

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

Social Work 400: Field and Integrative Seminar I Section 201  
Social Work Practice in Community Agencies  
Fall 2018

Instructor Name and Title: Julie Tallard Johnson, MSW, LCSW Field Faculty Associate  
Class Location: HSS Room 176  
Credits: BSW (5 credits) and MSW (4 Credits)  
Class Day(s) & Time: Saturdays from 9:00am -11:30am  
Instructional Mode: Face-to-Face  
Canvas Course URL: <https://canvas.wisc.edu/courses/116981>  
Office Hours: By Appointment, availability includes Friday & Saturday afternoons  
Phone Number: 608-963-0724  
E-mail: [jtjohnson5@wisc.edu](mailto:jtjohnson5@wisc.edu)

### **I. Catalogue Description**

400 Field Practice and Integrative Seminar I

An approved generalist field seminar and social work community agency placement. Seminar and placement require a minimum of 16 hours/week. The first course (SW400) of the two-semester field sequence. The second course (SW401) of the two-semester field sequence.

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

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

How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Saturdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 15-16 hours of field work in the community as part of the course requirement.

### **II. Course Overview and Prerequisites/Co-requisites**

This field unit, which meets for two semesters, is an approved professional generalist practice unit for master level (MSW) students. Generalist Practice MSW students spend about 17-18 hours per week in field placement and an integrative seminar, for a total of 256 hours per

semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 14 at 2.5 hours for each seminar for a total of 35 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.

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

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

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

In seminar, a generalist perspective is used to analyze and reflect on practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research.

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, 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 level practice and social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

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

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

**Readings:** Weekly readings will be posted on CANVAS. Some readings are workshop materials without full citations. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Students are also expected to use their FIELD NOTEBOOKS\* to identify, process and explore readings. Additional relevant readings may be provided by the instructor throughout the semester.

#### **Week 1: Saturday, September 8<sup>th</sup>**

---

Welcome and Warm-Up Exercises

##### Introduction to Field Unit:

- Review syllabus, key themes, and assignments
- Integrating placement experiences and social work concepts and principles
- Professional behavior/expectations as a Masters Level Social Worker
- Learning plans (introductory overview)
- Evaluation Tool and Schedule
- Syllabus for Agency Supervisors (will be sent out by instructor)

##### Exercise:

Creating an Effective and Supportive Learning Environment in the Field Seminar. Exploring together how each of us learns best. Ground rules (**agreements**) for seminar. What helps you to learn best? Introduction to how an EXPLORER’S approach to learning increases what we learn and what we integrate from our explorations and experiences.

A reference for How To Be An Explorer of the World, check out this on-line newsletter and article: <https://www.brainpickings.org/2012/08/24/how-to-be-an-explorer-of-the-world-keri-smith/>. (This is not required reading.)

##### Required Readings:

Course Syllabus

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

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

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

## **Week 2: Saturday, September 15<sup>th</sup>**

---

**Topic:** Safety in the Social Work Field  
Field Issues/Situations for Consultation/Collaborative Problem Solving  
Review Learning Plan Instructions

**Subjects to Explore:** How do you know when you are safe? What are different kinds of safety (psychological, physical, spiritual, internal & external)? What precautions are in place in your field placement for your safety, the safety of your colleagues, and the safety of your clients? Strengths? Areas for improvement? What has safety meant to you in the past? And, how might safety be confused with discomfort? (What do the two mean to you?: feeling safe and/or feeling uncomfortable?)

### Required Readings:

Blank, B. (2005). Safety First: Paying Heed to and Preventing Professional Risks. *The New Social Worker*, 12(3), 20-22.

NASW Guidelines for Social Worker Safety

Available at: <http://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>

## **Week 3: Saturday, September 22<sup>nd</sup>**

---

**Topic:** Learning Plans  
Learning Plan Group Work  
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Assignment: Learning Plan DRAFT Due** (unsigned, bring to class for group work)

**Subjects to Explore:** How does it benefit you and your clients to approach your placement both as a professional social worker and a learner? What do you most hope to get out of this placement for yourself, your clients? In reviewing your learning plan, where do you identify the most likely place of growth for you?

