

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
Social Work 800: Social Work Practice in Mental Health
Field Practice and Integrative Seminar, Summer and Fall 2018**

Instructor Name: Naomi Takahashi, MSW, LCSW
Location: School of Social Work, Room 114
Credits: 6 credits Advanced Generalist Practice Year-PTP
Class Day(s) & Time: Saturdays from 9:00-11:30 am
Instructional Mode: Face-to-Face
Canvas Course URL:
Office Hours: By Appointment
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I. Catalogue Description

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

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

Requisites: MSW Student

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

II. Course Overview and Prerequisites/Co-requisites

This advanced practice social work field unit provides an integrative seminar and supervised practice of clinical social work services, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of DSM-V-recognized mental health problems.

This is a field course in the Mental Health Concentration and prior enrollment in SW 835 (Advanced Practice in Mental Health) is required. Enrollment in SW 712 (Psychopathology) is not required, but strongly encouraged. Major content areas comprising clinical social work practice will include assessment, diagnosis, and treatment including psychotherapy and counseling, client centered advocacy, clinical case management, consultation and evaluation. Special emphasis will be placed on providing students with a foundation for continued development of culturally competent clinical social work practice.

Our focus is direct clinical social work practice that is recovery-oriented and committed to providing culturally appropriate, effective services to clients who have traditionally been under or poorly served due to economic, social and political disenfranchisement. Students will be challenged to consider how to reduce barriers to mental health service delivery that may arise from intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses. Along with the content areas noted above, we will examine and apply values and principles of ethical practice and give particular attention to ethical dilemmas in which important values appear to collide.

Some agencies may require the student pass an agency-initiated background check before having client contact in addition to the mandatory background check required by the School of Social Work.

Advanced generalist year students spend 14-16 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 18 weeks. Please note the number of seminars is 18 at 2.5 hours for each seminar for a total of 45 hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may

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

Students are expected to document field hours on the *Hourly Log* form provided by the field faculty member. It is the student's responsibility to document the field hours. If a student has questions about hours or other expectations and requirements of the program, the student should contact the field faculty member immediately. Supervision of direct practice will be provided primarily by staff members of the agency or program unit to which students are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

The seminar, as an integral component of the Field course, and the special activities of the Unit as a whole, are intended to support all the Competencies listed below for the Advanced Practice year. The seminar differs from the agency component of the Field course in its *emphasis* and *primary* focus and methods. It a) utilizes a *group* problem-solving approach, b) provides an arena for introduction of *new content*, c) *transcends* the focus of individual agencies and d) works actively to further *integration* of practice and knowledge from multiple sources, using multiple methods.

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

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

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

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

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A. In placement, students demonstrate mastery of a set of behaviors tied to entry and/or advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

IV. Course Content

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

Reading and Assignment Schedule:

WEEK 1: August 4

Getting started: Community Building; Syllabus Review and Course Expectations

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

Required Reading:

*Please read the entire syllabus prior to the start of class and come prepared with questions.

Recommended Reading:

University of Wisconsin-Madison School of Social Work Field Handbook

Available at: https://socwork.wisc.edu/sites/socwork.wisc.edu/files/content/pdf/PTPFieldHandbook_0.pdf

National Association of Social Workers (NASW) Code of Ethics

Available at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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 2: August 11th

Effective Use of Supervision. Ice breaker Facilitator sign-up. Check-in and consultation.

- **What are your hopes for weekly supervision?**
- **What is reflective supervision?**

Required Reading:

Baird, B. N. (2008). Supervision. In *The internship, practicum, and field placement handbook: A guide for the helping professions*, pp. 79-101. New Jersey: Prentice Hall.

WEEK 3: August 18

Preventing Compassion Fatigue, Burnout and Vicarious Traumatization. Check-in and consultation.

- **What does self-care mean to you?**

Assignments Due: 1st Field Journal due!

Required Reading:

Please thoroughly peruse the following website prior to class: <http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

- Read through the “Introduction to Self Care” page and “Developing Your Self-Care Plan”
- OPTIONAL: Read through this toolkit at least ½ way. We will be doing some of these exercises in class:
http://ywcacanada.ca/data/research_docs/00000346.pdf

Required Videos:

Trauma Stewardship:

https://www.youtube.com/watch?v=tAKPgNZi_as&index=3&list=PLI-gmwHdmr6gt41CAj20Zv9YDy7qVDF9O

TEDtalk: Beyond the Cliff: Laura van Dernoot Lipsky

<https://www.youtube.com/watch?v=uOzDGrcvmus&list=PLI-gmwHdmr6gt41CAj20Zv9YDy7qVDF9O&index=2>

WEEK 4: August 25th

**The Tapestry Model: Understanding our intersectional lenses and how these perspectives impact our work and worldview.
*COMBINED CLASSES. NO CHECK IN.***

Assignments Due: Individual Learning Plan Due (without signatures)!

