

Required Text & Other Materials

- *Ward, K. & Mama, R.S. (2016) Breaking Out of the Box: Adventure-Based Field Instruction*, 3rd Ed., Lyceum Books, Inc., Chicago, IL.
- [NASW Code of Ethics](http://www.socialworkers.org/pubs/code/default.asp). Retrieved from <http://www.socialworkers.org/pubs/code/default.asp>
- Articles and videos as assigned.

Course Description

SW406-Field II Seminar, a 6 credit hour Social Work major requirement, is the second of two Field Practicum requirements for the BSW major. This course provides a generalist base for social work practice that involves on-site field agency practicum along with a weekly one hour seminar that focuses on continuing skill building, critical thinking and personal reflection for generalist social work practice. This course Integrates classroom learning with experiential learning taking place during the field practicum.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

Using assigned text readings, written assignments, journal readings and reports, films, and class discussion, the student will become aware of the relationship between the history of social policy and programs and current policy and programs and the history, mission and philosophy of the social work profession.

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Online instructional methods may include:

- Online learning lessons.
- Individual consultations with instructor.
- Chat room discussion groups (chat feature).

- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

Student Learning Objectives

- SLO 1: Conduct themselves in a professional manner according to the social work profession.
- SLO 2: Apply ethical principles to guide professional social work practice.
- SLO 3: Apply critical thinking to inform and communicate professional judgement.
- SLO 4: Engage diversity and difference in practice.
- SLO 5: Advance human rights and social and economic justice.
- SLO 6: Engage in research informed practice.
- SLO 7: Apply knowledge of human behavior in the social environment.
- SLO 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- SLO 9: Respond to contexts that shape practice.
- SLO 10: Engage, assess, intervene with individuals, families, groups, organizations, and communities.

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Student must complete 280 clock hours in assigned agency.

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Weekly	Logs	15
Weekly	Participation/Attendance	15
Week 4	Resume/Cover Letter	10
Week 6	Student Self Reflection Paper	10
Week 8	Midterm Evaluation	5
Week 13	Agency Policy Analysis	10
Week 15	Final Evaluation	35

Note:

Only assignments turned in by the due date listed above will be eligible to receive *full credit*.
 Assignments for Lessons ___ will NOT be accepted after _____.
 Assignments for Lessons ___ will NOT be accepted after _____.
 PowerPoint Assignment will NOT be accepted after _____ ***please note this is the Sunday before the presentations will be held on _____.
 The Final Comprehensive assignment will NOT be accepted after _____.

Chats are held weekly, except on _____

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Logs	Student is required to upload to the Moodle Portal ONE LOG WEEKLY. Logs are to address what the student is learning in the Field Practicum. The student is to give SPECIFIC EXAMPLES of how he/she is relating knowledge, values, and skills to the Practicum experience. Specific topics are also to be addressed in the Log Entry. These are found in the Course Outline. Logs are to be signed by the student and Field Supervisor, and discussed at the weekly meeting between Student/Field Supervisor. DUE: WEEKLY PRIOR TO SEMINAR /CHAT TIME.
Attendance and Participation	Students are required to regularly attend and actively participate in the seminar process in order to fully take advantage of peer learning opportunities and to fulfill their responsibilities for sharing resources with, consulting with, and otherwise assisting their peers in the learning process. Students must demonstrate through participation that they are able to integrate classroom learning with learning taking place in their practicum experiences. Readings and writing assignments will be made for seminar discussion.

Learning Contract	Students will complete a NEW Learning Contract in consultation with the Agency Field Supervisor. DUE: WEEK 3
Time Sheets	Student must record the hours spent in practicum each day. Time sheets are to be signed by the student, the Agency Field Supervisor, and uploaded to the Moodle Portal. DUE: WEEKS 4, 8, 12, and 16
Resume/Cover Letter	Student will update his/her resume. The resume will be error free and suitable for submission to prospective employers. A cover letter is required to accompany the resume. DUE: WEEK 4
Student Self Reflection Paper	<p>Paper not to exceed 20 pages, the student is to address the following - GIVING SPECIFIC EXAMPLES: DUE: WEEK 14</p> <ul style="list-style-type: none"> A. Knowledge of and commitment to the ethics and values of the social work profession B. Student's identity as a professional social worker - knowledge/values/skills which he/she possesses that reflect the "professional social worker" C. How the student is applying critical thinking in his/her professional decision making/judgments in the Field Practicum. D. How the Student engages diversity and difference in assessing client systems. E. How the Student advocates for human rights and social and economic justice issues in the Field Practicum. F. How the student engages in research-informed practice and practice-informed research. G. How the student applies knowledge of human behavior and the social environment in assessing and intervening with client systems. H. How the student engages in policy practice to advance social and economic well-being and the delivery of social work services. I. How the student responds to contexts that shape practice. J. How the student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities. K. Student's growth in self-awareness, self-discipline, and self-reliance. L. Growth areas in need of work....and ways in which the student plans to address these areas after graduation. M. Student's plan for the future regarding future and continuous building of knowledge base, and professional self.
Agency Policy Analysis	Student's will choose a policy which effects their practicum agency, the clients they serve, or the services the offer. Students will cite the legal name or title of the policy, when it was instituted, whether or not amendments have been made, whether or not the policy addresses what it is intended to address, what aspects of the policy work well, what