## **Week 4: Saturday, September 29<sup>th</sup>**

---

**Topic:** Social Work Ethics, Boundaries, and Ethical Decision Making

- Ethical Responsibility in Practice Settings
- Strategies for Ethical Practice

- Applying the Nine Step Ethical Decision Making Model to Practice

Field Issues/Situations for Consultation/Collaborative Problem Solving

**Subjects to Explore:** What is your role in the ethical decision making? What questions do you have about utilizing the models? What have you observed in your agency related to boundaries and the NASW Code of Ethics? How have boundaries helped identify your role as a social worker and change agent?

**Required Readings:**

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

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

Kirst-Ashman, K.K. & Hull, G. (2012). Values, ethics, and the resolution of ethical dilemmas. In Understanding generalist practice (6th ed.) (pp. 393-438). Belmont, CA.: Brooks/Cole.

Wisconsin Chapter SFC20 Conduct

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

Wisconsin Statute, Chapter 457

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

**Week 5: Saturday, October 7<sup>th</sup>**

---

**Topic: Mandated Reporting and the Role of Child Protective Services**

Guest Speaker: Tasha Alexander MSW, CPS Supervisor, Eau Claire County DHS

Field Issues/Situations for Consultation/Collaborative Problem Solving

**Subjects to Explore:** How does mandated reporting affect your colleagues and the clients at your field placement agency? Are there any additional policies or procedures in place for mandatory reporting? Where is your comfort level with mandatory reporting?

**Required Readings:**

Wisconsin Department of Children and Families; Child Abuse and Neglect Program (Child Protective Services) Mandated Reporters

Available at: <https://dcf.wisconsin.gov/cps/mandatedreporters>

**Week 6: Saturday, October 13<sup>th</sup>**

---

**Topic: Personal and Professional Social Work Values**

Field Issues/Situations for Consultation/Collaborative Problem Solving

## Values Self-Awareness Exercises

**Subjects to Explore:** What areas are you noticing that there may be dissonance between your personal and professional values, or that you may need to pay attention to?

- ✓ **Assignment:** Learning Plan Due with Agency Supervisor's Signature

### Required Readings:

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>

## **Week 7: Saturday, October 20th**

---

### **Topic: Agency Analysis**

Field Issues/Situations for Consultation/Collaborative Problem Solving

- ✓ **Assignment:** Agency Analysis Reports Due (Brief Presentation to the Class)

## **Week 8: Saturday, October 28<sup>th</sup>**

---

### **Culturally Relevant Social Work Practice**

Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: After reading the "Areas (to be) Addressed re Agency User Friendliness" handout, as well as the NASW standards, what are your observations regarding strengths and opportunities for growth in your field agency's user friendliness/cultural humility? How does this inform possibilities for your change agent project?

### Required Readings:

Carbino, R. (2009). Handout prepared for field seminar-Areas to be Assessed re Agency User-Friendliness for Client Systems of Color.

NASW Standards for Cultural Competence in Social Work Practice

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

\*\*\*Mid-semester check-in with students and agency supervisors\*\*\*

## **Week 9: Saturday, November 3<sup>rd</sup>**

---

**KEYNOTE:** Centennial 1704 **from 9-10:30** on November 3. We are having a panel discuss re-entry services after incarceration.

## 10:45-11:30: Seminar

### Topic: Self-Care; Preventing Compassion Fatigue, Burnout and Vicarious Traumatization

**Subjects to Explore:** What does self-care mean to you? Are you implementing the self-care strategies you identified in your Learning Plan?

#### Required Reading:

Please review the following website prior to class: <http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>. Read through the “Introduction to Self-Care” page and “Developing Your Self-Care Plan

---

## Week 10: Saturday, November 10<sup>th</sup>

**Topic:** Cultural Humility, Implicit Bias, and Social Work Practice  
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Subjects to Explore:** What are your observations regarding strengths and opportunities for growth related to cultural humility in your field placement? How is humility a strength? What does white privilege mean to you?

#### Required Reading:

Take an Implicit Association Test (see link on CANVAS)

NASW Standards for Cultural Competence in Social Work Practice

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

Fisher-Borne, M., Cain, J., & Martin, S. (2014). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. *Social Work Education*, 1-17.

