otherwise noted. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. *Unapproved late assignments will be marked down two points for each day they are late.*

Incomplete Policy: According to University Policy, an Incomplete may only be given when students, who 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 prior to the end of the semester to explain the situation and make arrangements for making up the required work. Students should inform their field faculty if they are ever one week ahead or one week behind in their field hours.

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 and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester (within the first two weeks, if possible), 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 videos they are planning to use in class, one week before the presentation.

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

Academic Misconduct:

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

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

Generalist Practice Year <u>Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p>2.1.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working people who have a serious and persistent mental illness in community settings. (V, C, & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C, & AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of people with serious and persistent mental illness. (K, S, V, C, & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of people with serious and persistent mental illness. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, 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 & AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, & V)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Weeks 6 & 8</p> <p>Weeks 6 & 8</p> <p>Week 6</p> <p>Weeks 4 & 5</p> <p>Weeks 2-6</p>

	<p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C & AP)</p> <p>Agency Analysis Report - (K, V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Weeks 8 & 10</p> <p>Weeks 4-11 & 12-14</p> <p>Weeks 8 & 15</p>
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with 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. (V, C, & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C, & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 & 13-15</p> <p>Weeks 8 & 15</p>

<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V, C, & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 & 13-15</p> <p>Week 8 & 15</p>
<p>2.1.4 Engage in Practice-informed Research and Research Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working with people who have a serious and persistent mental illness (V, C & AP)</p> <p>Change Agent Report and Presentation (K, S, V, C, & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Week 10</p> <p>Weeks 8 & 15</p>

	and field faculty (K, S, V, C & AP)	
<p>2.1.5 Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V, C, & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Weeks 8 & 15</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</p> <p>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</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with people who have a serious and persistent mental illness in community settings. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Weeks 8 & 15</p>

<p>constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>		
<p>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-</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Weeks 8 & 15</p>

<p>professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>		
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Weeks 8 & 15</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Social workers understand that</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation</p>	<p>All: Field practicum, class exercises, participation in field seminar</p>

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 400; Fall _____ (School Year)

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

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

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

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

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

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

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

Generalist Practice Year Competencies, Behaviors, and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

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

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

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

Agency Supervisor Comments:

Competency 2.1.3

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

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

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

Agency Supervisor Comments:

Competency 2.1.4

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

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

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

Agency Supervisor Comments:

Competency 2.1.5

Engage in Policy Practice.

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

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

Agency Supervisor Comments:

Competency 2.1.6

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

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

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

Agency Supervisor Comments:

Competency 2.1.7

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

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

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

Agency Supervisor Comments:

Competency 2.1.8

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

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

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

Agency Supervisor Comments:

Competency 2.1.9

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

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

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

Agency Supervisor Comments:

