

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

Social Work 400 (010): Social Work Practice in Juvenile and Criminal Justice

Fall 2018

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Class Time and Location: Fridays from 9:00-11:30am; School of Social Work, Room 110

Credits: BSW (5 credits) and MSW (4 credits Generalist Practice Year)

Instructional Mode: Face-to-Face

Canvas Course URL:

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 “field experience” and counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: 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 (Fridays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus.

800 Field Practice and Integrative Seminar III

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

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

Requisites: MSW Student

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

II. Course Overview and Prerequisites/Co-requisites

The focus of this unit is direct social work practice in juvenile and adult criminal justice in community and institutional settings. The unit focuses on helping students conceptualize client typologies related to social responses and interventions including: evidenced base interventions with pre-adjudicated youth, adjudicated youth and young adults. The first semester is devoted to a review of the justice system from policing to the impact of crime on victims and survivors. It will review the causes of youth offending, community and institutional juvenile interventions, risk and needs assessment, community supervision, institutional interventions, group homes, evidenced based interventions, research, policy and planning administration. Interventions relate to conceptualization of client subtypes, demography of crime and delinquency and violent crime are some of the major content areas for study. Students develop skills in psychosocial assessment, casework, client supervision, group work, placement planning working with special populations and policy and administration. Emphasis varies with placement.

This is a foundation and advanced practice (concentration) year field unit. The social work student in a criminal and juvenile justice placement will integrate classroom knowledge of social work with practice experiences at specific justice agencies and related community programs. Students will be involved through classroom lecture and discussion by instructor and community professionals. Discussion will include a wide range of agency placement activities as represented in the justice system, including offender treatment, prevention, victimization and specific offender problem areas related to criminality. Criminal cognitive processes, restorative justice, social work with involuntary clients, sex offenses, violence assessment and treatment, substance use and sale, and substance abuse as it affects crime and rehabilitation will be discussed. Specific intervention strategies, mitigation, community alternatives to imprisonment, and case management will be addressed. Ethical, culturally competent and professional decision making in social work in justice settings will receive specific attention. Discussions and class content will address specifics problems and needs of adult and juvenile offenders, minority groups, women offenders, crime victims and survivors, sex offenders, violent offenders, risk assessment, community intervention, incarcerated offenders and their families in a culturally competent social work practice. Additionally, students will learn elements of restorative justice, mentoring and advocacy. The field unit integrative seminar is an appropriate complement for those students pursuing the Criminal Justice Certificate Program or other areas such as school and forensic social work and survivors of criminal victimization.

The seminar and discussion will be conducted using a peace circle format incorporating the principle and practice of this problem solving method used in restorative justice practices.

The unit works with a large number of agencies which provide student field placements. Agencies may include: ATTIC Correctional services; Dane County District Attorney's Office: Family Violence Program; Domestic Abuse Intervention Services, Briarpatch Youth Services of Southern Wisconsin), Dane County Deferred Prosecution, Dane County Crime Response Unit,

Dane County Juvenile Shelter, Dane County Detention Center, Dane County, Neighborhood Intervention Program, Veterans Administration Substance Abuse Treatment programs, ARC Treatment Programs for Women Offenders, Mendota Mental Health Institute, Sand Ridge Secure Treatment Center, Oak Hill and Columbia Correctional Institution, Federal Probation and Court Services; Wisconsin Division of Community Services, Dane County Restorative Courts, Dane County YWCA Restorative Justice program, Madison Urban Ministry, Federal Public Defender Office, and Dane County Public Defender's Office.

This field unit, which meets for two semesters, is an approved generalist practice unit for undergraduate (BSW) and first-year master level students and advanced generalist specialization year students. BSW and first year MSW students spend 14 hours per week in field placement, 2.5 hours per week in integrative seminar, for a total of 256 hours per semester. For field placement purposes, the semester is considered 13 weeks. The 13 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32.5 hours.

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 2018. 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) or advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with generalist (400-401) or advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of the syllabus.

In seminar, a generalist perspective is used to analyze and reflect on entry (400-401) and advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention,

multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

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

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

IV. Course Content

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

Week 1: Friday, September 7

Introduction, Orientation and Placement

1. Introductions: Students and instructors share background and experiences that relates to work in the justice system.

2. Placement Expectations: Expectation regarding hours at placement, timeliness, professional appearance, questioning attitude, proper use of supervision and ability to identify professional needs, non-fraternization with clients and relate to the goals of the agency and the client population.

