



**New Mexico State University
College of Health and Social Services
School of Social Work**

**S WK 402 GENERALIST SOCIAL WORK PRACTICUM
BLOCK PLACEMENT SYLLABUS
Spring 2016**

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Office Hours: By appointment

Field Liaison:	
Email:	
Phone:	
Seminar day, time & place	

COURSE CATALOG DESCRIPTION

S WK 402 Field Block Placement – Supervised professional practice in a community social service agency, providing experiential instruction and learning; seminar required. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct. Total of 420 hours in the field is required – 12 credits. Graded: S/U. Corequisite(s): S WK 404, Prerequisite(s): S WK 405. Restricted to: S WK majors. S/U Grading.

COURSE DESCRIPTION: Supervised social work practice in a university approved agency. This course focuses on generalist social work practice. **At this level students are expected to assume substantive responsibility for carrying out social work activities.**

- Students are given the opportunity to observe and assume social work activities in direct and indirect practice under close supervision.
- These field work opportunities enable students to apply and integrate previous and current learning.
- Opportunities will be available for students to develop knowledge of professional practice at multiple system levels and with a variety of cultural, ethnic, racial, gender and age groups.

THE FIELD COURSE HAS FIVE EQUALLY IMPORTANT REQUIREMENTS:

1. Social Work Agency Attendance and Satisfactory Performance
2. Seminar Attendance and Satisfactory Performance
3. Documented student development of Competencies and Practice Behaviors
4. Timely Canvas assignment submission of all competency assignments; learning contract and evaluation throughout the semester, and **complete final document** at the end of the semester.
5. Completion of a social work practicum learning portfolio

COURSE OBJECTIVE: Provide BSW students the opportunity to develop and practice social work skills in a field setting and provide them with learning strategies for continuous professional development.

STUDENT COMPETENCIES

The School of Social Work at New Mexico State University incorporates competencies developed by the Council on Social Work Education. The Field Contract and evaluation are based on these competencies.

Successfully completing this course will entail developing and practicing the following competencies:

1. **Demonstrate Ethical and Professional Behavior**
2. **Engage Diversity and Difference in Practice**
3. **Advance Human Rights and Social and Economic Justice**
4. **Engage in Practice-informed Research and Research-Informed Practice**
5. **Engage in Policy Practice**
6. **Engage with** Individuals, Families, Groups, Organizations, and Communities
7. **Assess** Individuals, Families, Groups, Organizations, and Communities
8. **Intervene** with Individuals, Families, Groups, Organizations, and Communities
9. **Evaluate Practice** with Individuals, Families, Groups, Organizations, and Communities

REQUIRED READING:

- CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS
[HTTP://WWW.SOCIALWORKERS.ORG/PUBS/CODE/CODE.ASP](http://www.socialworkers.org/pubs/code/code.asp) (all social work students are required to become familiar with and adhere to the social work professions code of ethics)
- Additional readings may be assigned by Social Work Field Instructor and/or Field liaison

NMSU ADA STATEMENT

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director Student Accessibility Services (SAS)

Corbett Center, Rm. 244

Phone: (575) 646-6840 **E-mail:** sas@nmsu.edu

Website: www.nmsu.edu/~ssd/

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Gerard Nevarez, Executive Director or

Agustin Diaz, Associate Director

Office of Institutional Equity (OIE)

O'Loughlin House

Phone: (575) 646-3635 E-mail: equity@nmsu.edu

Website: <http://www.nmsu.edu/~eeo/>

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311 www.nmsupolice.com
NMSU Police Victim Services:	(575) 646-3424
NMSU Counseling Center:	(575) 646-2731
NMSU Dean of Students:	(575) 646-1722
For Any On-campus Emergencies:	911

NMSU ACADEMIC AND NON-ACADEMIC MISCONDUCT STATEMENT

Academic Misconduct –Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty. Plagiarism is using another person's work without acknowledgement, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:

- An idea or opinion, even when put into one's own words (paraphrase)
- A few well-said words, if these are a unique insight
- Many words, even if one changes most of them
- Materials assembled by others, for instance quotes or a bibliography
- An argument
- A pattern or idea
- Graphs, pictures, or other illustrations
- Facts
- All or part of an existing paper or other resource

This list is not meant to include all possible examples of plagiarism. See the University Library's web page on plagiarism for further examples.

1. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.
2. Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records.
3. Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.

For more information about what plagiarism is and how to avoid it, you can visit the following websites:

<http://www.plagiarism.org>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html>

Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-all Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate and Undergraduate Catalogs.