---

## Week 11: Friday, November 17<sup>th</sup>

### Topic: Achieving Equity

Field Issues/Situations for Consultation/Collaborative Problem Solving

- ✓ **Assignment: Change Agent Proposal Due** (*Brief Presentation to the class: 3-4 minute oral description regarding change agent project: what you want to do and why?*)

*Practice Question: How are the topics of oppression and empowerment linked to your clients and your field placement? How are these topics discussed and addressed by your field agency?*

#### Required Readings:

Social Work Policy Institute (2014). *Achieving Racial Equity: Calling the Social Work Profession to Action*. Washington DC: National Association of Social Workers (pp 1-20)  
<http://www.antiracistalliance.com/SWPIRacialEquityReport.pdf>

## **Week 12: Saturday, November 24<sup>th</sup>**

---

Thanksgiving Recess

**No Class- Have a safe and relaxing break!**

## **Week 13: Saturday, December 1<sup>st</sup>**

---

**Topic: The Strengths Perspective in Social Work Practice I**

Field Issues/Situations for Consultation/Collaborative Problem Solving

**Subjects to Explore:** How is the Strengths Perspective utilized at your agency? What opportunities have you had to observe or practice this approach? What are challenges or questions that you have about this perspective? What does it mean to you to use this in your practices as a Social Worker?

### Required Readings:

Saleebey, D. (1996). The strengths perspective in social work practice: extensions and cautions. *Social Work*, Vol. 41 (3) 296-305

## **Week 14: Saturday, December 8<sup>th</sup>**

---

✓ **Assignment: Self-Assessment Presentations**

Field Issues/Situations for Consultation/Collaborative Problem Solving

## **Week 15: Saturday, December 15<sup>th</sup>**

---

✓ **Assignment: Self-Assessment Presentations**

Field Issues/Situations for Consultation/Collaborative Problem Solving

Pulling It All Together; Course Review, Wrap Up, and End of Semester Celebration!

Planning for Spring Semester

Course Evaluations

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

## **V. Text and Reading Materials**

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

semester. Students are also expected to read relevant practice material available in their agency placement.

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

Assignments and Expectations: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

### Learning Plan

The student is to complete the learning plan with their Agency Supervisor so that learning opportunities for the development or advancement of competencies can be jointly identified. A Learning Plan template is provided by the Field Faculty to the student and the Agency Supervisor.

Learning plan drafts are due September 2nd and final versions are due on October 13<sup>th</sup>. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. Signed copies must be provided to all parties (field faculty, agency supervisor, and keep one for yourself).

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the practice behaviors outlined in the syllabus will be measured. The learning opportunities would include methods, activities, or assignments. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

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

### Integrative Seminar

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

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

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

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

#### Practice Question of the Week

This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the 'practice question of the week' and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for

discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

#### Supervision, Consultation, and Evaluation

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

#### Individual Meetings and Out-of-Class Contact

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

#### Meetings Together with your Agency Supervisor

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

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

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);

- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

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

The Agency Supervisor has the following responsibilities:

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

The Field Faculty has the following responsibilities:

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

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

Evaluation and Grading

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

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

More specifically:

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

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

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

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

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

End of semester evaluation instrument:

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

Practice Skills:

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

Final responsibility for grading the student's performance in the placement rests with the field faculty member. However, considerable weight in grading will be given to the student's agency supervisor's assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student's work in the field placement. Field faculty will periodically review your progress both with you and with the agency supervisor and joint meetings will be held with

you if indicated or desired by you or your agency supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

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

The grade equivalency for these percentages is as follows:

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

The following are grading standards for the course:

A grade of "A" will include:

- \*Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the "Student Field Evaluation Instrument" and in seminar.
- \*Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.
- \*Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
- \*Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).
- \*With participation, clearly demonstrates ability to provide other perspectives, solutions, options to discussion (e.g., problem solving) AND integrate social work concepts with field and other experiences.
- \*Excellent, thorough and timely completion of all written and/or oral assignments for the field seminar.