Review syllabus, key themes, and assignments

Weekly journals

Presentation feedback

Presenter questions

3. Semester Expectations: Explain circle format and develop group expectations, guidelines, and ground rules. Students identify individual goals and expectations.

4. A review of class expectations in the classroom and field internship: Individual and group participation in classroom discussion, attendance, grading process, integration of Core Competencies and Learning Plan.

5. Field: Learn the goals of the agency and become involved in the agency tasks as a student and social worker, followed by a discussion of how to successfully use the Internship and field experience to develop Core Competencies.

- Integrating placement experiences and social work concepts and principles
- Student Learning Plan, Student Field Performance Evaluation Tool, and Record of Field Hours
- Fall semester schedule and dates
- Background Checks and *Continuing Duty To Inform*

Reference Material (additional readings are provided in the class schedule and current readings will be handed out weekly):

Required Readings:

University of Wisconsin-Madison School of Social Work Field Handbook

Available at: <http://socwork.wisc.edu/files/field/FieldHandbook.pdf>

National Association of Social Workers (NASW) Code of Ethics

Available at: <http://socialworkers.org/pubs/code/default.asp>

The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work

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

Andrews, D. and Bonta, J. (2010). Rehabilitating criminal justice policy and practice. *Psychology, Public Policy, and Law*, 16(1), pp.39-55.

McNeill, F., Farrall, S., Lightowler, C. and Maruna, S. (2012) How and why people stop offending: discovering desistance. *Institute for Research and Innovation in Social Services*.

Psychology of Criminal Conduct, Third Edition, D.A Andrews and James Bonta, Chapters 1-5.

Week 2: Friday, September 14

Topic: Role, responsibilities, and challenges of modern day policing

Guest Presenter: Madison Police Department officer, Lore Vang, Community Outreach Resource Educator (CORE) Officer.

Discussion/practice questions: Are to be submitted to instructor by Tuesday evening prior to seminar. Suggested question areas include crime and mental health, substance abuse, homelessness, and issues of race and ethnicity in policing.

This presentation is designed to provide all students with background about the role of police and their challenges. What has been the role of the police and how has this role changed to fit the changing needs of today's society? What do they experience in carrying out their responsibilities with the community, victims, and those who commit crimes? What are the effects of crime on a changing society and how does the community response impact the community as a whole.

What effect has neighborhood policing techniques had on crime in minority communities, i.e. gender, race, sexual orientation, ethnicity, and culture. How do minority groups view the justice system, police, courts, prosecution, and social agencies? How, when and where do the police interact with social workers? What is the perspective, professional knowledge, and experiences that social workers bring to the justice system? What are the lessons for social workers?

Student Lead Field Seminar Activity (5-10 minutes)

Required reading:

A Little Book of Circle Processes, A New/Old Approach to Peacemaking, Chapters 1-6.

Simple Strategies that Could Fundamentally Change how Communities View Their Police, Huffpost, Kate Abbey-Lambertz and Joseph Erbentraut.

New Perspectives on Policing. “Police Leadership Challenges in a Changing World.” Harvard Kennedy School, National Institute of Justice.

Policing the Black Man: Arrest, Prosecution and Imprisonment, edited by Angela Davis, Pantheon Press, 2017. Selected Readings

The Organizational Reasons Police Don’t Change, Harvard Business Review, August 19, 2016, Barbara Armacost

Recommended Readings:

‘Crime and Punishment: the Public’s View’, A qualitative Analysis of Public Opinion prepared by the Public Agenda Foundation for the Edna McConnell Clark Foundation.

Week 3: Friday, September 21

The Criminal Court: responsibilities and duties of the defense, prosecution and courts

Guest Presenter: John Hyland is a Dane County Judge, Branch 14, who was elected two years ago. He presided in the Dane County Juvenile Court and handles criminal cases. Previously, he practiced as a criminal defense attorney with the Hurley Burish law firm and Waunakee Municipal Court judge. He has taught classes at the University of Wisconsin Law School.

Presenter/practice questions: Are to be submitted to instructor by Tuesday evening prior to seminar. Suggested question areas continue to include, crime and mental health, substance abuse, homelessness, racial dynamics, sentencing practices.