For further information on academic misconduct, refer to the following website:

<http://deanofstudents.nmsu.edu/student-handbook/index.html>

BSW WRITING SKILLS STATEMENT

Writing skills are fundamental in the social work profession. Most social workers write reports, document client participation, and represent their agency in memorandums written to other professionals. Therefore, your social work instructor may include writing assignments, may deduct points for poorly written assignments and/or may require you to seek help to improve your writing skills.

A very important method for writing improvement is to carefully follow each assignment's instructions. If you need assignment instruction or clarification make sure to consult with your instructor well in advance of the assignment's due date.

Sources of assistance for writing improvement include the NMSU Writing Center (the Center's information is below). Other writing improvement options include, but are not limited to, consulting with your instructor, consulting with your course's Teaching Assistant, NMSU Student Success Centers, asking someone you know who writes well to proof read and provide feedback for your written assignments, reading well written literature similar to your assignment (e.g., if you have a term paper assignment, read social work professional journal articles which include research elements).

The NMSU Writing Center is located at Clara Belle Williams room 102. Their hours of operation are: Monday- Thursday 9:00 A.M.-6:00 P.M. and Friday 9:00 A.M.-12:00 P.M. They have drop in hours at the Zuhl Student Success center Sunday – Wednesday evenings, 7:00 P.M. – 9:00 P. M. You can set up an appointment at the Center's web-site and request online consultation:

<http://english.nmsu.edu/resources/writingcenter/>

**COUNCIL ON SOCIAL WORK EDUCATION 2015 EDUCATIONAL POLICY AND
ACCREDITATION STANDARDS (EPAS)**

Competency 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 interprofessional 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.

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| 1a. | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context; |
| 1d. | Use supervision and consultation to guide professional judgment and behavior. |

Competency 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, ethnicity, gender, gender identity and expression, immigration 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*.

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| 2a. | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. |
| 2b. | Present themselves as learners and engage client systems as experts of their own experiences. |

Competency 3–Advance Human Rights and Social and Economic 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 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 and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

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| 3a. | Apply their understanding of social and economic justice to advocate for human rights |
| 3b. | Engage in practices that advance social and economic justice. |

Competency 4—Engage in Practice-informed Research and Research-Informed Practice	
Social workers <u>understand quantitative and qualitative research methods</u> . Social workers know the <i>principles of logic, scientific inquiry, and ethical approaches to building knowledge</i> . Social workers understand that <u>evidence that informs practice derives from multi-disciplinary sources</u> . They also understand <i>the processes for translating research findings into effective practice</i> .	
4a.	Use practice experience to inform scientific inquiry and research;
4c.	Use and translate research findings to inform and improve practice, policy, and service delivery.
Competency 5—Engage in Policy Practice	
Social workers <u>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</u> . 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 <u>recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy</u> . They are also knowledgeable about <u>policy formulation, analysis, and implementation</u> .	
5a.	Assess how social welfare and economic policies impact the delivery of and access to social services
5b.	Critically analyze and promote policies that advance human rights and social and economic justice.
Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that <u>engagement is an ongoing component</u> of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. <i>Social workers value the importance of human relationships</i> . Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers <u>understand strategies to engage diverse client systems to advance practice effectiveness</u> . Social workers <u>understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems</u> .	
6a.	Apply knowledge of human behavior and the social environment and practice context to engage with client systems.
6b.	Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.
Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities	
Social workers <u>understand that assessment is an ongoing component of the dynamic and interactive process of social work practice</u> with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers <u>understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems</u> , including individuals, families, groups, organizations, and communities. Social workers <u>understand methods of assessment with diverse client systems to advance practice effectiveness</u> . Social workers recognize the implications of the larger practice context in the assessment process. Social workers <u>understand how their subjective experiences and emotional reactions may affect their assessment and decision-making</u> .	
7a.	Collect, organize, and critically analyze and interpret information from client systems
7c.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Competency 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 interorganizational collaboration*.

8a.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
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8c.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
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Competency 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.

9a.	Select and use appropriate methods for evaluation of outcomes.
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9c.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
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EVALUATION CRITERIA FOR PRACTICE BEHAVIOR EVIDENCE

Score	Practice Behaviors Competency Level Descriptions
5	The student demonstrated effective performance in this practice behavior <u>consistently and effectively</u> .
4	The student demonstrates effective performance in this practice behavior <u>most of the time</u> .
3	The student demonstrated understanding of this skill and offers evidence of <u>appropriate performance</u> but more practice experience is required.
2	The student demonstrated understanding of some aspects of this practice behavior, but <u>shows little ability to implement it in practice</u> .
1	Unacceptable: the student demonstrated <u>little understanding of this practice behavior</u> or its use in practice.
N/A	Not applicable, the student <u>has not had the opportunity to work on this area</u> . This rating may be acceptable at mid-term but not by the final evaluation.