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

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

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

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

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

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

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

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

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

Fall Semester Points/Grading:

Weekly Seminar (40% of Final Grade):

Professionalism & Participation	30 points
Learning Plan	20 points
Self-Assessment Presentation	10 points

Agency Analysis Presentation	15 points
Change Agent Outline/Proposal	15 points
In-field Notebook/Journal	10 points

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

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

**1. WEEKLY FIELD SEMINAR**

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

**2. WRITTEN ASSIGNMENT**

A. Agency Analysis Report and Class Presentation

The purpose of this assignment is to:

- familiarize students with their social organization/agency including information on diversity of populations served, issues, oppression, and so forth that the student can refer to, share and expand upon throughout the school year
- provide an early opportunity to use data collection and assessment skills focusing on a social agency
- provide background information that students can use for other classes and field seminar agenda items such as weekly practice questions (e.g., regarding oppression and empowerment, cultural competence, "user friendliness) and for assignments (i.e., the self-assessment and change agent project)
- provide the field seminar a beginning basis for understanding and comparing local service delivery systems, their services, policies, decision-making structures and issues in relationship to local and broader communities
- familiarize students with the variety of opportunities to practice social work and the roles and responsibilities associated with them.

It is strongly suggested that students check content in SW441 and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seek this information within your agency (in agency documents, interviews with workers) early in the semester, to adequately and accurately cover this in the report.

It is expected that the report will address all of the criteria identified in the Agency Analysis Report and Presentation Grading Criteria (available on CANVAS). Students will provide a 5- 10 minute PowerPoint presentation in seminar that concisely covers the required information. Students should upload their PowerPoint to CANVAS by the due date.

## **B. Learning Plan**

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

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

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

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

## **C. Change Agent Proposal**

Students will begin a change agent project in the fall and complete it in the spring semester. Utilizing the planned change process, the project would seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. Students note that it is helpful to begin the assessment process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LGBTQ groups. If interested in other populations, contact the field faculty member.

This project focuses on:

- applicable social worker roles and interventions
- developing or enhancing knowledge, skills and values regarding a meso/mezzo or macro change effort
- utilizing the planned change process
- learning social work roles and intervention involved in change efforts
- complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable
- develop or enhance knowledge, skills and values regarding working in teams (with other seminar students and/or with others in your field placement and the community)

Students would be using social work theory, methods, principles, and concepts learned in SW 441, 606, 711, 640, other courses, and assigned readings to complete this assignment. During the fall semester, students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation. For example, if students choose policies and/or procedure, they would attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at their placement. They could gather information in a number of ways including: listening carefully to clients’ experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about the effects of various policies and social problems. Students are also encouraged to consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your field placement.

This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester. For the fall semester, students will complete a brief, written proposal outline of their plan for the change agent project. This proposal will provide a starting point for a SW401 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. 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.

The proposal must also include the following; a brief description of what the student plans to do and how they will do it, why they have selected this project, what their intended impact will be (the outcome expected), who the key players in the project will be, and how they will evaluate it. 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 grading rubric for this proposal is available on CANVAS.

#### **D. Self- Assessment Presentation**

The purpose of this assignment is to encourage students to engage in honest self-assessment as well as personal and professional growth throughout their field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness and promotes continued growth in this area. This exercise (used in conjunction with the learning plan) will allow students to reflect on their 1<sup>st</sup> semester and plan for their 2<sup>nd</sup> semester field placement work. Students will prepare notes/an outline addressing specific questions about their growth during the semester or areas for continued growth. Students will share what they have learned in a brief (5-8 minute) presentation to their field unit on the final days of the fall semester. A grading rubric for this assignment is available on CANVAS.

#### **E. Field Notebook / Journal Project**

Purpose of Project: Field notebooks help us to forge our own path through our vocational and personal lives. Keeping a field notebook gives students/social workers a place to explore ideas, perceptions, experiences and emotions as an observational tool. We can appreciate as Glaser reveals in his work that: “all is data.” Keeping a record of our experiences and perceptions helps with self-care, increases awareness and improves trust in our personal experiences. Trusting our personal experiences is fundamental to a safe, as well as, dynamic and meaningful work experience. We want such ways to understand our experiences and evaluate the best responses. Keeping field notes is a teaching tool, where you hold a conversation with yourself around the relevant social work ideologies and competencies. These notebooks are your personal narrative, so there is no right or wrong approach and content will not be evaluated. “Discovery is messy,” a scientist on NPR recently shared. So, to have places we can discover for ourselves helps without being judged or watched, which increases our courage, confidence and ability to serve others. Any self-awareness tool, as this is, increases our capacities and abilities to do social work creatively and effectively.