This presentation is designed to understand the responsibilities of the court system and the actors within it. Students will gain an initial understanding of the stages and interrelations of defense, prosecution and sentencing and the impact on the accused, victim, and survivor of a crime. Students will begin to learn the various outcomes for the convicted and the services needed to

restore victims, community and perpetrators. Students will gain a preliminary understanding of the role of a social worker at these stages and with the survivor and accused, i.e. victim advocate, sentencing consultant, probation officer, and community treatment provider. It provides a basis for students as they begin their internship and allows them to begin to understand what offenders and victims experience during and after a criminal event.

Circle discussion: Student discussion of placement experience. What concerns do you have regarding personal safety at your internship? What are the precautions in place at your field placement for your safety, the safety of your colleagues, and the safety of your clients? What are the strengths of these systems? Areas for improvement?

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading:

Outline of criminal procedural steps in state and federal courts. The collateral consequences of criminal conviction. Glossary of terms for criminal court. (Previous week's handouts) Provided by instructor.

NASW Guidelines for Social Worker Safety

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

Recommended Reading:

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

Week 4: Friday, September 28

Victimization: primary and secondary victimization and community responsibilities to victims of crime

This is the first of two lectures discussing the impact of, and support and treatment for survivors of crime. In working with the offending individual, it is critical that social workers understand and be equally mindful of the impact and needs of victims and survivors of crime.

The unit will focus on victim trauma and victim reactions. It will address various legal actions available to victims of crime, i.e. victim statements, victim rights, victim-offender conferencing, and victim compensations. The role of victim advocate will be reviewed. The victim services laws will be examined.

Presenter: Carol Westerlund-Leonhardt, Wisconsin State Coordinator, of POMC (Parents of Murdered Children) will discuss a violent crime from a victims/survivors experience. Ms. Leonhardt's daughter was murdered several years ago. She will discuss that experience, her experience with the justice system from a survivor's perspective and the work of POMC to help others who have been victims of violent crime.

Circle discussion: Student discussion of placement experience. Does the agency work with victims of crime? How is this accomplished? Are there agency standards for stress reduction, debriefing, other victim sensitive or worker aids for working with the process and potential secondary trauma?

*****Mandated Reporting*****

Practice Question: *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?*

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading:

Handouts: “National Organization of Parents of Murdered Children, A History”, “The Trauma of Victimization,” “Victims of Violent Crime: An introduction,” “Secondary Victimization”, The Effects of Violence on Communities”, and “Stress and Coping Model for Victims of Crime”.

“The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened”, by Carol Yoder. The Little of Justice and Peace Building. Pages 9-43.

Recommended Reading:

Violence Against Women: Classic Papers, by Kennedy Bergen, Raquel, Edleson, Jeffrey L., Renzetti, Claire M. Pearson Education, Inc. Selected readings.

Groves, Betsy McAlister. *Children Who See Too Much, Lessons from the Child Witness to Violence Project*. (2002). Boston, MA., Beacon Press.

Ruback, R. Barry and Thompson, Martie P. *Social and Psychological Consequences of Violent Victimization*. (2001). Chapters 3-6, pps. (49-179). Thousand Oaks, California, Sage Publications.

Student Learning Plan Assignment. Submit rough draft via a paper copy.

Week 5: Friday, October 5

Ethical Decision Making

The entire class session will be devoted to processing experiences from your field placements, sharing what you have learned thus far and getting feedback and support from members of the class. As part of the discussion, we will examine any issues of social work ethics and boundaries that have arisen in your placement.

Circle discussion: Student discussion of placement experience. To what degree is field what you expected? How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to ethical social work practice? What are your observations regarding how conflicts related to ethical issues and values are handled at your agency? Have you or your agency supervisor encountered any ethical dilemmas? How are these resolved at your agency? Were any of the decision making models or approaches used?

What areas are you noticing dissonance between your personal and professional values, or that you may need to pay attention to?

Student Lead Field Seminar Activity (5-10 minutes)

Required Readings:

Handouts: Ethical Decision Making Models and Approaches

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

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.

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).

Week 6: Friday, October 12

Effective Interaction Styles in Criminal Justice Settings

Guest Presenter: Ernie Marshall, LCSW, Treatment Supervisor Sand Ridge Secure Treatment Center, member of Motivational Interviewing Network of Trainers (MINT)

Ernie Marshall will discuss basic Motivational Interviewing (MI) techniques and the spirit of MI, offering you specific best practice skills to help guide your client interactions in your field placement.