Required Videos:

Kimberle Crenshaw TedTalk:

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Intersectionality 101:

<https://www.youtube.com/watch?v=w6dnj2IyYjE>

LABOR DAY HOLIDAY: September 1st

No Seminar

WEEK 5: September 8th

Professional Ethics and Boundaries; Use of Self-Disclosure, Mandated Reporting, Managing Dual Relationships, Boundaries

and the Use of Social Media. Check-in and consultation.

- *Bring an ethical dilemma you have experienced for check-in.*

Required Reading:

Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48 (1), 121-131.

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapter 4, pp. 35-46 and Appendix C. Hoboken, NJ: Wiley Publishing.

Required Videos:

Brene Brown- “Boundaries, Empathy, and Compassion”: <https://www.theworkofthepeople.com/boundaries>

Recommended Readings:

Judd, R.G. & Johnston, L.B. (2012). Ethical consequences of using social network sites for students in professional social work programs. *Journal of Social Work Values and Ethics*, 9(1), 5-12.

National Association of Social Workers. *Essential Steps for Ethical Problem Solving*. Retrieved from: <https://www.naswma.org/general/custom.asp?page=100July> 10th, 2018.

WEEK 6: September 15th

Biopsychosocial Assessment and Documentation; Writing Progress Notes. Combined Field Units with Holly Pagel lecturing. Check-in and consultation.

- *What has been your experience in writing progress notes?*
- *What assessment tools have you utilized in your field placement or place of employment?*

***Bring Zimmerman book to class.**

Required Reading:

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapters 1-3, pp. 1-34 and Chapter 9, pp. 145-174. Hoboken, NJ: Wiley Publishing

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapter 5, pp. 47-80. Hoboken, NJ: Wiley Publishing.

Zimmerman, M. (1994). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. Pages 132-141. East Greenwich, RI: Psych Products Press.

WEEK 7: September 22nd

Mental Illness and Psychotropic Medications; Guest Lecturer Arjune Rama, MD. Units Combined. NO Check-in. Discussion on Chapter 51 and forced medications.

Assignments Due: Signed Individual Learning Plan Due! Journal #2 due.

Required Reading:

Bassman, R. (2005). Mental illness and the freedom to refuse treatment: Privilege or right. *Professional Psychology: Research and Practice*, 36 (5), pp. 488-497.

Lavelle, S. & Tusaie, K.R. (2011). Reflecting on forced medication. *Issues in Mental Health Nursing*, 32(5), 274-278.

WEEK 8: September 29th

Class cancelled due to DBT training September 28th and 29th. Alternative Check-in Discussion Assignment required for those who are not attending the DBT training.

Assignments Due: Clinical Documentation Writing Sample due, & Alternative Check-in Discussion Assignment

Respond to the following prompts on the CANVAS discussion board:

- What did you learn about DBT from the videos?
- What questions do you have about DBT?
- How does your agency utilize modules or pieces of the DBT model?
- Do you see yourself using DBT in your clinical work moving forward?
- Comment at least twice to other classmates responses

Required Videos:

TBD

WEEK 9: October 6th

Cultural Awareness in Evidence-Based Practice. Check-in and consultation.

- *What are some examples of conversations about race, ethnicity and difference that you have had with clients?*

Required Reading:

Bigfoot, D.S. & Schmidt, S.R. (2010). Honoring children, mending the circle: Cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska Native children. *Journal of Clinical Treatment*, 66(8), 847-856.

Cardemil, S.V., & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34, 278-286.

WEEK 10: October 13th

Formulation and Case Conceptualization; Advocating for Clients. Check-in and consultation.

- *What does case conceptualization look like in your field placement setting?*

Required Reading:

Bucardo, J., Patterson, L., & Jeste, D.V. (2008). Cultural formulation with attention to language and cultural dynamics in a Mexican psychiatric patient treated in San Diego, California. *Culture, Medicine & Psychiatry*, 32:102-121.

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapter 7, pp. 95-116. Hoboken, NJ: Wiley Publishing.

Required Video:

TEDtalk: "The Danger of a Single Story", Chimamanda Ngozi Adichie:

<https://www.youtube.com/watch?v=D9Ihs241zeg&index=1&list=PLI-gmwHdmr6gt41CAj20Zv9YDy7qVDF9O>

Silent Beats: <https://www.youtube.com/watch?v=76BboyrEl48&index=7&list=PLI-gmwHdmr6gt41CAj20Zv9YDy7qVDF9O>

WEEK 11: October 20th

Treatment Planning and Evaluation. Mental Status Exam and Cultural Sensitivity. Bring Zimmerman book to class. Check-in

and consultation.

