School of Social Work BSW Program

Self-Study

August 2014

Volume II: Syllabi

Contact:

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School of Social Work BSW Program

Self-Study

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Volume II of III: Syllabi



Portland State University School of Social Work BSW Program Self-Study

Volume II: Syllabi

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SW 301U Introduction to Social Work Course Syllabus

Instructor: Mindy Holliday, MA, MSW Course Time: Mon. 5:30-9:20pm

Email: hollidaym@pdx.edu Office hours: 3-5 (Mon)

Office: ASRC 632 Credits: 4

Phone: 503-725-8068 Pre-requisite: None

Course Description

This course introduces the student to the profession of social work and field of social welfare through a historical lens. This is considered a 'gatekeeping' course in that it is required and provides the student with the foundational language, principles of social work and introduces the student to the BSW program. It will include introduction and overview of the knowledge, values, and skills of becoming a professional generalist social worker.

Concurrent with the BSW Program goals, this course is also listed as University Studies (U). It fulfills a requirement of the University Studies goals of Inquiry & Critical Thinking, Communication, Diversity of Human Experience, and Ethics and Social Responsibility. This course is considered a UNST junior cluster course (Family Studies).

Course Objectives

After completing this course, students will be able to:

- 1. Demonstrate knowledge of the historical roots of social welfare and the profession of social work within the context of institutional and structural inequalities;
- 2. Identify the structure and breadth of service delivery systems and related fields of practice;
- 3. Express a beginning understanding of social work practice in helping different client systems, especially with regard to issues of diversity;
- 4. Conceptualize a beginning understanding of critical and contextual perspectives for understanding human experience and social problems;
- 5. Discuss how differences related to, amongst other characteristics, race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, sexual orientation, sexuality, and gender identity influence social workers and clients;
- 6. Recognize the NASW Code of Ethics and other representative ethical codes as guidelines for professional decisions when faced with ethical dilemmas inherent in the practice of social work;
- 7. Identify the bases of oppression, the channels through which it is expressed, and its impact on individuals, families, groups, organizations, and communities;
- 8. Identify with the role of advocate in working with marginalized people and emphasize the process of empowerment;
- 9. Identify the education, training, and employment pathways for a career in social work (BSW, MSW, Ph.D., LCSW, etc.);

10. Reflect on how one's values, commitments, strengths, and experience of privilege and marginalization relate to the practice of social work.

Populations at Risk Statement

Students with (Dis)abilities Statement

Academic Honest and Integrity Statement

Required Text

DuBois, B. and Miley, K.K. (2011). *Social Work: An Empowering Profession*. Allyn & Bacon, Boston:MA. ISBN: -10:0-205-76948-9

LeCroy, C.W. (2012). The Call to Social Work: Life Stories. 2nd ed. Sage, Los Angeles: CA. ISBN:-978-1-4129-8793-6.

Assignments

1.	In-Class Exams	30 pts
2.	2 Individual Film Critiques	10 pts
3.	Individual Community Activiti	ies 10 pts
4.	D2L Chapter Q & A	20 pts
5.	Group Poster Session	20 pts
6.	Attendance & Participation	10 pts
		Total: 100 pts

Evaluation and Grading

Your understanding of the material in this course will be measured by your participation in course assignments. The assignments are a combination of in-class activities, individual activities and a final group poster session. Comprehension of key reflective skills will be demonstrated in small group discussions, film selections and reviews. Community activities provide "real time" learning opportunities. Exams will be given to assure acquisition of key concepts and foundational knowledge. The final poster session will provide the opportunity to demonstrate group skills and social work content in an area agreed upon by your small group. Please refer to the assignment descriptions.

