

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

**Social Work 800 (003): Social Work Practice in Mental Health  
Fall, 2018 (Final Draft 9.10.18)**

**Instructor Name:** Lynette M. Studer, Ph.D. MSW, LCSW, Clinical Assistant Professor  
**Credits:** 5 credits Advanced Generalist Practice Year - FTP  
**Location:** SW 106  
**Class Day(s) & Time:** Wednesdays 9:00 – 11:30am  
**Instructional Mode:** Face-to-Face  
**Canvas Course URL:** <https://canvas.wisc.edu/courses/116968>  
**Office:** Social Work Building, Room 309  
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### **I. Course 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 for graduate students.

**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 (Wednesdays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 20 hours of field work in the community as part of the course requirement.

### **II. Course Overview**

This 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 Specialization and concurrent enrollment in SW 835 (Advanced Practice in Mental Health) is required. 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, strengths-based 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 20 hours per week in field placement and 2.5 hours in the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks, including the week of finals. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32.5 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 and uploaded in Canvas. 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. Learning Outcomes: Competency, Description and Dimensions (Field and Seminar)**

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

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

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

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 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 & Field Evaluation Instrument” found in Appendix B.

#### **IV. Course Content**

Time: 9:00-11:30 a.m. Wednesdays during the semester

No class on 10/24/18 and 11/21/18

##### **Week 1 (9/5/18)**

**Introductions; Community Building; Syllabus Review and Course Expectations; Establishing Community Guidelines; Supervision handouts; Check-in**

Discussion: *Creating an effective and supportive learning environment in the Field Seminar How do you learn best? What are your hopes for this seminar? What do we need in place to get the most out of seminar? Creating spaces and opportunities for growth.*

##### **Required Reading:**

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

Please review:

University of Wisconsin-Madison School of Social Work Field Handbook

[https://socwork.wisc.edu/sites/socwork.wisc.edu/files/content/reusable/pdf/FieldHandbook\\_0.pdf](https://socwork.wisc.edu/sites/socwork.wisc.edu/files/content/reusable/pdf/FieldHandbook_0.pdf)

National Association of Social Workers (NASW) Code of Ethics

<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

<http://ifsw.org/policies/statement-of-ethical-principles/>

##### **Week 2 (9/12/18) First Field Journal Due! Icebreaker Facilitation Sign-Up**

**Effective Use of Supervision and the Learning Plan; Check-in and Consultation**

Discussion: *What are your hopes for weekly supervision? What can you do to help make this happen? What is your role and responsibility in clinical 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.

Coleman, M. (June, 2003). Supervision and the clinical social worker. *Clinical Social Work:*

*Practice Update*, 3(2).

<https://www.socialworkers.org/LinkClick.aspx?fileticket=YsRCX8xPeLs%3D&portalid=0>

What do I talk about in Clinical Supervision? Retrieved from

<https://socialworkcoaching.com/clinical-supervision-topics/>

NASW Best Practice Standards in Social Work Supervision

<https://www.socialworkers.org/LinkClick.aspx?fileticket=GBrLb14BuwI%3D&portalid=0>

### **Week 3 (9/19/18)**

#### **Self-Care; Preventing Compassion Fatigue, Burnout and Vicarious Traumatization; Check-in and Consultation**

Discussion: *The notion of self-care gets mentioned a lot in social work school, but what does it actually look like for you?*

#### Required Videos:

Berry, W. "The Peace of Wild Things" Retrieved from:

<https://onbeing.org/blog/wendell-berry-the-peace-of-wild-things/>

Eco-Grief and Ecofeminism; Heidi Hunter; Retrieved from:

<https://www.youtube.com/watch?v=t6FuKhjfvK8>

Pennebaker, J. (1997). Writing about emotional experiences as a therapeutic process. *American Psychological Society*, 8(3), 162-166.

Trauma Stewardship: [https://www.youtube.com/watch?v=tAKPgNZi\\_as&index=3&list=PLI-gmwHdmr6gt41CAj20Zv9YDy7qVDF9O](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>

#### Recommended Reading/Optional Viewing:

Self-Care Starter Kit via University of Buffalo School of Social Work. Retrieved from:

<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

Shapiro, S., Brown, K.W., & Biegel, G.M. (2007). Teaching self-care to caregivers: Effects of mindfulness-based stress reduction on the mental health of therapists in training. *Training and Education in Professional Psychology*, 1(2), 105-115.