- *What exposure have you had to the MSE?*
- *What are your thoughts around Cultural sensitivity and responsiveness when utilizing the MSE?*
- *What experience have you had in writing treatment plans and evaluating outcomes with your clients?*

Assignments Due: Journal #3 due.

Required Reading:

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapter 6, pp. 81-94. Hoboken, NJ: Wiley Publishing.

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Chapter 8, pp. 117-144. Hoboken, NJ: Wiley Publishing.

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. Pages 120 – 131. East Greenwich, RI: Psych Products Press.

WEEK 12: October 27th

Keynote Speaker: Paja Charles, PhD talking about her research on Incarcerated fathers. It will take place in the WID from 9-10:30. Readings to be determined. Check-in and consultation.

WEEK 13: November 3rd

Risk Assessments. Check-in and consultation.

- *What types of risk assessment tools does your agency use?*

Required Reading:

Canapary, D., Bongar, B., & Cleary, K. (2002). Assessing risk for completed suicide in patients with alcohol dependence: Clinicians' views of critical factors. *Developmental Psychology: Research and Practice*, 33(5), 464-469.

Cavaiola, A. A. & Colford, J. E. (2006). Threats of suicide, homicide, and other violent acts. In *A practical guide to crisis intervention*, pp. 125-152. New York: Houghton Mifflin Company.

Sánchez, H. C. (2001). Risk factor model for suicide assessment and intervention. *Professional Psychology: Research and Practice*, 32(4), 351-357.

WEEK 14: November 10th

Substance Abuse within a Cultural Framework. Combined field units with Holly Pagel lecturing. Check-in and consultation.

- *Considering the various aspects of the culture of addiction, what unique characteristics might we see in our communities around Wisconsin?*

Assignment Due: Journal #4

Required Reading:

White, W. L. (1996). *Pathways from the culture of addiction to the culture of recovery: A travel guide for addiction professionals*. (Second edition), Chapters 1-3. Center City, MN: Hazelden.

Recommended Reading:

White, W. L. (1996). *Pathways from the culture of addiction to the culture of recovery: A travel guide for addiction professionals*. (Second edition), Chapters 4-7. Center City, MN: Hazelden.

WEEK 15: November 17th

Understanding Implicit Bias and Microaggressions. Combined field units with Naomi Takahashi lecturing. Check-in and consultation.

Assignments Due: Larger Systems Change Ideas Paper Due!

Required Reading:

Spencer, M.S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work*, 53(2), 99-101.

Required Videos:

Jerry Kang TedTalk- Immaculate Perception: <https://www.youtube.com/watch?v=9VGbwNI6Ssk&t=2s>

Verna Myers Tedtalk-Walking towards Bias: <https://www.youtube.com/watch?v=uYyvbGlnZkQ&t=2s>

Cracking the Codes-Implicit Bias: <https://www.youtube.com/watch?v=F05HaArLV44>

Cracking the Codes-Systems of Inequity: <https://www.youtube.com/watch?v=36XCiGr8muw&t=14s>

Joy Degruy: <https://www.youtube.com/watch?v=NdLTVHazTKo>

(November 24) No seminar

WEEK 16: December 1st

Mental Health Considerations in End of Life. Guest Lecture: Tracy Schroepfer, PhD; Units Combined; No Check-in.

Other readings TBD.

Assignments Due: Process recording due to agency supervisor!

WEEK 17: December 8th

Substance Abuse Assessment and Treatment. Check-in and consultation.

- *Discussion on the use of language as it pertains to addiction.*

Required Reading:

White, W. L. (1996). *Pathways from the culture of addiction to the culture of recovery: A travel guide for addiction professionals*. (Second edition), Chapter 8. Center City, MN: Hazelden.

WEEK 18: December 15th

Wrap-up and Course Review; SW 801 Preview.

Assignments Due: Signed Hourly Log Due! Final Journal #5 due.

V. Text and Reading Materials

Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar. Students are expected to understand the NASW Code of Ethics and integrate the code into practice. If you do not understand or have questions about any reading or the code, please see the Field Faculty for assistance.

Reading materials can be found in required text or on Canvas.

Required Texts:

National Association of Social Workers (2008). *Code of ethics of the National Association of Social Workers*, adopted by the NASW Delegate Assembly, August 1996 and revised by the 2008 Delegate Assembly. Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=KZmmbz15evc%3D&portalid=0>

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

Recommended Texts:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, (Fifth Edition, DSM-5)*. Washington, D.C.: American Psychiatric Association.