Points: 10 points. Points are based on having an active journal/field notebook and on the one minute in classroom sharing/teaching from your journal entries. The student summarizes something they are exploring or identifying in their field work, or life, as a developing social worker. These are considered teaching moments from student to student with the understanding that as we learn from experience we can teach others.

Directions on using field notebooks in Social Work Practice:

1. Choose a field notebook, typically a smaller journal (from pocket to field size).
2. Journal entries are handwritten. Hand writing increases our awareness
3. Carry your field notebook into the field with you.
4. Before, during or/and after field work write some ideas, thoughts, perceptions, emotional responses and PERSONAL EXPERIENCES into your notebook. The focus is on your experiences.
5. Ideally, some time at the close of day take a few minutes (as a self-care and learning tool) to write down a take-away from the day, concern and or question.
6. Date and title each entry. This helps you to locate this entry for future reference if needed.
7. You can use these as some guiding questions:
  - a) What did you feel successful in? Where were you courageous or confident?

- b) What was challenging for you? What made you fearful? Or hesitant?
  - c) What questions are formulating or come up for you in the field? Where is your curiosity leading you?
  - d) What were your cognitions (thoughts) and feelings about the views and perspectives of others?
  - e) How did you respond to any others in the field environment?
  - f) Can you identify areas of professional development and personal growth related to the day's events?
  - g) From a Social Work perspective, what was your key learning about your work and about yourself?
8. Finally, after completion of each semester, from a Social Work perspective identify areas of professional development and personal growth and journal around these (i.e. related to level of self-awareness, insight; related to Social Work roles; related to Social work ideology).

\*Some situations allow you to write more freely (and copiously) than others. Some field placement sites are used to people with note books, writing furiously. If you're fortunate to be in such a situation, go for it. Otherwise, jotting down points on a piece of scrap paper or a pad that looks like a shopping list might be more appropriate.

### **F. Record of Field Hours**

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

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

## VII. Course Policies

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

### Reading Assignments:

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

### Confidentiality:

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

### Written Assignment Policy:

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

### Late Assignment Policy:

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

### Accommodation Due to a Disability:

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to inform the field faculty member and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

### Academic Misconduct:

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

### Incomplete Policy:

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

### Attendance & Class Participation Policy:

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

Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.

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

### Technology in Class:

A minimal level of external distractions is essential to a productive learning environment. Cellphones, iPods, iPads, and any other electronic devices are not to be used in seminar. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking

calls during class time interrupts teaching and learning. Please review the school's policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

#### Student Behavior Policy:

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

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Laptops are not to be utilized during field seminar.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague's right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class and field placement.
- Student has read materials and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student actively and constructively participates in classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Student solicits and incorporates feedback when there are questions about performance
- Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

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

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

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

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

[https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)

For guidelines on quoting and paraphrasing:

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

Appendix A: Competencies

<p>Generalist Practice Year  <u>Competency Addressed in Course</u></p>	<p><u>Course Content</u></p>	<p><u>Location in the syllabus</u></p>
<p>2.1.1 Demonstrate Ethical and Professional Behavior.            Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (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 children, youth, and families. (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 children, youth, and families. (K, S, V, C &amp; AP)</p> <p>Complete values self-awareness exercise and process with field seminar group (S, V, C &amp; AP)</p> <p>In Collaboration and consultation with field seminar, field instructor, and field supervisor; develop a learning plan for continuing professional and education and development. (K, S, &amp; V)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions:            Weeks 1-8 and 10, 11, 13, 14 &amp;15</p> <p>Weeks 6,7,&amp;11</p> <p>Weeks 7 &amp;11</p> <p>Weeks 6 &amp;7</p> <p>Week 6</p> <p>Weeks 3 &amp;14</p>