Circle discussion: Student discussion of placement experience. What challenges have you experienced in your client interactions? What examples do you have of successful interactions? What, in particular, did you and/or the client do that made it successful? How does your agency support and model effective client interactions? What can you do to influence your agency culture so that it is more in keeping with the spirit of MI?

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading:

Walters, S., Clark, M., Gingerich, R., & Meltzer, M. (2007). *Motivating Offenders to Change*. U.S. Department of Justice National Institute of Corrections.

Final Draft of Learning Plan due

Week 7: Friday, October 19

Victim/Survivor Services

Guest Presenter: Julie Foley, MSSW, Director of the Dane County Victim Response unit.

Ms. Foley will talk about the Victim Response unit, the development and history of the unit. She will address the impact of crime, particularly violent crime on individuals and communities. What are the effects of crime, both violent and nonviolent, on the victims? What is the relationship to post traumatic stress disorder (PTSD). Why do victims respond in certain ways and what is the role of the Social Worker in treating, supporting, and communicating with primary and secondary victims of crime? Techniques interviewing survivors without their re-victimization. What evidence based treatment programs best meet survivors' needs?

Presenter/practice questions: Are to be submitted to instructor by Tuesday evening prior to seminar.

Circle discussion: Student discussion of placement experience. How do you balance the interests and needs of victims and offenders?

Student Lead Field Seminar Activity (5-10 minutes)

Required reading:

Wisconsin Crime Victim Rights Laws (PDF).
Landmarks in Victim Rights and Services.
Victim Law-Justice System explained.

“The Little Book of Trauma Healing; When Violence Strikes and Community Security is Threatened”, by Carol Yoder. *The Little of Justice and Peace Building*. Pages 9-43.

Dane County Crime Response handout.

Green, Diana L. & Roberts, Albert R. (2008). *Helping Victims of Violent Crime, Assessment, Treatment, and Evidence-Based Practice*. New York, NY, Springer Publishing Company, LLC.

“Landmarks in Victims’ Rights and Services, A Historical Perspective”, National Crime Victim Resource Guide.

Violence against Women: Classic Papers, by Kennedy Bergen, Raquel, Edleson, Jeffrey L.,

Renzetti, Claire M. Pearson Education, Inc. Selected readings.

Recommended reading:

Geffner, Robert, Igelman, Robyn Spurling, Zellner, Jennifer. *The Effects of Intimate Partner Violence on Children*, (2003). Geffner, Robert, Igelman, Robyn Spurling, Zellner, Jennifer, (eds). New York, NY, The Haworth Press, Inc.

Groves, Betsy McAlister. *Children Who See Too Much, Lessons from the Child Witness to Violence Project*. (2002). Boston, MA., Beacon Press.

Ruback, R. Barry and Thompson, Martie P. *Social and Psychological Consequences of Violent Victimization*. (2001). Chapters 3-6, pps. (49-179). Thousand Oaks, California, Sage Publications.

Mid-semester check-in with student and agency supervisor

Week 8: Friday, October 26

Race and the Criminal Justice System

Guest presenter: Honorable Everett Mitchell, Judge, Dane County Court and Barbara McKinney

Everett Mitchell and Barbara McKinney will discuss their work in the criminal justice system, specifically their experiences servicing the African American community.

Circle discussion: Student discussion of placement experience. How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency? What are your observations regarding strengths and opportunities for growth related to cultural humility in your field placement? How does this inform possibilities for your change agent project?

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading:

Stevenson, B. (2014). *Just mercy: A story of justice and redemption* (First edition.). New York: Spiegel & Grau.

NASW Standards for Cultural Competence in Social Work Practice

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

Social Work Policy Institute (2014). *Achieving Racial Equity: Calling the Social Work Profession to Action*. Washington DC: National Association of Social Workers (pp 1-20)

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

Week 9: Friday, November 2

Race and the Criminal Justice System (cont.)

Guest Presenter: Pamela Oliver, PhD, University of Wisconsin Department of Sociology

Pamela Oliver is a Conway-Bascom Professor of Sociology at the University of Wisconsin, where she has worked since 1980. Her research has two main branches: collective action and social movements, and racial disparities in criminal justice. She is bringing these two lines of work together in a current project on the relation between Black protest and policing and mass incarceration.

Circle discussion: Student discussion of placement experience. What role and responsibility do you have to combat racial injustices in the criminal justice system?