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

NMSU Social Work Faculty approved 11/9/07.

- Generalist social work practitioners work with **individuals, families, groups, communities and organizations** in a variety of social work and host settings and apply ethical principles and critical thinking to practice.
- The generalist practitioner identifies with the social work profession and is grounded in the dual perspective of the person and the environment.
- Utilizing knowledge of the human condition, generalist practitioners view clients and client systems from a strengths and resiliency perspective in order to recognize, support, and build upon the capabilities of all human beings.
- They use a collaborative process to engage, assess, and intervene (broker services, advocate, and counsel, educate, and organize) with and on behalf of clients and client systems.
- Generalist social workers participate in community and organizational development. Generalist practitioners are consumer informed, are involved in research-informed (evidence based) practice, and evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.
- Finally, generalist social work practice is guided by the NASW Code of Ethics, incorporating diversity in their practice and advocating for human rights and social justice.

SEMINAR REQUIREMENTS

1. **Each student is responsible for his/her own learning.** If any assignment is unclear to the student, it is the student's responsibility to ask for clarification well in advanced of the assignment's due date. Students are encouraged to read carefully and keep in mind that field settings vary in complexity, so it is very unlikely that students will have the same learning opportunities or needs. Therefore, practice behavior evidence cannot be pre-determined.
2. **Seminar attendance is mandatory.** Social work practitioners should be punctual in both attendance and in meeting deadlines. Therefore, seminar attendance is expected. Arriving late or leaving early will be counted as an absence.
3. **Reading and using the NASW Code of Ethics.** Social work practitioners assume responsibility for knowing and understanding the NASW Code of Ethics. Professional ethics will be discussed throughout the semester and seminar behavior is expected to reflect a collective attempt to demonstrate ethical practice.
4. **All homework and Canvas assignments must be submitted by the deadline. Late submissions will not be graded but must be submitted to earn a passing grade in the course.**
5. **Seminar dialogue:** the seminar is meant to be an opportunity to discuss the connection between coursework theory and real life application in the practice setting. **Quality of participation is encouraged over quantity.** All discussions must be focused on social work concepts and their application. *Disagreements are welcome but should be stated in a respectful manner to maintain discussions at a professional level.*
6. **The use of cell phones or any other electronic device will NOT be allowed during seminar. *The liaison reserves the right to ask anyone who is texting or playing with electronic devices during seminar, to leave the session. The student will be counted absent for the seminar.***
7. According to NMSU Student Code of Conduct "It is the personal responsibility of every member of the campus community not only to protect his/her own rights, but to respect the rights of others, and to behave in a manner conducive to learning and/or living in an educational environment." Therefore a student who engages in any kind of disruptive behavior will be asked to leave the seminar session and a meeting to address the issue will be schedule with the BSW Program Coordinator, the student, the instructor and the student's Academic Advisor.
8. **All students registered for S WK 402 are required to submit Canvas assignments by the due date (Competency Based Assignments, and Field Learning Contract and Evaluation documentation).**

SEMINAR IS MEANT TO GIVE YOU THE OPPORTUNITY TO:

- Discuss your field experience to facilitate the integration of knowledge from coursework and field experience.
- Learn from others and develop and practice your listening skills – when others speak, make an effort to really listen.
- Contribute by sharing what you are learning at your particular agency.
- Become aware of the different resources available in the community.
- Become aware of community needs.
- Start to understand how policies (at all levels) impact social work practice.
- Explore natural emotions related to being an apprentice (feeling inadequate, making mistakes, learning the language of the profession, dealing with difficult clients, recognizing your learning gaps, identifying and setting boundaries with peers, superiors, clients, etc.).
- Start developing your peer network.

SEMINAR IS NOT MEANT TO:

- Be a forum to discuss problems in the field – problems are best addressed with the people involved (get familiar with the chain of command in your particular agency and read your Field Manual) usually it is best to start with the person you are having a conflict with.
- Be a gossip session – before you speak, ask yourself if what you are going to say contributes to your own learning and that of your peers. If not, don't say it. **Do not discuss field issues with anyone outside the seminar or agency setting.**
- Be at your learning level at all times – everyone in the group will have different learning needs; the liaison will attempt to help everyone but no one can successfully assist more than one person at a time.
- Be a therapy session – while feelings related to your developing competence as a social worker in training are appropriate, issues related to your personal life need to be addressed in a different environment. A good resource is the NMSU Counseling Center: **New Mexico State University Counseling Center** Hours: Monday—Friday, 8 a.m. to 5 p.m.