White, W. L. (1996). *Pathways from the culture of addiction to the culture of recovery: A travel guide for addiction professionals*. (Second edition). Center City, MN: Hazelden.

Wiger, D. E. (2011). *The Psychotherapy Documentation Primer*. Hoboken, NJ: Wiley Publishing.

Van Dernoot Lipsy, L. (2009). *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. Oakland, CA: Berrett-Koehler Publishers, Inc.

VI. Evaluation: Assignments, Grading, and Methods

Grading criteria will be assigned in the following ways:

Summer and Fall Semesters

Weekly Seminar (40% of Final Grade)

Professionalism and Participation

10 points

Co-facilitated Icebreaker

5 points

Field Journal Entries	25 points
Individual Learning Plan:	20 points
Larger Systems Change Ideas Paper:	35 points
Clinical Documentation Writing Sample	5 points
<u>Total Points:</u>	<u>100 points</u>

ASSIGNMENTS:

Field Journals

Due: 9:00am the following Saturdays for a total of 5 entries:

August 18th, September 22nd, October 20th, November 10th, and December 15th

Value: 5 points per journal entry = 25 points total

Length: 1 ½-2 pages

***Journals are to be turned in by 9:00am Saturday morning via the Canvas Dropbox.**

You are asked to write a personal journal reflection of your experiences in your field placement, including objective content (what you did, how did consumers, colleagues, and systems respond) and subjective process (what issues arose for you, what were you thinking and feeling, etc.). You may also reflect on observations and issues outside of your immediate work at your particular agency, that have implications for persons with mental illness and service delivery (larger social problems, policies, portrayals of mental illness in the media, etc.). Introduce theories, models, and concepts into your journal as you learn about them in our seminar and your other courses. Identify cases you might want to consult about during seminar. Protect client confidentiality by omitting identifying demographic information. I will be looking for journal content that reflects critical thinking, self-awareness, and consideration of how your own cultural values and beliefs impact interaction with consumers and other aspects of your work.

Individualized Learning Plan

Due without signatures: August 25th

Final (Signed by you and your supervisor) Due: September 22nd

Value: 20 points

The Individualized Learning Plan, sometimes referred to as a “learning contract”, is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in his or her field placement. A learning

plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and the student's agency supervisor. The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the CSWE approved course competencies and practice behaviors outlined in the syllabus will be met and measured. In many ways, the learning plan is similar to a treatment plan. It needs to be specific, measurable, individualized and can be changed over time. The student will formulate goals for each competency and one or more measurable action steps that will aid the student in achieving each goal. Please review the course competencies and the student field evaluation criteria to assist in creating learning goals and action steps. Students then discuss each goal and action steps with the agency supervisor to assess further the unique learning opportunities for developing knowledge, values and skills at their placement. Some practice behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the school's curriculum.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the Dropbox on August 25th. 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 at the start of class on September 22nd. You should also provide your supervisor with a copy of the final plan.

The Learning Plan will require input and approval of your agency supervisor, and should include the following:

- Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required practice behaviors for the specialization year. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your goals can reflect "making progress" towards the requirements and focus on the skills you will be working to develop at the agency.
 - Each goal should be clearly written and followed by one or more observable action steps indicating:
 - Experiences and methods you will use to reach your goal
 - A description of what your agency supervisor will do in support of your goal
 - A statement that describes how you, your agency supervisory, and I will know that each goal has been met.

- A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffing's you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.
- Self-care plan. This section should include a thorough description of steps you will take to engage in self-care throughout the semester.
- Field placement schedule.
- Field placement supervision plan and schedule.
- Please attach an organizational chart to the back of your final learning plan. The process of acquiring the organizational chart usually provides a nice opportunity to discuss agency structure and management. It is important for students to have an understanding of their agency from a macro lens.

Individualized Learning Plan Grading Rubric

Student's Name:	Points Awarded:	Comments:
Clear Goals for each competency (6 points)		
Clear Action Steps for Each Goal (6 points)		
Action Steps for your Supervisor (3 points)		
Field Placement Activities; Self-Care Plan; Supervision Plan and Schedule; Organizational Chart (4 points)		

Grammar/Spelling/organization (1 point)		
*If applicable, minus two points from total grade for lack of proofreading.		
Total Points awarded (out of 20):		
General Comments:		

Co-Facilitation of Icebreaker

Value: 5 points

This assignment is in the service of assisting students in developing their group facilitation skills. Working in pairs, students will take turns co-facilitating an icebreaker activity at the beginning of check-in. The icebreaker can last no more than 20 minutes. Students are encouraged to be creative in their choice of activities, while being sensitive to the needs of the group as seminar progresses over the course of the semester.