Website that is a great resource on self-care for youth workers:

[http://ywcacanada.ca/data/research\\_docs/00000346.pdf](http://ywcacanada.ca/data/research_docs/00000346.pdf)

**Week 4 (9/26/18) Field Journal #2 Due! Professional Ethics and Boundaries; Ethical Decision-Making; Mandated Reporting; Check-in and Consultation**

Discussion: *How do you determine what to do during an ethical dilemma? What does this decision-making process look like?*

Required Reading:

National Association of Social Workers. *Essential Steps for Ethical Problem Solving*.

Retrieved from on August 13, 2018: <https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm>

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*. Hoboken, NJ: Wiley Publishing.

- Chapter 4 and Appendix C

*Students are encouraged to familiarize themselves with the following website from the Wisconsin Child Welfare Professional Development System: Mandated Reporter Online Training: <https://media.wcwpds.wisc.edu/mandatedreporter/>*

Recommended Reading:

Department of Safety and Professional Services. *Positions statements related to psychology issued by the Psychology Examining Board*. Retrieved from:

<https://dsps.wi.gov/Pages/BoardsCouncils/Psychology/PositionStatements.aspx> or <http://165.189.64.111/Documents/Board%20Services/Position%20Statements/Psychology/Psychology.pdf>

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.

Lewis, R., Adler, D.A., Dixon, L.B., Goldman, B., Hackman, A.L., Oslin, D.W., Siris, S.G. & Valenstein, M. (2011). The psychiatric note in the era of electronic communication. *The Journal of Nervous and Mental Disease*, 199(4), 212-213.

**The Morrissey Mental Health Workshop: *Introduction to Dialectical Behavior Therapy*  
Friday September 28 & Saturday, September 29, 2018**

**8:00am – 4:30pm; Registration: 8:00 – 8:30am; Lunch on your own: 12:00 – 1:00pm**

**Madison Marriott West, 1313 John Q. Hammons Drive, Middleton, WI 53562**

**Week 5 (10/3/18)**

**Individual Learning Plan Due (unsigned, submitted to Canvas)!**

**Agency Change Projects and the Generalist Intervention Model; Check-in and**

## **Consultation**

Discussion: *How and why does the generalist intervention model and the agency change project ask you to think beyond direct, micro-level practice?*

### Required Reading:

Gallo, K.P. & Barlow, D.H. (2012). Factors involved in clinical adoption and nonadoption of evidence-based interventions in mental health. *Clinical Treatment: Science and Practice*, 19(1), 93-106.

Hansen, H.B., Donaldson, Z., Link, B.G., Bearman, P.S., Hopper, K., Bates, L.M., Cheslack-Postava, K., & Harper, K. (2013). Independent review of social and population variation in mental health could improve diagnosis in DSM revisions. *Health Affairs*, 32 (5), 984-993.

## **Week 6 (10/10/18) Field Journal #3 Due!**

### **Mental Health Documentation; Writing Progress Notes; Check-in and Consultation**

Discussion: *What has been your experience in writing progress notes? How do you determine what to include and what to leave out in a progress note? What are you learning about clinical documentation in your placement?*

### Required Reading:

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

- Chapters 1-3, 5, 8 and 9

## **Week 7 (10/17/18)**

### **Field Journal #4 Due!**

### **Formulation and Case Conceptualization; Advocating for Clients; Check-in and Consultation**

Discussion: *What does case conceptualization look like in your field placement setting? How can we use our formulation skills to advocate for clients?*

### 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.

Werges, Daniel. (2007). The other dual diagnosis: Intellectual disability & mental illness. *NADD Bulletin*, 10(5), Article 2. <http://thenadd.org/modal/bulletins/v10n5a2~.htm>

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

- Chapter 7

Required Video:

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

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

**Week 8 (10/24/18) No Seminar.**

**Week 9 (10/31/18) Cultural Humility & Awareness and Intersectionality**  
**Signed hard copy of Individual Learning Plan due in class!**

Required Reading:

Budge, S. L., Thai, J. L., Tebbe, E. A., & Howard, K. A. S. (2016). The intersection of race, sexual orientation, socioeconomic status, trans identity and mental health outcomes. *The Counseling Psychologist*, 44(7), 1025-1049.