Grading Scale

- A 90%
- B 80%
- C 70%
- D 60%
- F Below 60%

SW 301: Weekly Schedule

1/07/13	Introductions and Course Overview Course Norms, Discussion of Assignments & Community Involvement, Hours Requirements, Small Group Formation, Guest Speaker
1/14/13	Social Work: An Empowering Profession Reading: DuBois & Miley Ch. 1; LeCroy. Ch. 1
1/21/13	MLK Holiday (no class)
1/28/13	Evolution of Social Work and Social Systems Reading: DuBois & Miley Ch. 2, 3; LeCroy. Ch. 2
2/4//13	Social Service Systems & Social Work Ethics Reading: DuBois & Miley Ch. 4, 5; LeCroy, Ch. 3
2/11/13	Social Justice & Diversity Reading: DuBois & Miley Ch. 6, 7; LeCroy, Ch. 4 Mid-Term Exam
2/18/13	Empowerment Practice Reading: DuBois & Miley Ch. 8; LeCroy, Ch. 5
2/25/13	Functions & Roles of Social Workers, Social Policy Reading: DuBois & Miley Ch. 9, 10; LeCroy. Ch 6, 7 Film Critiques Due
3/4/13	Social Work Practice Venues Reading: Select Relevant Chapters for Identified Population/Practice Venue; LeCroy, Ch. 8
3/11/13	Poster Sessions
3/18/13	Course Review & Final Exam

Assignments and Directions for Completion

- 1) Exams will be conducted on 2/11 & 3/18/13. There will be no make- up opportunities. The exams will be closed book and based upon lecture, discussions, and readings from the DuBois and Miley text.
- 2) Video Critiques: Video selection requires prior approval. Required format will be distributed in class. The due date is 2/25/13.
- 3) A notebook of the selected community activities will be turned in on 3/18/13. A list of recommended activities for community participation will be provided. All activities will require a brief summary and any identifying materials collected. If an activity of interest is not listed, please seek prior approval from instructor. These activities along with the video critiques represent 11 hours of course time for meeting the 4 credit offering requirement.
- 4) D2L chapter responses to posted questions. Questions will be posted each Tuesday following class sessions to be completed prior to each class session and then locked. Each entry must unique and represent each student's perspective on the questions posed.
- 5) The poster session- The practice area selected by each group will be reflected in this activity. The poster can be designed in a "zine" of relevant photos, quotes, or other artistic expression. An abstract will be required to explain the "board" or "zine". The community activities can be part of the final poster session or independent of the group work. This is an individual student decision. Each member of the group will provide a self-assessment and assessment of each team member that will be incorporated into the points awarded.

To receive an "A" for the group:

- A well written project abstract.
- Develop an annotated bibliography of the topic that you have selected to explore (8 references).
- Identify 5 relevant historical and/or current policies that support the topic.
- Interview an individual (social worker when possible) that is knowledgeable and the group topic and write a short narrative of this person's perspective (s) and include this in the group materials.
- Small group participation is crucial to this assignment and the evaluation of peers will be determined by individual efforts...

To receive a "B":

• Provide a project summary.

- Develop an annotated bibliography of the topic that you have selected to explore (5 references).
- Identify 3 relevant historical and/or current policies that support the topic.
- Interview an individual (social worker when possible) that is knowledgeable and the group topic and write a short narrative of this person's perspective (s) and include this in the group materials.
- Small group participation is crucial to this assignment and the evaluation of peers will be determined by individual efforts.

To receive a "C":

- Provide a project summary.
- Develop an annotated bibliography of the topic that you have selected to explore (3 references).
- Identify 2 relevant historical and/or current policies that support the topic
- Small group participation is crucial to this assignment and the evaluation of peers will be determined by individual efforts.

The importance of attendance and small group participation is crucial to an effective orientation to field of social work. The points received will be directly connected to weekly attendance and in class participation.

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	Unacceptable – 0	Beginner 2.5	Basic 5.0	Proficient – 7.5	Exemplary - 10	Score/Level
2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice	Shows no awareness of indone's own lever cultural rules and ordentifying and possible differences with ideal others. Standards OR-Portland State Competency: 2. Applies social wan obligation to concess workers are knowled relevant law. Practice Behavior: 2.1. Recognizes how addresses those that	ows no Shows Vareness of inconsistent awale's own level of level of level of cultural rules awareness of cultural rules and biases and role uncomfortable uncomfortable workers. OR- Portland State University SSW P Competency: 2. Applies social work ethical principle: an obligation to conduct themselves ethical workers are knowledgeable about the value relevant law. Practice Behavior: 2.1. Recognizes how personal values, belief addresses those that interfere with practice	vareness of inconsistent awareness of perspectives insights to how ne's own level of level of awareness of cultural rules and one's own and biases and comfortable uncomfortable worker. challenges to examples of one's practice as how to identify a future social and respond to undifferences with others. OR- Portland State University SSW Practice Behaviors (2012) Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Pactice Behavior: 1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice	Recognizes new perspectives about how one's own cultural rules have shaped one's life, can identify challenges to one's practice as a future social worker. viors (2012) to practice (2.1.2) of practice (2.	Articulates insights to how cultural rules and biases may have shaped worldview and can offer examples of how to identify and respond to cultural biases can be achieved, shift in selfdescription apparent. Social workers have making. Social standards, and practice and	
Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	States no interest in learning about cultures other than one's own.	States minimal interest in learning about cultures other than one's own.	Identifies components of other cultural perspectives but responds exclusively with one's own worldview. Does not connect to professional lens.	Recognizes intellectual, emotional, spiritual dimensions of more than one worldview. Can articulate how this connects to a professional lens.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication	