Assignment #7 Clinical Documentation Writing Sample

Due: September 29th

Value: 5 Points

This is your opportunity to demonstrate your clinical documentation skills through sharing some form of clinical documentation from your placement agency. This document could be a progress note, assessment, treatment plan, etc. and should show how you have developed your clinical writing through the requirements at your agency, using agency formats. Ensure client confidentiality by not including names or identifying information.

Use documentation that may include some or all of the following:

- **Presenting Issues (referral reasons + clients own words)**
- **Client strengths**

- **Diagnosis**
- **Symptoms that support diagnosis**
- **Client's priorities for treatment**

Larger Systems Change Ideas Paper

Due: November 17th

Value: 35 Points

Length: 6-8 pages

For this assignment, you are asked to identify three ideas for agency or social policy change that you believe would benefit clients served by your placement agency. This is an academic paper that requires a cover page, polished writing and APA citations. You should avoid using first-person pronouns whenever possible. This paper should be written in professional, respectful language as if it were to be presented to your agency's board or directors or at a staff meeting. The paper should be edited so that it flows smoothly, similar to a professional report. In other words, do not simply regurgitate and respond to the assignment questions. This paper will provide a starting point for a SW801 assignment, in which you will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies.

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving mental health/substance use disorder services at your placement. Listen carefully to clients' experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. You must interview various stakeholders in your agency to gain a sense of how they might view various problems and if they might be in support of the change you are proposing. Ask questions and visit with your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

Policy change may include modification of existing policy or introduction of new policy. Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups. Select policy issues that are meaningful and of interest to you, and of which you experience some level of enthusiasm, energy, or passion. Consider agency changes that could improve the quality of client services, such as reducing barriers to service, increasing the cultural competence of services, introducing or enhancing evidence

informed practice, introducing or supporting recovery-oriented services.

Begin your paper with an introduction that provides a brief overview of what will be discussed in the paper. Following the introduction, your paper should be written in three separate sections – one for each change idea. For each idea, include the following:

1. Describe the agency or larger system policy change for which you would advocate.
2. Establish an argument with supporting evidence for why this change is needed. Comment on the observations, information, and/or experiences that led you to select this issue. In your paper, be sure to include specific comments from clients and staff that inform your understanding of the problem. These should be cited in text as verbal communication in accordance with APA formatting. Utilize at least three references from the readings or your own research that inform and support your argument.
3. Generate some early ideas for how you might go about making this change. While the plan for implementing the change does not need to be fully developed, you do need to articulate some primary considerations for what it would take to make this change occur, who the key stakeholders might be and how you might generate buy-in.
4. Anticipate what it might be like to enact your proposed change in the agency. Identify other individuals, groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective and why. Discuss potential barriers to implementing this change.

Larger Systems Change Ideas Paper

Student's Name:	Points Awarded	Comments
Introduction to agency (3 points)		
Clear description of each agency or larger system policy change (6 points)		

Strong argument for why change is needed, including discussion of observations, information from interviews and/or experiences in the agency, as well as use of references to support your argument (12 points)		
Thoughtful consideration of process of enacting the change, including discussion with individuals, groups, organizations promoting this policy change and any barriers (7 points)		
Proper Citations (4 points)		
Grammar/Spelling (2 points)		
Overall Writing including organization of paper and conclusion (1 point)		
*If applicable, minus two points from total grade for lack of proofreading		
Total Points Awarded (out of 35)		
General Comments:		

Process Recording

Due: December 1st: Provide a hard or electronic copy to your field supervisor

Value: Pass/Fail

Purpose: The purpose of this assignment is to be able to assess interventions and statements used in interactions with clients to help understand social work practice and principles. Many times individual sessions or time with clients are not reflected upon, but this is necessary to assess our work with the clients. This assignment helps to recall details of our work with clients and be able to reflect back on purpose, content, and ability to integrate theoretical concepts and skills. In addition to your personal critique of your work with a client, this assignment also aims to foster ongoing communication with your agency supervisor regarding your clinical skills. The process recording will allow your agency supervisor to provide detailed feedback on the content and process of your interaction with a client.