Moncho, C. (2013). The Social Work Practitioner: Cultural Humility Part 1-What is Cultural Humility?. (watch embedded video [29.28]) Retrieved from:  
<https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is-cultural-humility/>

Walker, J.A. and Prince, T. (2010). Training considerations and suggested counseling interventions for LGBT individuals. *Journal of LGBT Issues in Counseling*, 4:1, 2-17.

Required Videos:

Kimberle Crenshaw TedTalk:

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

Intersectionality 101:

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

**Week 10 (11/7/18) Change Agent Project Ideas Paper Due!**  
**Understanding Implicit Bias and Microaggressions; Check-in and consultation**

Required Reading:

Bauer G.R., Hammond R., Travers R., Kaay M., Hohenadel K.M., Boyce M. (2009). I Don't Think This Is Theoretical; This Is Our Lives: How Erasure Impacts Health Care for Transgender People. *Journal of the Association of Nurses in AIDS Care*. 20(5), 348-361.

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>

Meeting in the Middle; Julie L. Williams and Steven Kniffley.  
<https://www.youtube.com/watch?v=5trvm6-18F0>

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

Recommended Videos:

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>

**Week 11 (11/14/18) Field Journal #5 Due!**

**Risk Assessments; Check-in and Consultation**

Discussion: *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.

Required Media:

Barbaro, M. (2018, February). The Daily: Mental Health and Mass Shootings. Retrieved from:  
<https://www.nytimes.com/2018/02/23/podcasts/the-daily/gun-access-mentally-ill.html>

**Week 12 (11/21/18) No Seminar**

**Week 13 (11/28/18)**

**Use of Self; Check-in and Consultation**

**Clinical Documentation Note Due to Canvas**

Discussion: *What is meant by use of self and how do you determine when to use it? Appropriate dimensions of self-disclosure.*

Required Reading:

Walters (2008). An Introduction to Use of Self in Field Placement. Retrieved on 8/12/18 from [http://www.socialworker.com/feature-articles/field-placement/An\\_Introduction\\_to\\_Use\\_of\\_Self\\_in\\_Field\\_Placement/](http://www.socialworker.com/feature-articles/field-placement/An_Introduction_to_Use_of_Self_in_Field_Placement/)

### **Week 14 (12/5/18)**

#### **Mental Illness and Psychotropic Medications**

**Guest Speaker: Dr. Rebecca Radue; Combined with other unit; No Check-in;**

Huskamp, H.A., Horvitz-Lennon, M., Berndt, E., Normand, S.T., & Donohue, J. (2016). Patterns of antipsychotic prescribing by physicians to young children. *Psychiatric Services*, 67(12), 1307-1314.

NPR interview of interest: “Insane: America’s 3 Largest Psychiatric Facilities are Jails”  
<https://www.npr.org/sections/health-shots/2018/04/25/605666107/insane-americas-3-largest-psychiatric-facilities-are-jails>

### **Week 15 (12/12/18) Field Journal #6 Due! Signed Hourly Log Due!**

#### **Wrap-up and Course Review; 801 Preview; Check-in and Consultation**

#### **V. Text and Reading Materials for the Course**

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.

All reading materials can be found in required texts 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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

#### **Recommended Texts:**

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

Wosket, Val. (2017). *The Therapeutic Use of Self, Counselling Practice, Research and Supervision, 2<sup>nd</sup> Edition*. London, England: Routledge, Taylor & Frances Group. ISBN 9780415831475 (pbk) | ISBN 9780203772263 (ebk)

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

## **VI. Evaluation: Assignments, Grading, and Methods**

### **Fall Semester**

#### **Weekly Seminar (40% of Final Grade)**

<b>Field Journal Entries</b>	<b>30 points</b>
<b>Individual Learning Plan</b>	<b>20 points</b>
<b>Icebreaker Facilitation</b>	<b>10 points</b>
<b>Change Agent Project Proposal Graded Draft</b>	<b>30 points</b>
<b>Clinical Documentation Writing Sample</b>	<b>10 points</b>

**Total Points: 100 points**

#### **Assignment #1: Field Journal**

**Due: 9:00am on dates indicated above (9/12/18, 9/26/18, 10/10/18, 10/17/18, 11/14/18 & 12/12/18)**

**Value: 5 points per journal entry (6 entries total)**

**Length: 2-3 pages**

You are asked to write an approximately bi-weekly 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 and situations 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 positionality, cultural values and beliefs impact interaction with consumers and other aspects of your work.**