	structural violence, skills needed to dismantle	describe opportunities to do so in a specific practice				practical steps to dismantle oppression
	appropriately provide multiple examples of	skills needed to dismantle oppression, and	but not both.	nor skills to dismantle it.	nor skills to dismantle it.	oppression and privilege and identifies
	articulate, exhibit and	s structural s issues, describe			or address structural issues	Understands systemic
	, privilege, blindness systems	4.2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems	to eliminate the influences	ient self-awareness to in systems of oppre	4.2. Gains suffic and participation	
	n. Social workers ay include r, and acclaim.	immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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. Practice Behavior:	; race, religion, sex, difference, a person, and alienation as w	us, political ideology as a consequence of erty, marginalization	immigration status, I appreciate that, as a oppression, poverty, Practice Behavior:	
	formation of multiple factors y and expression,	diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression,	ne human experience are understood as th isability, ethnicity, go	erizes and shapes the nensions of diversity ass, color, culture, d	diversity charact identity. The dim including age, cl	systems
	derstand how	Competency: 4. Engages diversity and difference in practice (2.1.4) Social workers understand how	ce in practice (2.1	ersity and differen	Competency: 4. Engages div	reinforce these
		aviors (2012)	andards OR- Portland State University SSW Practice Behaviors (2012)	State University S	OR- Portland	forces that
	mindset, etc.				-	oppression
	privilege					in systems of
	address					blindness and
	future efforts to	IIIIIIuser, etc.	mindset, etc.			privilege,
	examples of	privilege	personal bias,	mindset, etc.	mindset, etc.	influence of
	provide multiple	personal bias,	address	privilege	privilege	eliminate the
	exhibit and				skills to address	self-
	Ability to articulate.	Ability to articulate and	Ability to articulate	Inconsistent application of	Shows no application of	4.2. Gains sufficient
	nate, and/or	identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege	ways they may oppro	s, and practices and	identities, norms privilege	
	i, and acciding	Practice Behavior: 1 December 1999 Adjections the importance and impact of social cultural existing the process of the proces	on the importance as w	ior:	Practice Behavior:	
	r and acclaim	all as privilege nowe	and plicable back	erty marginalization	oppression power	
Score/Level	Exemplary -	Proficient – 7.5	Basic 5.0	Beginner 2.5	Unacceptable – 0	

Unacceptable - 0	Beginner 2.5	Basic 5.0	Proficient – 7.5	Exemplary - 10	Score/Leve
Standards	tato University SSI	W Drantine Rehav	(can give 1 example of each).	describe opportunities to do so in a specific practice area (can give at least 3 examples of each).	
Standards OR- Portland St	andards OR- Portland State University SSW Practice Behaviors (2012)	W Practice Behav	viors (2012)		
Competency: 5. Advances hun	Competency: 5. Advances human rights and social and economic justice (2.1.5) Each person, regardless	al and economic j	ustice (2.1.5) Eac	h person, regardless	
of position in socie standard of living, interconnections of	of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of convession and are knowledgeable about theories of inctice and strategies to	rights, such as free Journal Work Journal Work	dom, safety, privacers recognize the gl	y, an adequate obal	
promote human a institutions, and s	promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prefudice	work incorporates s these basic human	social justice practic rights are distribute	es in organizations, ed equitably and	
Practice Behavior: 5.1. Understands sy oppression	Practice Behavior: 5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression	and privilege and id	entifies practical ste	eps to dismantle	