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading

Oluo, I. (2018). *So you want to talk about race* (First edition). New York: Seal Press.

Week 10: Friday, November 9

Juvenile Justice System; courts, interventions, treatment, programs

This begins a section studying the juvenile justice system. The seminar will have presentations from individuals who work in the system that include professional social workers and administrators, defense attorneys, juvenile court judges, detention administrators and non-profit agencies serving juveniles and families. This will give students the opportunity to learn about the juvenile justice system and the social workers role within it. Presentations and lectures will include discussions of juvenile court, detention, reducing the school to prison pipeline, traditional and innovative programming and modalities for treating and supervising juveniles and a visit to the Dane County Juvenile Detention Facility.

Guest Presenter: Jay Kiefer, Program Director, Briarpatch Youth Services.

Jay Kiefer has spent his adult career working with children and youth in the Dane County area. He is responsible for developing and overseeing programs for at-risk youth, delinquent youth, families, street outreach, transitional living, parent support, youth employment, intensive supervision, youth restitution, and youth peer courts programs and services. BYS has a long history of developing cutting edge programs for Dane County and providing leadership in youth programming in Dane County and Wisconsin.

Circle discussion: Student discussion of placement experience. What are the outcomes of using alternatives to detention, incarceration, or group homes? What outcomes mitigate against the use of alternatives? Are alternatives used differentially for different populations along race, ethnic, socioeconomic status and does this result in overrepresentation of minority populations in out of community settings.

Student Lead Field Seminar Activity (5-10 minutes)

Required Reading:

Briarpatch Youth Services Program Description

“Disproportionate Minority Contact in the Juvenile Justice System.” Sentencing Project Policy Brief

Week 11: Friday, November 16

Juvenile Justice System; courts, interventions, treatment, programs (cont.)

Guest Presenter: Ben Gonring, State Public Defender, specializing in representing juvenile defendants will present about the juvenile justice system, his role in the system, and social workers’ involvement in the juvenile justice system.

Circle discussion: Student discussion of placement experience. From the Social Work perspective, what is important for the courts to take into consideration when addressing young people who have committed crimes? What community resources are necessary for effective treatment and integration of the offenders into the community? How have these resources been used effectively by broad segments of the juvenile offender population and what are the special needs of unique populations. What is the social work role in utilizing these services, methods and programs? What do I need to know, to learn?

Student Lead Field Seminar Activity (5-10 minutes)

*****Agency Analysis Report and Presentation Due (see page 25)*****

Required reading:

Key Elements of Effective Programs, Office of OJJDP, 2009.
<https://www.ojjdp.gov/pubs/jaibgbulletin/keyel.html>

“The Role of Social Work in Juvenile Justice”. United Nations Children’s Fund (UNICEF), 2013.

Zehr, Howard. *The Little Book of Restorative Justice*. Pages 19-40, (2002). Intercourse, Pennsylvania, The Little Books of Justice and Peacebuilding.

Boyes-Watson, Ph.D., Carolyn. *Peacemaking Circles and Urban Youth-Bringing Justice Home*. (2008). St. Paul, Minnesota, Living Justice Press.

Mentoring Positives program description.

“Policing the Teenage Brain”, Juleyka Lantigua-Williams. The Atlantic, August 25, 2016.

“Justice Strategies, Children on the Outside: Voicing the Pain and Human Costs of Parental Incarceration.”

Week 12: Friday, November 30

Juvenile Justice System; courts, interventions, treatment, programs (cont.)

Tour Dane County Juvenile Reception Center

We will meet at the Dane County Juvenile Detention Center at 9:45 and have a tour and lecture by John Bauman, Administrator.

Circle discussion: Student discussion of placement experience. What societal/community changes have occurred in the past decade in juvenile programming and juvenile crime. What evidenced based practices are “best” practices?

Student Lead Field Seminar Activity (5-10 minutes)

Required Readings:

“Racial Disparities in Youth Commitments and Arrests”, A policy brief: The Sentencing Project.

“Declines in Youth Commitments and Facilities”, A Policy brief: The Sentencing Project.

“Balanced and Restorative Justice and Educational Programming for Youth At-Risk”, Restorative Justice: Volume 73, No. 2, Donald DeVore and Kevin Gentilcore.

Week 13: Friday, December 7

Juvenile Justice System; courts, interventions, treatment, programs (cont.)