**Journals are to be submitted to the Canvas course site.**

#### **Assignment #2: Individualized Learning Plan**

**Electronic Version without Signatures Due to Canvas: 10/3/18**

**Value: 20 points**

**Final (Hard copy signed by you and your supervisor) Due: 10/31/18**

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 their 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 behaviors will be met and measured. The learning plan provides the CSWE required behaviors for each competency in column one. The student will need to formulate *methods for observing and demonstrating achievement of each behavior in column two.* The methods should be specific and observable and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the Canvas site. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. Recommendations may include an individual meeting with field faculty for learning purposes. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. Your grade will be assigned based on the final draft that is submitted (on 10/31/18). A hard copy of the final learning plan, with signatures, will be submitted to the field instructor in class as stated above. You should also provide your supervisor with a copy of the final plan.

Please use the format for the Learning Plan that is provided on the Canvas site. In section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.

### **Assignment #3: Co-Facilitation of Icebreaker**

**Sign-up for this activity to be completed in Week 2**

**Value: 10 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 and must adhere to the community guidelines established by the group. 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 #4: Change Agent Project Proposal Graded Draft**

**Due: 12/5/18**

**Value: 30 Points**

**Length: 6-8 pages**

Students will begin a change agent project in the fall and complete it in the spring semester. Utilizing the planned change process, the project will seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. This assignment provides the starting point for the SW801 change agent project, in which you will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. Students need to begin the assessment and planning process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year.

In your placement, 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. 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 areas of need and if they might be in support of the change you eventually propose. 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. Policy changes within systems (e.g. agencies) must be planned well in advance to the actual proposed change so ask your agency supervisor the process and timeline for such a change to occur within your agency.

For this assignment, you are asked to describe the problem or need and complete a brief, written proposal of your plan for the change agent project. The proposal must include the following:

- A brief introduction to the agency, its mission and the clients served
- A description of the identified need or problem, including supporting evidence for why this change is needed. Comment on the observations, information, and/or experiences that led you to select this issue. 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. While not required for the

outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment.

- A thorough description of your proposed change project, including what you will do and how you will do it, the timeframes/deadlines, the intended impact, who the key players in the project will be, and how you will evaluate the outcome. Be sure to discuss how you will generate buy-in for this change and any potential barriers you will need to address. The agency supervisor must be familiar with and support the proposal and the feedback from the agency supervisor must be provided in the outline/proposal.

This is an academic paper that requires a cover page, polished writing and APA citations. This paper should be written in professional, respectful language as if it were to be presented to your agency's board of 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 assignment will carry into the spring semester, when students will incorporate instructor feedback into a revised final version of the proposal. This graded draft should be polished draft and successfully adhere to the assignment expectations.

### **Change Agent Project Proposal**

Introduction to the agency (3 points)

Clear description of the needed change with supporting evidence, including discussion of observations, information from interviews and/or experiences in the agency (7 points)

Thoughtful description of the proposed change, including what you will do and how you will do it, the timeline for activities, the intended impact, who the key players in the project will be, how to generate buy-in, anticipated barriers, how you will evaluate the outcome and your supervisor's feedback (15 points)

Grammar/Spelling (2 point)

Overall writing, including paper organization, APA formatting, and introduction/conclusion (3 points)

\*If applicable, minus two points from total grade for lack of proofreading

Total Points Possible: 30

Total Points Awarded

General Comments:

### **Assignment #5: Clinical Documentation Writing Sample**

**Due: 11/28/18**

**Value: 10 points**

This is your opportunity to demonstrate your clinical documentation skills through sharing some clinical documentation from your placement agency, specifically a progress notation/case note. In this progress note, you will need the following information: (1) all relevant diagnoses (written in correct DSM-V nomenclature); (2) the client's strengths; (3) the relevant client goal(s); (4) the outlined intervention that your case note "ties" to; and (5) the actual case notation.

This document should show how you have developed your clinical writing through the requirements at your agency, using agency formats but also writing in an ethical and person-centered and strengths-based way. Ensure client confidentiality by not including names or identifying information. A template for your use is uploaded into Canvas.