575-646-2731 Garcia Annex, Room 100

MSC 3575/ P.O. Box 30001, Las Cruces, NM 88003-8001

For crisis assistance, you can call (575) 646-CALL (2255) or 866-314-6841 or visit the website <http://www.nmsu.edu/~wave/index.php>

STUDENT PERFORMANCE EVALUATION BY FIELD INSTRUCTOR

(Student must self-evaluate prior to mid-term and final evaluations)

STUDENT PERFORMANCE	Mid-Term					Final				
Agency attendance – All time and activity reports and instructional meeting agendas were <u>completed by student weekly</u> , have been signed, and are included in student portfolio for review.	1	2	3	4	5	1	2	3	4	5
Field Learning Contract and Evaluation document was completed in a timely manner and student took responsibility for having copies ready for mid-term and final.	1	2	3	4	5	1	2	3	4	5
<u>Student's active participation in own learning</u> – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant case related information independently.	1	2	3	4	5	1	2	3	4	5
Student demonstrated the ability to accurately self-evaluate based on practice behavior evidence prior to mid-term and final evaluation meeting and demonstrated ability to identify strengths and weaknesses.	1	2	3	4	5	1	2	3	4	5
Student demonstrated the ability to effectively work with others; peers, supervisors, public, etc.	1	2	3	4	5	1	2	3	4	5
Student is able to <u>seek, accept and use redirection</u> without defensiveness	1	2	3	4	5	1	2	3	4	5
Overall Agency Performance	1	2	3	4	5	1	2	3	4	5

STUDENT PERFORMANCE EVALUATION BY FIELD LIAISON

(Student must self-evaluate prior to mid-term and final evaluations)

STUDENT PERFORMANCE	Mid-Term					Final				
Seminar Attendance & Participation – Student was present in body and mind for all seminar sessions; student’s comments were relevant to topic at hand, student was able to express unpopular points of view in a respectful manner.	1	2	3	4	5	1	2	3	4	5
Agency/Case Presentation – the student presentation was thoughtful, informative and provided clear evidence that the student understands the services provided by the agency.	1	2	3	4	5	1	2	3	4	5
Portfolio: Complete, organized, timely & relevant. Will serve as a reference for student	1	2	3	4	5	1	2	3	4	5
Assignments: Completeness, clarity, insight, scholarly quality & timeliness. All assignments focused on the given theme.	1	2	3	4	5	1	2	3	4	5
Student demonstrated the ability to accurately self-evaluate based on practice behavior evidence prior to mid-term and final exams.	1	2	3	4	5	1	2	3	4	5
Student demonstrated the ability to effectively work with others; peers, supervisors, public, etc.	1	2	3	4	5	1	2	3	4	5
Canvas Compliance – student submitted <u>all</u> Canvas assignments by the published due date. <i>All 7 parts of the contract must be submitted through Canvas and given to the liaison during the final evaluation to be submitted to the field office.</i>	1	2	3	4	5	1	2	3	4	5
Overall Seminar/Canvas Performance	1	2	3	4	5	1	2	3	4	5

OVERVIEW OF FIELD COURSEWORK REQUIREMENTS

- 1. Field Learning Contract and Evaluation Document:** Students are required to complete a Field Learning Contract and Evaluation Document that incorporates the standard requirements of field education. *Students are responsible for completing all documentation and seek input from the field instructor, and the field liaison.* The purpose of the contract is to underscore the learning expectations and competencies that the student will be expected to develop and practice throughout the semester.
- 2. Field Experience Portfolio:** Each student is required to put together a Field Experience Portfolio to maintain all SWK 402 field course work assignments organized and available for review. The field Liaison will check the students' portfolios at midterm and during the final to make sure the student has completed all required assignments. Field liaisons may require students to bring portfolios to seminar every week and may require students to rewrite any assignment that has not been completed satisfactorily.
- 3. Evaluations and grades:** Students are required to actively participate in the evaluation of their performance throughout the field practice experience. Self-evaluation is part of the field learning contract. The student need to periodically review field work expectations and evaluation criteria to make sure learning progress is being made or in the case that a competency area cannot be met, it is the student's responsibility to discuss the issue with both the field instructor and field liaison. *The final grade will be an S/U grade. Please note that a "U" grade will result in the student being dismissed from the BSW program.*
- 4. Attendance Policy:** Students must strive for punctuality; attend all seminar meetings, and regard the schedule negotiated with the agency as a professional commitment. The field schedule at the agency should be one that provides the student with opportunities to take on the social work role under the supervision of an experienced social worker at the agency. The practicum should not be completed in fewer than 12 weeks.
 - Students are required to complete a minimum of 420 clock hours in the field setting.
 - Time spent in meetings with field instructor *outside the regular agency schedule* count as practicum hours.
 - Seminar hours also count as field hours.
 - With **prior approval from the agency field instructor**, students may also count time spent attending conferences, workshops, or other training programs. Participation in training and educational activities should have relevance to the field placement and student's learning objectives.
 - Absences due to illness or agency holidays must be made up and documented on the TIME AND ACTIVITIES REPORT.