Guest Presenter: Brian McMahon, Assistant Director, Operation Fresh Start.

Brian McMahon, Operation Fresh Start will make a presentation about this innovative program in Dane County, Wisconsin, and several other states. It has been in existence for forty years serving at-risk male and female adolescents and young adults, who learn building construction skills, complete high school, and prepare for advanced education and employment. He will talk about OFS meets the challenges and needs of this population and the active role social workers perform as mentors, advocates, counselors and educators.

Circle discussion: Student discussion of placement experience. In what scenarios is self-disclosure appropriate with clients? Benefits? Challenges? What are your experiences with self-disclosure? What is your agency’s perspective on self-disclosure? Do these experiences or perspectives vary depending on different populations or individuals within those populations?

Student Lead Field Seminar Activity (5-10 minutes)

Required reading:

Operation Fresh Start program description.

“Alternative Dispute Resolution in the Criminal Justice Process.” Piperato, David, and Joseph J. Roy, Issue paper number 8, 2005.

Lamb, E (2013). The Art of Self Disclosure. *Field Educator, Simmons School of Social Work, Vol. 3.1.*

“Breaking Through: New hope for delinquent kids”, Special Report. The American Prospect, September 2005.

Exemplary Programs: Diversion, Mediation and Restitution Programs. OJJDP.

Change Agent Presentations (3-4 minute oral description regarding change agent project: what you will do and why)?

Reflection Papers due – BSWs only

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

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

It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas

of interest in the field setting (e.g., the populations served, social, psychological, spiritual or health issues, evidence informed interventions to address needs, or related policies). *Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.*

VI. Evaluation: Assignments, Grading and Methods

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

Learning Plan

Learning plan drafts are due September 28 and final versions are due on October 12. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. 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. Discussing challenges in field placement in a way that is akin to "gossiping" will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

Field Experience Journal. Students are required to keep a weekly journal and submit it weekly to the field instructor in a word document format no later than Sunday evening following the week in which their activities occurred. The journal should describe their internship activities for the previous week and their observations of how they have addressed or witnessed no less than two of the nine core competencies and integrate their field experiences with SW 440. Alternatively, student may address examples of activities that are at odds with the

competencies, but must also discuss professional alternatives to these activities. The journal will assist the student in preparing the progress summary and demonstrate clearer understanding and integration of social work concepts and principles with practice; and assist the student, field supervisor and field instructor during the evaluations (e.g., able to identify what they have learned, need to learn, and learning opportunities), and form the basis of seminar discussions (able to present and/or discuss practice issues and impediments).

Presenter Question of the Week. Each student is expected to review and read the required readings and to provide to the instructor a practice question when guest speakers present and provide that question to the instructor on Tuesday, prior to the guest speakers. The question is to be submitted no later than Tuesday prior to Friday's seminar. The question will be forwarded to the guest presenter.

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.

Student Lead Field Seminar Activity

In order to practice your group facilitation skills, as well as to enhance all of our learning in field, each student will have the opportunity to plan and lead a group activity as a portion of seminar. You are encouraged to be creative. You might choose to lead a team building exercise, icebreaker or activity focused on building team cohesion lasting 5-10 minutes. It is entirely up to you. This is your group! A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the seminar portion of your grade.

Individual Meetings and Out-of-Class Contact

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

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 unde
- 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 behaviors) on the “Student Field Evaluation Instrument” and in seminar.**

*Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

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

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

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

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

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

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

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

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

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

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

professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

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

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

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

Fall Semester

Weekly Seminar (40% of Final Grade):

Professionalism & Participation	10 points
Agency Analysis Report (BSW students)	15 points
Agency Analysis Report and Evidenced Based Practice Report (MSW students)	15 points
Change Agent Outline/Proposal	15 points
Total Maximum Points: 40 points	

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

Total Maximum Points: 60 points

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

1. WEEKLY FIELD SEMINAR

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other’s learning. We

will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student's field placement.