### **Hourly Log**

**Due: 12/12/18**

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 800-level students must complete roughly 320 hours by the end of the Fall 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 reaching the needed hours over winter break have not been made in advance, 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:**

Professional participation involves a range of expectations regarding classroom behavior and preparation for seminar. **Professional behavior is expected from all students.** There is no separation between professional work and classroom behavior. Professionalism includes being prepared and present in class and arriving on time. **My policy is to deduct a point each time you are late to class.** If you arrive to class after we have started, you can assume you will be deducted 1 point unless we have discussed the reason for your late arrival and I deem it unavoidable.

Participation is measured by amount and quality. Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. 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. Similarly, you are expected to emulate competent clinical professionalism, which is to seek to understand another person's perspective, address issues that upset or concern you in a

non-threatening and mature way (e.g. no gossiping or complaining behind another person's back but instead addressing issues directly with the person with self-control and professionalism) and bring issues to your field faculty as they arise (e.g. not letting concerns fester and affect your practice).

As part of a respectful environment where everyone can participate comfortably, everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronoun (e.g. she, ze, he, or they). 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. 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 (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

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. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this. You are expected, as prospective social work professionals, to initiate conversation without being called upon during seminar.

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.

## **Methods: Integrative Model**

### Integrative Seminar

There is a required weekly seminar with the field faculty on Wednesdays 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 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.

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand. As your field faculty, I will be in regular contact with your agency supervisor throughout the semester.

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.

**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 modeling.
7. Consult with student on professional growth, ethics and development.
8. Provide student with ongoing constructive criticism and final evaluations (at end of each semester).

**The Field Faculty has the following responsibilities:**

1. Responsible for student selection and community placement.
2. Review and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide good professional role modeling.
6. Maintain regular contact (at least monthly or as mutually determined) 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 through 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 you, your agency supervisor(s) and the Field Faculty. The field faculty 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 the quality of your written assignments as outlined in this syllabus and on your professionalism and participation.

**Sixty percent (60%)** of the final grade is based on both field work, taking into account the degree to which the competencies are met through measureable behaviors, as well as the student’s performance in the classroom. 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. Final responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the 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 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 completion of the evaluation tool included in the learning plan. Students will use the tool to provide a self-evaluation prior to our meeting. While your self-evaluation will be given considerable weight in arriving at your final grade for field work, greatest weight will be given to your supervisor’s overall assessment of your work. **BE SURE THAT YOU AND YOUR SUPERVISOR HAVE REVIEWED YOUR EVALUATION TOOL TOGETHER PRIOR TO THE JOINT MEETING.**

### **Grade Standards for the Course:**

Grading for this class will be based on the following percentage scale:

94 -100	A
88 - 93	A /B
82 - 87	B
76 - 81	B/C
70 - 75	C
64 – 69	D
<=63	F

**A grade of “A”** (consistently superior/excellent performance) will include:

- \*Superior/excellent progress towards achieving goals and activities specified in your learning plan.
- \*Excellent, accurate, thorough and timely clinical documentation as required by your agency.
- \*Excellent, thorough and timely completion of all written assignments for the field seminar.
- \*Superior/excellent skills for engaging clients, who may present with a wide range of issues and problems and viewing the clients in a strengths-based way.
- \*Superior/excellent ability to utilize supervision, receive feedback with minimal defensiveness, respond positively to suggestions and implement them.
- \*Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.
- \*Consistent and excellent integration of cultural humility and responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- \*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.
- \*Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.
- \*Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of having read assigned material.

**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 including putting clients at risk, 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

Grading criteria will be assigned in the following ways:

## **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 equality 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, 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 guidelines 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](http://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](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents of bias or hate 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.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students Office](#), 70 Bascom Hall, during normal business hours for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### 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 or to discuss any issue of concern. 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 at a location of mutual agreement (e.g. in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop) if this is a more comfortable and welcoming space for either of us.

### Code of Ethics, Student Rights and Responsibilities & Plagiarism

Incoming BSW and MSW students have 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 cellular telephones must be turned off during the class period. If you have an urgent reason for leaving your cell phone on, please inform the instructor before the beginning of class. Any other electronic devices 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. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating. I reserve the right to ask any student, whose use of electronics is distracting to me or any other student, to leave class. This absence will then be reflected in the student's participation grade.

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/fellow students.