Details: Identify a client interaction lasting at least 20 minutes to use for this assignment. It is recommended you write down verbal and non-verbal communications either during the interaction or right after the interaction. You will be surprised how much you can remember once you start writing it down. For the process recording itself, you will need to capture a minimum of the first 10 minutes of the client interaction. You are asked to complete a verbatim transcript of the verbal and non-verbal communication that occurred. The verbatim length will vary depending on the length of the session. Remember to note every verbal and non-verbal communication including sighs, eye rolling, deep breaths, leg bouncing, head nod, etc. Non-verbal communications are important to note and understand.

This assignment also asks that you complete a brief introduction of the client at the beginning of the assignment to assist your supervisor and field faculty in understanding the purpose and focus of the interaction.

You will provide the process recording to your agency supervisor. They will review the form and provide their feedback in the last column. This assignment is then to be discussed in a weekly supervision meeting with your agency supervisor.

- **Brief introduction to include:**
 - **Identifying Information and Conceptualization:** Introduce the client with relevant demographic information (age, marital/relationship status, city of residence, children or parent's name(s) (if client is a child), vocational and financial

status, legal status, religion if applicable). Comment on what brought the client into care and their goals for treatment. Provide a brief conceptualization of the client based on your work with them so far, including relevant diagnoses and your impressions of the presenting problem. Comment on any specific interventions (such as CBT) you might be utilizing in your work with this client. Lastly, explain the purpose and goals for this session

- **The process recording form includes three columns:**

- **Considerations for Column 1:** This column is the content of the session. Word for word (as well as you can remember) what was said. Also the content of non-verbals that are communicated.
- **Considerations for Column 2:** This column has more to do with the process of the session. What did you notice the client to be feeling? Did your verbal and nonverbal responses allow space for these feelings? What did you notice about your feelings/emotions during this client interaction? Did your feelings/emotions drive your interventions, were you aware of what was internally happening for you? Did your emotions get in the way of an effective response? Sadness, anxiety, anger and excitement can be involved in the session and can vary over time even within the session.
 - This is also the column where you use your clinical judgment to comment on what occurred in the session in both the content and the process. What do you think about what is being said (or not said) and what is happening, and why? Identify any techniques used (CBT, relationship building, limit setting, etc.). What led you to ask the question or provide the response? What were you hoping would happen? What did you think when the client said XXX? What questions do you have for your field supervisor?
- **Considerations for Column 3:** This column is for the agency supervisor to provide feedback. This may include questions for you regarding the transcript itself, feedback on your responses or observations, ideas to consider regarding your responses, or other comments/feedback.

Process Recording Form

<p>Verbatim Discussion Word for word dialogue to the best of your knowledge including verbal and non- verbal communications *Put non-verbals in ()</p>	<p>Feelings/Reactions; Observations/Analysis Identify <u>your</u> emotional response to what the patient/client is saying or not saying. Comment on what you think about the interactions.</p>	<p>Agency Supervisor Comments</p>
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Process Recording Feedback Guide for Supervisors

- How was the student’s introduction of the client and overall case conceptualization?
- Did the transcript include not only verbatim verbal but various non-verbals? Are there nonverbal cues or information the student might have missed or overlooked? How were the student’s verbal responses to the message the client was sending? Did the student seem to understand the meaning in the client’s messages and reflect this appropriately?
- Did the student critically reflect on their thoughts and reactions? Are there areas the student overlooked?
- How was the student’s analysis of the interactions and process? Was the student able to discuss the nature of the process occurring in the session?
- What are your thoughts about the way the student opened and structured the session for the client?

Hourly Log

Due: December 15th

Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 801-level students must complete 320 hours by the end of the spring semester. Time spent getting 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.

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 me, 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.

Participation and Professionalism:

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

Professionalism includes being prepared and present in every class. It includes arriving on time. My policy is to deduct points each time you are late to class. If you arrive to class after we have started, you can assume you will be deducted 1-3 points unless we have discussed the reason for your late arrival and it is deemed unavoidable.

You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one's field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your supervisor or other staff. Discussing challenges in field placement in a way that is akin to "gossiping" will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues *as if they were in the room*. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

Individual Meetings and Out-of-Class Contact

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

Methods: Integrative Model

Integrative Seminar

There is a required weekly seminar with the field faculty on Saturdays from 9:00 am -11:30 am. The seminar is used for integrating

theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities.

Supervision, Consultation and Evaluation

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday – Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due. I do ask that if you have questions related to our class, please review the syllabus before contacting me to see if you might find the answer to your question there.

Meetings Together with your Agency Supervisor

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

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

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

You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on supervision,

consultation and evaluation and educational roles, including those of students, please see below and the *Field Education Handbook*, section I.

The Agency Supervisor has the following responsibilities:

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

The Field Faculty has the following responsibilities:

1. Responsible for student selection and community placement.
2. Develop/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

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

yourself actively learning, excited, and happy in your field setting.