TENTATIVE S WK 402 – SEMINAR SCHEDULE

WEEKLY ACTIVITIES (SPRING – January 20 – May 13, 2016 –Spring Break March 14 -18)

(The liaison may change the weekly activities to accommodate learning needs.)

Date	Reading/homework Assignments	Seminar Topic
1/21	<i>Note: Canvas assignments will be due on Friday at 10:00 PM. Your liaison may require you to submit a hard copy during seminar, but the Canvas deadlines must be met.</i>	<u><i>Seminar will start next week but the BSW Orientation to Field is today and it is mandatory to every student in the field course.</i></u> <u><i>It is recommended that students Read the Syllabus before orientation.</i></u>
1/25-29	Start writing the agency description for the Learning Contract and obtain the necessary signatures on the learning contract before submitting the contract on Canvas	<i>Review Student Field Learning Contract and Evaluation document</i> <i>Review syllabus</i> <u><i>Assign Case Presentation Dates</i></u>
2/1-5	<i>SUBMIT FIELD LEARNING CONTRACT AND AGENCY DESCRIPTION ON CANVAS BY Friday at 10:00 PM.</i> <i>(Portfolio version must include all required signatures)</i>	
2/8-12	<i>First Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i> <i>Start writing practice behavior evidence on your mid-term evaluation document and review the evaluation rubric to make sure you are documenting at the appropriate level.</i>	<i>Review the nine competencies and 18 practice behaviors</i>
2/15-19	<i>Second Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i>	<i>Discuss the NASW Code of Ethics</i>
2/22-26	<i>Third Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i>	<i>Review Critical Thinking strategies</i>
2/29-3/4	<i>Fourth Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i>	<i>Mid-term evaluation review</i>
3/7-11	<i>Complete learning contract evidence and self-evaluate to discuss with field instructor before mid-term evaluation</i>	<i>Case Presentation Review (biopsychosocial)</i>
3/14-25	<i>Spring break</i>	
3/21- 25	<i>SUBMIT LEARNING CONTRACT AND EVALUATION WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR ON CANVAS Friday at 10:00 PM.</i>	<i>Discuss the relationship between theory and practice</i> <i>AGENCY VISITS FOR MID-TERM BY FIELD LIAISON</i>

3/28 - 4/1	<i>Fifth Competency Based Assignment due on Canvas on Friday at 10:00 PM. Last day to withdraw from the course – march 28th.</i>	Case Presentation and or seminar discussion
4/4-8	<i>Sixth Competency Based Assignment due on Canvas on Friday at 10:00 PM. Start writing practice behavior evidence on your final evaluation document.</i>	Case Presentation and or seminar discussion
4/11-15	<i>Seventh Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i>	Case Presentation and or seminar discussion
4/18-22	<i>Eight Competency Based Assignment due on Canvas on Friday at 10:00 PM.</i>	Case Presentation and or seminar discussion
4/25-29	<i>Ninth Competency Based Assignment due on Canvas on Friday at 10:00 PM. April 17th last Day to Withdraw from the University</i>	Case Presentation and or seminar discussion
5/2-6	<i>Complete learning contract evidence and self-evaluate to discuss with field instructor before final evaluation</i>	Final Evaluation Review of documentation of evidence on the learning contract
5/9-13	EXAM WEEK Hard copy of the complete Field Contract and Evaluation document with all signatures must be submitted to the Field Office	<i>Final grade will not be posted until the complete Learning Contract and Evaluation (all seven parts) with evidence for each practice behavior and final signatures has been submitted to the Field Office</i>

FIELD EXPERIENCE PORTFOLIO TABLE OF CONTENTS

MUST BE REVIEWED AT MID-TERM & FINAL BY FIELD LIAISON

1. Section one

- a. **FIELD EXPERIENCE PORTFOLIO TABLE OF CONTENTS** (*this page*)
- b. STUDENT LEARNING ACTIVITY TRACKING FORM
- c. RECORD OF ASSIGNMENT COMPLETION AND SELF ASSESSMENT WORKSHEET