Student Behavior Policy:

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, arriving late, consistent and repeated checking of your phone/electronic devices, sleeping in class and not being respectful to field faculty or to guest speakers. Nonverbal disrespectful behavior includes, but not limited to, eye rolling, or aggressive body posturing. 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. It is the field faculty's responsibility to point out (privately) any disrespectful behavior observed in seminar for the opportunity to process, learn, and professionally grow.

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](mailto: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:

Students are expected to attend all scheduled classes and to arrive on time.

***Promptness***

Prompt arrival to all courses is required. This means you are ready to begin class at 9:00am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

***Absence***

If you must miss class, you are required to inform the instructor via email or text in advance. 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. Students who are absent for more than one class in the semester will be required to schedule a meeting with the instructor to discuss their performance.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed previously. 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, without exception. The instructor will not review assignments submitted in another format. 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**. 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, paragraph and 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 Canvas prior to class on the due date and time and represent graduate-level work. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. 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. The instructor will not contact students if an assignment is not received.

**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 responsibility to bring this to my attention in a timely manner.

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 within a week of your grade being assigned with specific attention to the three points raised above and I will give your appeal my careful attention.

### **Late Assignment Policy:**

The assignments listed previously in this syllabus 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 at least 24 hours prior to the due date for approval to submit late. **Unapproved late assignments will be marked down two 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

<b>Advanced Practice Year</b> <u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p><b>1: Demonstrate ethical and professional behavior</b>            Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working in various settings in the mental health field. (V, C &amp; AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C, &amp; AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of mental health. (K, S, V, C &amp; 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 &amp; AP)</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 &amp; AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, &amp; 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 &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>Field placement, class exercises, participation in field seminar discussions: all weeks</p> <p>Week 4</p> <p>Week 4</p> <p>Week 4</p> <p>Weeks 5, 7 and 10</p> <p>Weeks 9, 14 and 15</p> <p>Weeks 6, 9 and 15</p> <p>Weeks 14 and 15</p>

<p><b>2.1.2 Engage Diversity and Difference in Practice</b> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working 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. (V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 4, 9, 10 and 13</p> <p>Weeks 4, 14 and 15</p>
<p><b>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</b> Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed 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>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 3, 4, 5, 7, 9, 10, 11, 13 and 14</p> <p>Weeks 14 and 15</p>
<p><b>2.1.4: Engage in Practice-informed Research and Research-informed Practice</b> 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</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</p>	<p>All: Field placement, class exercises, participation in field seminar</p>

<p>and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>working with children, youth and families and adults.</p> <p>Change Agent Project Proposal (K, S, V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>discussions, journal entries</p> <p>Week 5</p> <p>Weeks 14 and 15</p>
<p><b>2.1.5: Engage in Policy Practice</b> Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker. (V, C &amp; AP)</p> <p>End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 2 and 5</p> <p>Weeks 14 and 15</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b> 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 &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 5, 9 and 10</p> <p>Weeks 14 and 15</p>

<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b> 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 &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 4, 5, 6, 7, 9, 10 and 11</p> <p>Weeks 14 and 15</p>
<p><b>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence-based approaches. (V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 3, 4, 5, 6, 7, 9 and 11</p> <p>Weeks 14 and 15</p>
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> 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.</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 &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</p>	<p>All: Field placement, class exercises, participation in field seminar discussions, journal entries</p> <p>Weeks 2, 4, 5, 6, 9 and 11</p> <p>Weeks 14 and 15</p>

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

STUDENT: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Placement Phone Number: \_\_\_\_\_  
UW Email Address: \_\_\_\_\_  
Field Hour Schedule: \_\_\_\_\_

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

**Academic Courses (Fall):**

Full Course Name & Number:  
Instructor:

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

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

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:*

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

**Agency Supervisor Comments:**

**Competency 2.1.2**

**Engage Diversity and Difference in Practice.**

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

*Advanced Generalist Social Workers:*

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

**Agency Supervisor Comments:**

**Competency 2.1.3**

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

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

*Advanced Generalist Social Workers:*

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

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

**Agency Supervisor Comments:**

**Competency 2.1.5**

**Engage in Policy Practice.**

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

*Advanced Generalist Social Workers:*

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

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

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

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

**Agency Supervisor Comments:**

**Competency 2.1.9**

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

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

*Advanced Generalist Social Workers:*

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

**Agency Supervisor Comments:**