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

More specifically:

- Regarding professionalism, field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.
- For the written assignments this semester, field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus.

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

Sixty percent (60%) of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through observable behaviors, including the student's performance in the classroom and in the field. The student's demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student's final grade. Students are expected to achieve the competencies of the field course through the observable behaviors; complete the required hours per semester, cooperate fully with agency staff and the field faculty member; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service

obligations, there are ongoing professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the agency supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities. The field evaluation instrument with the competencies and respective behaviors; the student's performance in seminar, the student's learning plan; and the progress summary will serve as guides in the evaluation process.

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

End of semester evaluation instrument:

- Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)
- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)
- Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)
- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)
- Attendance and timeliness (in seminar and in field)

Practice Skills:

- Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)
- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)
- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)
- Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions.
- Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

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

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

Grade Standards for the Course:

The grade equivalency for these percentages is as follows:

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

The following are grading standards for the course:

A grade of "A" will include:

- Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the "Student Field Evaluation Instrument" and in seminar.
- Superior/excellent ability to utilize supervision, receives feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.
- Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability

to participate, as a member of a team regarding service for clients with particularly complex service needs.

- Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).
- With participation, clearly demonstrates ability to provide other perspectives, solutions, options to discussion (e.g., problem solving) AND integrate social work concepts with field and other experiences.
- Excellent, thorough and timely completion of all written and/or oral assignments for the field seminar.
- Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop learning opportunities and take appropriate risks to further your learning.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.

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

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

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

The “C” grade represents below minimum performance standards 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) agrees 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, one point, may not continue in program

F= failing grade, no points

Field Evaluation (60% of Final Grade)

- Progress towards achieving goals and activities specified in your learning plan 10 pts
- Clinical documentation (ability to work with the technology; content of notes; clinical language; timeliness) 10 pts
- Engagement, assessment, intervention and conceptualization skills 10 pts
- Utilization of supervision (openness to critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeking consultation; preparedness) 10 pts
- Participation in field placement activities (taking initiative to seek learning opportunities; interactions with other staff; ability to work within an interdisciplinary team) 10 pts
- Cultural & ethical components of field (awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss in supervision) 10 pts
- Professionalism (reliability; thoroughness; organization; time management; ability to work independently; participation and preparedness; attire) 10 pts
- Attendance and timeliness 10 pts
- End of semester evaluation 20 pts
- Total Points 100 pts

VII. Course Policies

Classroom Climate

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views

of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. 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. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equity in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination based on race, ethnicity, sexual orientation, gender identity, ability, age, etc., harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. I invite you to bring any concerns in this regard to my attention.

We will develop community and discussion practices in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

Student Wellness

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- Report: <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the [Dean of Students Office](#), 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Out-of-Class Contact with Instructor

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you.

Code of Ethics, Student Rights and Responsibilities & 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.

Electronics:

To minimize disruptions to class process all electronics must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to the instructor before class. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

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.

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.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be tolerated. Disrespectful behavior will be determined at the discretion of the field faculty. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to 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. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. It is the student's responsibility to contact the field faculty for any clarification on disrespectful and unprofessional behavior.

Disability Accommodation:

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

relay); Address is 1305 Linden Drive, Madison, WI 53706

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.

Attendance Policy:

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival (**more than 20 minutes**) or early departure as an absence

Absence

To ensure a quality educational experience, students must attend and participate in classes

- Attendance will be taken at each class and students' level of participation noted
- Excused & Unexcused Absences:
 - Two unexcused absences will result in a student's grade being dropped one full grade
 - Three unexcused absences will place the student at risk for failing the course
 - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for any unexcused absences and if the student has had more than one excused absence.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an *excused* absence.

- Inclement weather Policy:
 - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
 - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

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

Written Assignment Policy:

All written assignments are to be completed in Microsoft Word. 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 instructor, course number, and course title (do not put this information on the first page of your paper). Students must format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Headings should NOT be placed in the body of the paper unless indicated. 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 instructor. Failure to comply with these expectations will result in a loss of points.

Criteria for Assignments

Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.

6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Papers should be placed in the Canvas Dropbox prior to class on the due date. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

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, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job 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 three points raised above and I will give your appeal my careful attention.

Late Assignment Policy:

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date for approval to submit late. Unapproved late assignments will be marked down three points for each day they are late with no exceptions. You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received.