2. Section two

- a. Personal statement of learning goals (*what you hope to learn in your practicum*)

3. Section three

- a. Field Course Syllabus (SWK 402)
- b. Agency policies
 - i. Related to client services
 - ii. Related to your as a social work practicum student

4. Section four

- a. Field Learning Contract (*Part 1 & 2 due at the beginning of the semester*)
- b. Mid-Term Evidence for each practice behavior (*due before mid-term evaluation*)
- c. Mid-term & Final Evidence for each practice behavior (*due before final evaluation*)
- d. Copy of complete and signed learning contract with mid-term & final evidence for each practice behaviors (*to be given to liaison during final evaluation meeting*)

5. Section five (*Canvas Competency Based Journals*)

- a. **Competency Based Journals** (Must be submitted on Canvas – Liaison may also require hard copy submission for grading. If graded on Canvas, you might not need to keep hard copies in the portfolio. *Check with your liaison.*)

6. Section six (*Examples of assessments*)

- a. Client assessments
- b. Agency effectiveness assessment

7. Section seven

- a. WEEKLY SUPERVISORY MEETING AGENDAS and **Time and activities reports**
(Signed by field instructor – one per week)

8. Section eight

- a. Research articles related to a client/agency service related issue (at least 3 articles)
- b. Summary research findings and explanation of how the information might be used to improve client services at your agency.

9. Section nine

- a. Copy of NASW Code of Ethics **and** One page summary of relevant ethical obligations related to this setting
- b. **End of Semester Summary of Field Experience** What did you accomplish in this field practicum placement and your next steps for continuous professional growth. Be specific.

STUDENT LEARNING ACTIVITY TRACKING FORM

The student maintains this record throughout the semester in the portfolio. It is the summary of the time the students spent in the field, the weekly activities with their supervisor and the seminar attendance and field experience assignments.

Student's Name: _____

S WK 402 spring 2016

Filed Instructor's Name: _____

Field Liaison's Name: _____

Record of Time Spent at Agency	Signed Weekly Instructional Agenda	Seminar Attendance
1. Week of _____ time accrued _____	1. Date: _____	1. Date: _____
2. Week of _____ time accrued _____	2. Date: _____	2. Date: _____
3. Week of _____ time accrued _____	3. Date: _____	3. Date: _____
4. Week of _____ time accrued _____	4. Date: _____	4. Date: _____
5. Week of _____ time accrued _____	5. Date: _____	5. Date: _____
6. Week of _____ time accrued _____	6. Date: _____	6. Date: _____
7. Week of _____ time accrued _____	7. Date: _____	7. Date: _____
8. Week of _____ time accrued _____	8. Date: _____	8. Date: _____
9. Week of _____ time accrued _____	9. Date: _____	9. Date: _____
10. Week of _____ time accrued _____	10. Date: _____	10. Date: _____
11. Week of _____ time accrued _____	11. Date: _____	11. Date: _____
12. Week of _____ time accrued _____	12. Date: _____	12. Date: _____
13. Week of _____ time accrued _____	13. Date: _____	13. Date: _____
14. Week of _____ time accrued _____	14. Date: _____	14. Date: _____
15. Week of _____ time accrued _____	15. Date: _____	15. Date: _____
16. Week of _____ time accrued _____	16. Date: _____	16. Date: _____
Total Time _____		

Evidence of Learning

Competency Based Assignments	Competency Based Assignments	Learning Contract Dates	Agency/Case Presentation
1. Date _____	6. Date _____	1. Contract _____	Date _____
2. Date _____	7. Date _____	2. Mid-Term _____	Portfolio Review Date _____
3. Date _____	8. Date _____	3. Final _____	
4. Date _____	9. Date _____		
5. Date _____			

Recommended Grade for S WK 402 S U

Liaison Signature _____ Date _____

This record should be maintained in the student's Portfolio and a copy submitted to the Field Office at end of the semester along with the original copy of the final and Signed Learning Contact and Evaluation Document with practice behavior evidence for mid-term and final.