	aspects are not working, research-based suggestions as to ways the policy may be more affective, and approaches to changing the policy. DUE: WEEK 13
Final Evaluation	Evaluation forms will be given to the student at the end of the semester for the Student to complete regarding his/her practicum experience at the Agency. DUE: WEEK 15

Grading Scale

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C**
60 - 69%	= D
< 60%	= F

**Students must earn at least a C to receive credit for the course.

Assignment Points

Midterm Evaluation	5 points
Final Evaluation	35 points
Logs	15 points
Participation/Attendance	15 points
Agency Policy Analysis	10 points
Student Self Reflection Paper	10 points
Resume/Cover Letter	10 points
Total	100 points

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

BSW Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal

reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Week 1

Review of the Syllabus/Course Requirements

Week 2

Read: Chap. 4 and Chap. 14 - Developing a new Learning Agreement

Write: **Log Entry:** How am I conducting myself as a professional social worker? What is my professional demeanor in communication and in appearance? What is my commitment to the profession? What steps do I need to take to improve in the area of being more "professional"? Discuss with Field Supervisor in weekly meeting.
Begin gathering data and assessment tools used by your Field agency.

Discuss: Developing the Professional Persona, developing the new Learning Contract

Week 3

Write: **DUE - Learning Contract**

Log Entry: How am I using supervision and consultation effectively? How can I improve?
Discuss with Field Supervisor in weekly meeting.

Discuss: Resume Writing; Development of a cover letter to accompany the resume.

Week 4

Read: Chap. 7

Write: **DUE - Cover Letter and Resume**

Log Entry: Interview a social worker on how they solve ethical dilemmas. Be specific. What strategies are used in arriving at ethical decisions?
How have technological advances affected service delivery. Be prepared to discuss findings.

Discuss: Client's perspectives: Empathy, self-determination, strengths perspectives.

Week 5

Read: Chap. 8

Write: Be prepared to discuss the data-gathering and Assessment tools and instruments used in your agency to assess, intervene, and evaluate clients of your agency. Ask social workers or other professionals in your agency to describe how they and the agency determine whether they are being effective in their work with clients. Be specific.

Log Entry: Provide a verbatim which has taken place between you as a social work intern and a client system in regards to a problem/issue you dealt with in your field practicum. This is to be specific...I said "...", they said "...". Next, critically assess your verbatim. What specific social work skills were you using? How could you have improved the interaction? Discuss with your Field Supervisor in weekly meeting.

Discuss: Professional writing, case notes, assessments, discharge summaries, etc.

Week 6

Read: Chap. 9

Write: **Log Entry: Personal Reflection:** Student will describe a situation in which they in field practicum could have handled the situation more appropriately. What was the problem? If you had to do it over again, how might you handle it? What values/ethics accompany this situation? What have you learned about yourself due to this situation? How are you setting boundaries in the field practicum? Discuss with your Field Supervisor in weekly meeting.

Be prepared to share your week 5 log entry with the class.

Week 7

Read: Chap. 9

Write: Be prepared to discuss the case study on "Darlene" from Chapter 9. Students will identify the issues, establishing a plan. Identify possible ethical/social justice issues. Apply theory to a case. Apply and demonstrate how you used your knowledge of human behavior in assessing the case.

Log Entry: Provide a verbatim as you did in week 5. Discuss with your Field Supervisor in weekly meeting.

Week 8

Read: Chap. 10

Write: Student and Field Supervisor discuss the midterm evaluation and meet, via conference call with Field Instructor. Students will discuss the areas they need to improve in, and how they are following their Learning Contract.

Discuss: Intervention planning

Week 9

Read: Chap. 13

Write: Midterm evaluations may be scheduled during this week.

Discuss: Difficult issues, ethical conflicts

Week 10

Write: **Log Entry:** Based on your Midterm Evaluation, how are you fulfilling your Learning Contract? What areas need improvement? What is your plan? Discuss with the Field Supervisor in weekly meeting.

Week 11

Read: Chap. 13 continued

Write: **Log Entry:** How are you practicing without discrimination and bias? Give specific examples. Discuss with Field Supervisor in weekly meeting.