Grade Appeals/Grievance Policy:

A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

<http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf>

Appendix A:

Advanced Practice Year Competency Addressed in Course	Course Content	Location in Syllabus
<p>1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working in various settings in mental health field. (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 mental health. (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 mental health. (K, S, V, C & AP)</p>	<p>Field placement, class exercises, participation in field seminar discussions: all weeks.</p> <p>Week 6</p> <p>Week 7</p> <p>Week 7</p>

<p>understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Apply knowledge of social services, policies and programs relevant to the area of mental health, 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>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>Week 4 & 7</p> <p>In placements</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,</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 children and families and adults and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender identity, sexual orientation, poverty and privilege. (K, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions, journal entries</p> <p>Week 4, 5, 6, and 9</p> <p>Week 7, 18</p>

<p>color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	
<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental</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 &</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions, journal entries. All weeks</p>

<p>human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Week 7-18</p>
<p>2.1.4: Engage in Practice-informed Research and Research-informed Practice Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge</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 children, youth and families and adults.</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions, journal entries. Weeks 1-18</p>

<p>in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>Change Agent Report and Presentation (K,S,V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>Week 9, 10, Week 15</p> <p>Week 7, 18</p>
<p>2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational,</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 settings 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, journal entries. Weeks 1-18</p> <p>Weeks 7 & 18</p>

<p>environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p>		
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families and adults in various 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, journal entries. Weeks 1-18</p> <p>Weeks 7, 18</p>

<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions, journal entries. Weeks 1-18</p> <p>Weeks 7, 18</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and</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>All: Field practicum, class exercises, participation in field seminar discussions, journal entries. Weeks 1-18</p> <p>Weeks 7, 18</p>

<p>implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Mid and End of semester evaluation & learning plan with supervisor and field faculty (K, S, V, C & AP)</p>	
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in public and private mental health settings (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, journal entries</p> <p>Weeks 7, 18</p>

Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.		
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UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in _____
Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year _____

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.**

Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation
Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
<p>Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</p>		<p>Rating.</p>
<p>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area.</p>		<p>Rating.</p>

Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.		Rating.
Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.		Rating.

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

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

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

Agency Supervisor Comments:

Competency 2.1.3

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.4

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

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

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

Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.		Rating.
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Agency Supervisor Comments:

Competency 2.1.5

Engage in Policy Practice.

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

Advanced Generalist Social Workers:

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

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

Agency Supervisor Comments

Competency 2.1.6

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

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

Workers:

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

Agency Supervisor Comments:

Competency 2.1.7

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

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

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.		Rating.
Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and		Rating.

constituencies in a focus area.		
Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.		Rating.
Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.		Rating.

Agency Supervisor Comments:

Competency 2.1.8

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

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

Advanced Generalist Social Workers:

<p>Advanced Generalist Level Practice Student Required Behaviors:</p>	<p>Methods to Observe and Demonstrate Achievement:</p>	<p>Enter rating using key above (5,4,3,2,1 or NA)</p>
		<p>Fall Final</p>
<p>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</p>		<p>Rating.</p>

<p>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area.</p>		<p>Rating.</p>
<p>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</p>		<p>Rating.</p>
<p>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</p>		<p>Rating.</p>
<p>Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		<p>Rating.</p>

Agency Supervisor Comments:

Competency 2.1.9

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

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

Advanced Generalist Social Workers:

<p>Advanced Generalist Level Practice Student Required Behaviors:</p>	<p>Methods to Observe and Demonstrate Achievement:</p>	<p>Enter rating using key above (5,4,3,2,1 or NA)</p>
		<p>Fall Final</p>
<p>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</p>		<p>Rating.</p>

<p>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area.</p>		<p>Rating.</p>
<p>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</p>		<p>Rating.</p>
<p>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</p>		<p>Rating.</p>

Agency Supervisor Comments:

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

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Attached Organizational Chart

<p>Learning Plan Approval (Fall):</p> <p>_____</p> <p>Student Signature Date</p> <p>_____</p> <p>Agency Supervisor Signature Date</p> <p>_____</p> <p>Field Faculty Signature Date</p>	<p><i>Student: My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:</i></p> <p><input type="checkbox"/> <i>I agree with the evaluation</i></p> <p><input type="checkbox"/> <i>I do not agree with the evaluation</i></p> <p>_____</p> <p><i>(Student signature)</i> <i>(Agency Supervisor signature)</i></p> <p>_____ _____</p> <p><i>(date)</i> <i>(date)</i></p> <p>_____</p> <p><i>(field faculty signature)</i></p> <p>_____</p> <p><i>(date)</i></p>
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If the student disagrees with the evaluation they should state that disagreement in writing with relevant documentation or examples of work and submit a copy to both the agency supervisor and the field faculty by a specified due date. Documentation of disagreement will be attached to the end of this form.