2. WRITTEN ASSIGNMENTS

A. Agency Analysis Report and Class Discussion

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 Paper and Presentation Grading Criteria (see Evaluation and Grading). The organizational chart is an attachment and is not included in total page requirement. Students will provide a brief 5 minute presentation and summary report in seminar that consists of a general *overview* of the agency (mission statement and purpose, demographic characteristics of those served, brief description of services) and how you fit into the agency/what you will do. There will be other opportunities during the semester (e.g., when responding to practice questions for each week including those on oppression and empowerment, and dimensions of diversity) to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

It will be helpful for students to also review the social work competencies and behaviors included in this syllabus. Please also review your report before handing it in to ensure that all criteria are included and that it is your final version. The criteria will be used for grading. In fairness to all, there is no opportunity to address missed criteria later. Graduate and undergraduate students have different grading rubrics (see LEARN@UW).

**Agency Analysis Report and Presentation (Undergraduate Students) 15 points*

Note: This assignment should be three-four typed, double spaced pages

- Brief history of agency and mission statement (2 points)
- Current structure (organizational chart written or adapted/updated by student, describe how you fit into the agency/what you will do describe who does what and what their qualifications) (2 points)
- Budget settings (if agency is large, please get figures for your local unit, so that we can compare, typical salary for line staff personnel, a range or average will do, list funding sources and percent of each (2 points)
- Described population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk and current human rights, social & economic issues of the population(s) (2 points)
- List and briefly described client services and which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected and delivered (2 points)
- Power (in **your** opinion, where does the power lie in your organization? Why do you think so? Describe how policies are determined/how decisions are made) (3 points)
- Overall organization and clarity, adherence to formatting instructions (1 point)
- General organization and quality of presentation (1 point)

*Agency Analysis Report and Presentation (Graduate Students) 15 points

Note: This assignment should be five-six typed, double spaced pages.

- Identified your name, agency placement, and address
- Brief history of agency and mission statement (1 point)
 - Current structure: (organizational chart written or adapted/updated by student, describe how you fit into the agency/what you will do, describe who roles and responsibilities and qualifications (degrees and experience of supervisor, Director, and other key personnel) (2 points)
 - Budget settings: if agency is large, please get figures for your local unit, so that we can compare, provided typical salary for line staff personnel (a range or average will do), list funding sources and percent of each (2 points)
 - Described population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk **AND** current human rights, social & economic issues of the population(s) (2 points)
 - List and briefly described client services **AND** which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected and delivered (include an assessment of the strengths and weaknesses related to this area specific to the agency) (2 points)
 - Power: in your opinion, where does power lie in the organization? Why do you think so (for example: money, decision-making on resources, access to information, etc.)? Describe how policies are determined/how decisions are made. What barriers do you see related to decision making and implementation of policies and services? What recommendations do you have for improvement (4 points)
- General organization and quality of paper. Paper will be judged on the overall quality of the critical thinking of the author (1 point)
- General organization and quality of presentation (1 point)

B. Reflection Paper (BSW only) – due December 7

BSW students will participate in a criminal or juvenile justice related training, speaker, or workshop and write a 3-page double spaced reflection paper. Within the paper, discuss how the training or workshop applies to your field placement experience and to two of the social work competencies.

C. *Change Agent Proposal (due Dec. 7) and Change Agent Assignment (final project due in spring semester)*

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. *Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.*

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 & SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A written outline and final outcome report will be completed in the spring semester. 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. *Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.* 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. On the day that the proposal is due in class, students will briefly (5 minutes) share what they will do and how they will do it. Graduate and undergraduate students have different grading sheets (see CANVAS).

**Change Agent Report and Presentation (Undergraduate Students) 15 points*

- Proposal included a brief yet detailed description of the student's plan for the change agent project. (2 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?). (2 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)
- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (3 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (2 points)

**Change Agent Report and Presentation (Graduate Students) 15 points*

- Proposal included a brief yet detailed description of the student's plan for the change agent project. (3 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?) (3 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a

lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)

- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (2 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (1 point)

D. Learning Plan – 1st draft due September 28th, Final draft due October 12

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which course competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided 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.

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

D. 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.”

E. Research on Evidenced Based Practice (MSW Students only)

Students will research a strategy, method, or treatment related to your field placement. Write a 3-4 page double spaced summary of what you learned and how you applied and / or shared the information. Include citations from at least 4 sources. These can be scholarly articles, research projects, conference presentations. Advanced generalist level 800 students will present on their research findings. **This assignment is due Friday November 9th.**

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.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

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

Reading Assignments:

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

Confidentiality:

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

Written Assignment Policy:

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

Late Assignment Policy:

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

Technology in Class:

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

Student Behavior Policy:

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

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

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom and field will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the field faculty member. Some examples of this behavior are, but not limited to,