RECORD OF ASSIGNMENT COMPLETION AND STUDENT SELF-ASSESSMENT WORKSHEET

Student Name: _____

Liaison: _____

ASSIGNMENT DUE ON CANVAS BY PUBLISHED DEADLINE	Due Date	Late or Incomplete	Meets Requirements	Shows reflective practice	Shows proficiency	SCORE
Competency Based Assignment # 1		0 -2	3	4	5	
Competency Based Assignment # 2		0 -2	3	4	5	
Competency Based Assignment # 3		0 -2	3	4	5	
Competency Based Assignment # 4		0 -2	3	4	5	
Competency Based Assignment # 5		0 -2	3	4	5	
Competency Based Assignment # 6		0 -2	3	4	5	
Competency Based Assignment # 7		0 -2	3	4	5	
Competency Based Assignment # 8		0 -2	3	4	5	
Competency Based Assignment # 9		0 -2	3	4	5	
Part 1 and 2 of Learning Contract		0 -2	3	4	5	
Learning Contract and Evaluation Mid-Term Self Evaluation with evidence for each practice behavior		0 -2	3	4	5	
Complete Learning Contract and Evaluation (all 7 parts) with mid-term and final evidence for each practice behavior and Self-Evaluation		0 -2	3	4	5	

	Unacceptable	Developing	Able	Skilled
End of semester Totals	41 or less	42 – 47	48 – 53	54– 60
Final Score	0 -2	3	4	5

SCHOOL OF SOCIAL WORK WEEKLY INSTRUCTIONAL MEETING AGENDA

TIME AND ACTIVITIES REPORT

Week: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Student Name _____

Field Social Worker _____

Date of meeting: _____

Time of meeting: _____

DATE	ACTUAL HOURS	DESCRIBE ACTIVITIES IN DETAIL Example: Conducted a client intake, attended a staff meeting, completed an intake interview, called clients, call agency X to make a client referral, etc.

Total Hours Accrued this week: _____ **Remaining Hours to be completed:** _____

(A minimum of 420 is required)

Student's Summary Report on the status of tasks assigned:

Issue or issues student wants to discuss during this instructional meeting and their relationship to Social Work Competencies

Learning tasks and assignments from this instructional meeting to be completed by next week:

Student's Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

If the student is struggling to meet field course requirements and/or has been advised to improve performance, the Field Instructor must include a recommendations for improvement. If improvement is not achieved as requested, the Field instructor must contact the Field Liaison as soon as possible.

This form should be completed weekly and included on the portfolio for liaison review

Agency Case Presentation Outline – for Seminar Discussion

This is intended as a brief simulation of a case presentation that might occur at an agency. **This is a required presentation.**

Student Information

Student's name: _____

Date of seminar presentation: _____

1. Agency Description

- a. Mission, Vision and Goals of Agency
- b. Who are the clients and how do social workers serve the client population

2. Case Background Information:

- Referral sources _____
- Reason for referral _____
- Number and types of contacts you have had with the client(s)

3. General Information about Client/s:

- Client's fictitious name _____ Sex _____ Age _____
- Race/ethnicity _____ Immigration status _____ (**culturegram**)
- Summary of client's background including any significant people in the client's life

4. Client needs and agency fit (are the agency services adequate for the client's needs?)

5. Explain how you used each of the nine competencies in your work with this client:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social and Economic Justice
4. Engage in Practice-informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Mid-Term and Final Evidence – Daily Reflective Journal *(optional but recommended)*

Name: _____

Date: _____

Summary of significant tasks performed today:

1) How do today's activities fit with the nine competencies?

2) How did I demonstrate ethical and professional behavior?

3) How did I engage with diverse clients in the practice setting?

4) How does my agency help clients advance their human rights and social justice? What is my role?

5) How can I incorporate research-informed practice and practice-informed research in this setting?

6) How do agency policies impact the well-being of my clients?

7) How did I engage with clients? How would I know my engagement strategies are effective?

8) How did I use assessment skills today?

9) What kind of interventions did I carry out?

10) How did I evaluate my social work practice? How would I know if what I did was effective?

Competency Based Assignment # 1

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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 interprofessional 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.

In your own words describe what competency one means	
Read the code of ethics and describe the standards that apply to your current field placement experience	
Identify a model of ethical decision-making and explain how you might use it in your current placement	
Identify the laws, regulations and the practice context of your agency and how your knowledge of these will influence your ethical decision-making process	
Give an example of your professional communication with your field instructor, clients and colleagues. <ul style="list-style-type: none"> • Spoken • Written 	
Identify one specific situation that necessitated consulting with your field instructor and/or liaison and how that consultation was used to benefit clients.	

Competency Based Assignment # 2

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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:

In your own words describe what competency two means

Describe the identity of one of your clients (use a pseudonym) **and** explain how diversity and difference shaped his/her experience.

Describe the kinds of oppression, poverty, marginalization, and alienation the clients at your agency might experience.