Discuss: Self Evaluation

Week 12

Read: Chap. 14

Discuss: Self Evaluation

Week 13

Read: Chap. 15

Write: **DUE - Policy Analysis**

Week 14

Read: Chap. 13 - A Look to the Future

Write: **DUE - Comprehensive Assignment (Final) Paper**

Log Entry: Provide a verbatim following directions in Week 5. Discuss with Field Supervisor in weekly meeting.

Week 15

Final Field Evaluations with Field Director and Field Supervisor

Discuss: Endings/Termination

Week 16

Final Field Evaluations with Field Director and Field Supervisor

Outcomes Assessment

BU Educational Outcome 1

Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency 4

Engage in practice-informed research and research-informed practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use experiences in practice to generate possible research questions.	Final Field Evaluation <i>*Signature Assignment</i>	Generalist

CSWE Competency 7

Assess individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use assessment as an ongoing interactive process and collect and organize data that informs the direction of intervention goals.	Final Field Evaluation <i>*Signature Assignment</i>	Generalist

CSWE Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use evaluation as an ongoing, interactive process to improve service delivery and outcome.	Final Field Evaluation <i>*Signature Assignment</i>	Generalist

BU Educational Outcome 2

Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.

CSWE Competency 6

Engage with individuals, families, groups, and organizations

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use conscious caring and professional use of self to further develop engagement skills	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

CSWE Competency 8

Intervene with individuals, families, groups, and organizations.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use intervention as an ongoing, interactive process.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced
Apply theory to intervene with diverse client systems.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

BU Educational Outcome 3

Brescia University graduates will possess the capacity to adapt to diverse environments.

CSWE Competency 2

Engage diversity and difference in practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Apply knowledge of diverse groups to engage client systems.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

BU Educational Outcome 4

Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

CSWE Competency 1

Demonstrate ethical and professional behavior.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Use all available resources to make ethical choices.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced
Demonstrate professional demeanor through communication (oral, written, and electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and dressing congruently with the standards of the agency.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

CSWE Competency 3

Advance human rights and social, economic, and environmental justice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Advocate for policies that advance human rights and social, economic, and environmental justice at the agency level.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

CSWE Competency 5

Engage in policy practice

Student Learning Outcome	Methods of Assessment	Level of Assessment
Demonstrate policy advocacy skills at the agency or community level such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.	Final Field Evaluation <i>*Signature Assignment</i>	Advanced

Discussion Board - GRADING RUBRIC

SW 406	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

Self-Reflection Paper - Grading Rubric

SW 406	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Values	Communicates professional attitudes and core beliefs consistent with the SW profession.	Communicates professional attitudes and core beliefs with the major themes of the SW profession.	Expresses ambivalence about identification with SW values	Communicates professional values that are often inconsistent with the SW profession.	
Self-awareness and Insight	Acute awareness of personal affective and cognitive processes. Uses the experience to advance learning.	Sufficient awareness of personal affective and cognitive processes. How the student will use the experience to advance learning is unclear.	Sufficient awareness of personal affective OR cognitive processes, but not both. Use of experience to advance learning and relationship to practice is unclear.	It does not appear that the student is looking inwardly, which indicates a lack of self-awareness.	
Future learning and application to practice	Student integrates the experience with existing knowledge to identify future areas to explore and how to apply it to practice.	Student integrates the experience with existing knowledge to identify future areas to explore. Acknowledges relationship to practice.	Student integrates the experience with existing knowledge to identify future areas to explore, with no reference to practice.	Students does not demonstrate attention to future areas to explore or how learning applies to practice.	

Learning Plan - SW406 Field II

Student: _____

Semester: _____

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: _____ Date: _____

Agency Field Instructor/Supervisor signature: _____ Date: _____

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 - the student must pass Field 1.
- To proceed from Field 2 to Field 3 - the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 - the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

Competency 1 Demonstrates ethical and professional behavior	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Use all available resources to make ethical choices.			
Use supervision and consultation appropriately.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 2 Engages diversity and difference in practice.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply theories of human behavior and the social environment (including caring theory), and other multidisciplinary theoretical frameworks to engage different client systems.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 3 Advances human rights and social, economic, and environmental justice.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply strategies that advance human rights and social, economic, and environmental justice through political and legislative advocacy.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 4 Engages in practice-informed research and research-informed practice.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Engage in practice-informed research.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 5 Engages in policy practice	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 6 Engages with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply theory to engage diverse client systems.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 7 Assesses individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.			
Other: (To be identified by student) <hr/>	Other	Other	Other

<p>Competency 8 Intervenes with individuals, families, groups, organizations, and communities.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? </p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence</p>
<p>Choose and implement interventions to achieve practice goals and enhance capacities of client systems.</p>			
<p>Other: (To be identified by student)</p> <hr/>	<p>Other</p>	<p>Other</p>	<p>Other</p>

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? ▪ How long will you do it? 	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Select and use appropriate methods for evaluation of outcomes.			
Other: (To be identified by student) <hr/>	Other	Other	Other