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

Code of Ethics, Professional Conduct & Plagiarism

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

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

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

Appendix A: CSWE Competencies

Generalist Practice Year <u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<p>2.2.1 Demonstrate Ethical and Professional Behavior.</p> <p>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 youth, adults, families, programs and systems in various settings. (V,C & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C,&AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of youth, adults, families, programs and systems in various settings. (K,S,V,C & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of juvenile and criminal justice. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of youth, adults, families in the CJ and JJ system, to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP)</p> <p>Collaborate with and articulate the mission of Social Work to others</p>	<p>All: Field practicum, class exercises, participation in weekly field seminar/circle discussions: Weeks 1-4, 6-9 and 11-13.</p> <p>All: seminar/circle discussions.</p> <p>All: seminar/circle discussions.</p> <p>Week 3-4, 6</p>

<p>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>related to dimensions of human rights and the intersectionality of poverty, race, social justice, crime, theory and policies. (K, S,V,C & AP)</p> <p>End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>seminar circle discussions: Weeks 1-4 and 6-9 and 11-13.</p> <p>Week 7 & 13</p>
<p>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.</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 Criminal Justice clients, their families and community.</p> <p>Change Agent Report and Presentation (K,S,V, C & AP)</p> <p>End of semester evaluations and learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar/circle discussions: Weeks 1-4, 6-10, 12-13</p> <p>Week 12</p> <p>Week 14</p>
<p>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,</p>	<p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local, state and national policies in public and private with emphasis on the role of the social worker in the justice</p>	<p>. Weeks 2-13</p>

<p>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>system.. (V,C & AP)</p> <p>End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>Week 13-14</p>
<p>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. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>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 criminal justice youth, adults and their families in various settings. (V, C & AP)</p> <p>End of semester evaluation and learning plan with supervisor and field faculty</p>	<p>All: Field seminars, class exercises, participation in field seminar discussions:</p> <p>Week 13-14</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. (S, K, V, C & AP)</p> <p>End of semester evaluation & learning plan with supervisor and field faculty</p>	<p>All: Field seminars, class exercises, participation in field seminar discussions.</p> <p>Week 13-14</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and</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. (K, S, V, C & AP)</p> <p>End of semester evaluation & learning plan with supervisor and field faculty</p>	<p>All: Field seminars, class exercises, participation in field seminar discussions.</p> <p>Week 13-14</p>

<p>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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>		
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</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 criminal and juvenile justice. (S, K, V, C & AP)</p> <p>End of semester evaluation & learning plan with supervisor and field faculty</p>	<p>All: Field practicum, class exercises, participation in field seminar discussions.</p> <p>Week 13-14</p>

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in _____ (Field Unit)
Generalist Practice Year: SW 400; Fall _____(School Year)

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

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

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

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

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

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

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

Generalist Practice Year Competencies, Behaviors, and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

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

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

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

Agency Supervisor Comments:

Competency 2.1.3**Advance Human Rights and Social, Economic, and Environmental Justice.**

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

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

Agency Supervisor Comments:

Competency 2.1.4**Engage In Practice-informed Research and Research-informed Practice.**

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

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

Agency Supervisor Comments:

Competency 2.1.5
Engage in Policy Practice.

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

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

Agency Supervisor Comments:

Competency 2.1.6

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

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

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

Agency Supervisor Comments:

Competency 2.1.7

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

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

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

Agency Supervisor Comments:

Competency 2.1.8

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

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

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

Agency Supervisor Comments:

Competency 2.1.9

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

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

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

Agency Supervisor Comments:

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

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

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

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

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

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

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

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

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the behavior. The spring end-of-semester rating indicates the "outcome" in terms of achieving the behavior. For the advanced generalist level student, the desired outcome is that of an autonomous 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.**

Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

Competency 2.1.1

Demonstrate Ethical and Professional Behavior.

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

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

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.3

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.4

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.5**Engage in Policy Practice.**

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

Advanced Generalist Social Workers:

Advanced Generalist Level Practice Student Required Behaviors:	Methods to Observe and Demonstrate Achievement:	Enter rating using key above (5,4,3,2,1 or NA)
		Fall Final
Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.		Rating.
Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.		Rating.
Apply advanced critical thinking to analyze, formulate, and advocate for policies.		Rating.

Agency Supervisor Comments:

Competency 2.1.6

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.7

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.8

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.9

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

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

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