Describe **intersectionality** and explain how you might use this concept to understand your client’s social possibilities and limitations.

Describe the privilege and power you have experienced in your life and explain how that may impact your relationship with clients who have been marginalized.

Describe the steps you are taking to increase your cultural awareness and humility.

Competency Based Assignment # 3

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

In your own words describe what competency three means	
<i>How might you advocate for the human rights of your clients?</i>	
Give an example of how social and economic justice issues affect your clients	
How does your field agency promote human rights and social and economic justice?	
<i>How might you advocate for the human rights of your clients?</i>	
<i>Describe the global interconnections of oppression and human rights violations that might impact your client population</i>	
Describe at least a couple of theories of human need and social justice that help you understand your clients’ situation.	

Competency Based Assignment # 4

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

In your own words describe what competency four means	
Select a client situation that you need to learn more about and explain why this issue is impacting a client.	
<i>Find at least three research articles dealing with the above issue, summarize the findings and reference them.</i>	
Give an example of how you will use what you learned from those articles to better serve your clients.	
Give an example of how your agency could use the information you found to assist other clients.	
What are the possible limitations of the information you found?	
Give an example of how you might include multi-disciplinary sources and multiple ways of knowing to expand your knowledge.	

Competency Based Assignment # 5

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

In your own words describe what competency five means

Select a policy that is used at your agency and explain its history and role in advancing human rights and social justice.

Select a client (use a pseudonym) and describe one policy that shapes that client’s services.

How would you know if the policy is not working as intended?

Describe one task that you are able to perform in order to demonstrate that you understand the policies that guide social work practice at the agency.

Competency Based Assignment # 6

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

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.

In your own words describe what competency six means

Identify the principles of relationship-building and inter-professional collaboration you are using to facilitate engagement with clients.

Identify the theories of human behavior and the social environment that you are using to facilitate client engagement.

Identify the engagement strategies that you are using to engage the diverse client populations at your agency.

Describe your process for evaluating the success of your engagement strategies

Competency Based Assignment # 7

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

In your own words describe what competency seven means

Describe the assessment process used at your agency.

Describe the theories of human behavior and the social environment that you can use in the assessment process.

Describe a client situation where inter-professional collaboration was needed to properly assess the issues that were affecting the client.

Explain your process to evaluate your personal experiences and affective reactions to minimize their impact on your ability to effectively assess the client’s situation.

Competency Based Assignment # 8

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	Written response demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	Written response demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the assignment, you may elect to submit your assignment by the deadline but label the assignment “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

In your own words describe what competency eight means

Describe the intervention process at your agency	
Find evidence-informed interventions used to address similar issues in other settings and discuss how your clients might benefit from those kinds of interventions.	
Identify the theories of human behavior and the social environment that inform the intervention process.	
Describe the kinds of inter-professional teamwork and communication needed to deliver a comprehensive intervention.	
Describe the kinds of interdisciplinary, inter-professional, and inter-organizational collaboration you have observed. If you have not observed them, identify a client situation and describe how it might be helped by using an interdisciplinary, inter-professional, and inter-organizational collaboration approach.	

Competency Based Assignment # 9

After completing the assignment **bold** and **enlarge** your score on the following scale, before you submit your assignment on Canvas (*The assignment is incomplete if you have not rated your work*).

Score	Descriptors
0 – Unacceptable	One part missing or assignment submitted after the due date.
1 -2 – Latent	All parts of the assignment completed but do not fulfill minimum requirements.
3 – Developing	All parts of the assignment completed and fulfill minimum requirements.
4 – Able	All parts of the assignment completed and demonstrate some reflection on the subject. The quality of writing is acceptable (few grammatical and/or spelling errors) but ideas are clearly stated and answers each questions thoroughly.
5 – Skilled	All parts of the assignment are completed with care and demonstrate reflection on the subject. The quality of writing is evident, ideas are clearly stated and answers each questions thoroughly without grammatical errors or misspelled words.
<i>Incomplete</i>	<i>If you had not had the opportunity to experience a field practicum situation to adequately answer any part of the competency based assignment, you may elect to submit your assignment by the deadline but label that section of the assignment with the word “incomplete” and write your plan to gain the knowledge and experience you need to complete that particular section of the assignment.</i>

Competency 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.

In your own words describe what competency nine means

Describe the process used at your agency to measure success

Describe the process used to change intervention approaches if the intended outcomes are not achieved.

Identify the theories of human behavior and the social environment that might explain intervention outcomes.

Explain why the evaluation process is an ongoing component of a dynamic and interactive process.

Describe the practice evaluation process you are most likely to use in your own social work practice.