	<p>In collaboration with colleagues and in keeping with the mission of social work profession, develop a plan for a Change Agent Project and present to field seminar. (K, S, V, C &amp;AP)</p> <p>Agency Analysis Report (K, V, C &amp;AP)</p> <p>Self-Assessment Presentation (V, S, C &amp;AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>Week13 &amp; p. 17-18</p> <p>Weeks 3 &amp; p. 16</p> <p>Weeks 14-15 &amp; p.18</p> <p>Weeks 8 &amp; 15</p>
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C &amp; AP)</p> <p>Guest Speaker from LGBTQ and Women’s Center to discuss and process advocacy and LGBTQ populations (K, V, S)</p> <p>Use Carbino Reading and classroom and colleague consultation to assess for Agency User-Friendliness for Clients of Color (K, S, C &amp; AP)</p> <p>In collaboration and consultation with field seminar, field instructor and field supervisor, develop a detailed learning plan for continuing development in the area of engaging diversity and difference in practice.</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-7 and 9, 11, 12-15</p> <p>Week 9</p> <p>Weeks 9 &amp; 10</p>

	(K, V, S, C&AP)	
<p><b>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</b></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V,C &amp; AP)</p> <p>Develop a plan for a Change Agent Project that positively impacts access for vulnerable populations (K, S, C, C, &amp; AP)</p> <p>Self-Assessment Presentation (K, V, S, C&amp;AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C, &amp;AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, 14 &amp;15</p> <p>Week 13 &amp; p. 17-18</p> <p>Weeks 14-15 &amp; p. 18</p> <p>Weeks 8 &amp; 15</p>
<p><b>2.1.4 Engage in Practice-informed Research and Research Informed Practice</b></p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence based methods and practices in working with children, youth and families (V,C &amp; AP)</p> <p>Change Agent Proposal (K,S,V, C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Week 13</p> <p>Week 8 &amp; 15</p>
<p><b>2.1.5 Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading,</p>	<p>All: Field practicum, class exercises,</p>

<p>services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>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>Agency Analysis Report - (K,V,C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>participation in field seminar discussions: Weeks 2-11 and 13-15</p> <p>Week 4</p> <p>Weeks 8 &amp; 15</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-</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 in various settings. (V, C &amp; AP)</p> <p>Agency Analysis Report - (K,V,C &amp; AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 2- 11 and 13-15</p> <p>Week 4</p> <p>Weeks 8 &amp; 15</p>

<p>professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>		
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C &amp; AP)</p> <p>Self-Assessment Presentation (K, V, S, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, 14 &amp; 1</p> <p>Weeks 14-15</p> <p>Weeks 8 &amp; 15</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human</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>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, 14 &amp; 1</p> <p>Weeks 8 &amp; 15</p>

<p>behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in public and private child welfare (V, C &amp; AP)</p> <p>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty (K, S, V, C &amp; AP)</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-8 and 10, 11, 13, 14 &amp; 1</p> <p>Weeks 8 &amp; 15</p>



Appendix B: Student Learning Plan and Evaluation Instrument

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument

Social Work Practice in \_\_\_\_\_

Generalist Practice Year: SW 400/SW 401; 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:

**Academic Courses (Spring):**

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 practice 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.**

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

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

Agency Supervisor Comments: Semester

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

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

Agency Supervisor Comments: Semester

Competency 2.1.3

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

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

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

Agency Supervisor Comments: Semester

Competency 2.1.4

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

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

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

Agency Supervisor Comments: Semester

Competency 2.1.5

Engage in Policy Practice.

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

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

Agency Supervisor Comments: Semester

Competency 2.1.6

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

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

Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Competency 4: Engage In Practice-

informed Research and Research-informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with

Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations,

and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9:

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015 Educational Policy and Accreditation

Standards 9 Social workers understand how their personal experiences and affective reactions may impact their ability to effectively

engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional

collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

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

Agency Supervisor Comments: Semester

Competency 2.1.7

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

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

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

Agency Supervisor Comments: Semester

Competency 2.1.8

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

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

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

Agency Supervisor Comments: Semester

Competency 2.1.9

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

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

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

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

Agency Supervisor Comments: Semester

- V.** Field Hours and Supervision: A total of 256 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.
  
- VI.** Supervisor/Student Plan Schedule
  
- VII.** Self-Care Plan
  
- VIII.** Field Faculty Notes from Final Fall Evaluation
  
- IX.** Field Faculty Notes from Final Spring Evaluation

Learning Plan Approval (Fall):

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Agency Supervisor Signature Date

\_\_\_\_\_  
Field Faculty Signature Date

Learning Plan Approval (Spring):

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Agency Supervisor Signature Date

\_\_\_\_\_  
Field Faculty Signature Date

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