SW339 Introduction to Oppression & Privilege Course Syllabus

Instructor: John C. Wolfe, MSW, LCSW CRN: 13747

E-mail: jcwolfe@pdx.edu Course Time: 5:30-8:00 PM Tuesday

Office: ASRC Office Hours: M & T 4:00 pm

Phone: 503-702-9259 Credits:

Pre-requisite: Admitted to Major

Course Description

Introduction and exploration of diversity, oppression and privilege frameworks; intersectionality regarding the dynamics of race, ethnicity, gender, sexual orientation, religion, (dis) ability status, and class; The course will focus on theory, knowledge, values, and beginning skills to work with individuals in the area of social justice and social work. The course will have relevant knowledge, values, and skills pertaining to acquiring the BASW.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.2: Applies social work ethical principles to guide professional practice

2.1 Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice. (2-1)

2.1.3: Applies critical thinking to inform and communicate professional judgments

3.1 Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments. (3-1)

2.1.4: Engages diversity and differences in practice

- 4.1 Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege. (4-1)
- 4.2 Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems. (4-2)

2.1.5: Advances Human Rights and Social and Economic Justice

5.1 Understands systemic oppression and privilege and identifies practical steps to dismantle oppression. (5-1)

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Adams, M. et al (2010) Readings for Diversity and Social Justice. (2nd Ed). NY:Routledge, Taylor and Francis.

Assignments

1.	Cultural Chest	20 points
2.	Multi-Cultural Mapping	20 points
3.	Taping Project	50 points
4.	Weekly Learning Reflections	10 points
	Total Points:	100

Evaluation and Grading

Each of the assignment instructions will be handed out during class time with the rubric for grading.

Evaluation/ Grading will be according to these percentages:

A	93% - 100%	С	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	67% - 69%
В	83% - 86%	D	63% - 66%
B-	80% - 82%	D-	60% - 62%
C+	77% - 79%	F	Less than 60%

Attendance and Participation

This course is based on the premise that understanding and grappling with diversity and oppression issues begins with self-reflection, and must include learning from one another as we each bring our experiences, knowledge and analysis to mutual learning and reflection. Such learning requires that students attend as many class sessions as possible. Students are expected to speak with fellow students to obtain information missed due to necessary absences from class. If you miss three or more classes it is highly unlikely that you would pass the class.

SW339: WEEKLY SCHEDULE

WK/	Topic & Objectives	Other	Readings &	Exercises/Films
Date	_ ,		Assignments	
Wk 1 9/25	-Introductions & Welcome -Review Course Syllabus	Divide into small groups for	Complete & Turn In Today	Exercises
	-Discuss how this course fits with BSW Program -Discuss CSWE 2008 Competencies & Practice Behaviours	discussion and dialogue	Student Data Forms Mailbox Form	Short Film
Wk 2 10/2	Conceptual Frameworks on Social Justice (Identities and Social Locations)		Section 1, Chapters 2,3,4,5, 6,7	Exercises Video
Wk 3 10/9	Race and Racism		Section 2, Chapters 8,10,12,14 Voices: 22 Next Steps: 25	Part 1 of Taping Project due Film
Wk 4	Social Identity: Understanding Who		Multi-Culture	Culture Chest
10/16	We are as Social and Cultural Beings		Mapping	Presentations
Wk 5 10/23	Class and Classism		Section 3 Introduction Context: 27,28,31 Voices: 40	Exercises Film
Wk 6 10/30	Religious Oppression	Panel	Section 4 Introduction Context: 44,46,47,52	Multi-Culture Mapping Due Film
Wk 7 11/6	Gender and Sexism		Section 5 Introduction Context: 4,61,62,73,76	
Wk 8 11/13	Sexual Orientation, Heterosexism and Homophobia	Panel	Section 6 Introduction Chapters 78,79,80,81,8 6	Sexual Orientation Worksheet
Wk 9 11/19	HOLIDAY/NO CLASS			
Wk 10 11/27	Working for Social Justice: Visions and Strategies for Change (Pharr on Reflections; Love on Developing)		Context: 128,129 Voices: 133 Next Steps: 135	Exercise
12/4	Review of Class Objectives, Competencies, and Practice Behaviors		What We Take With Us	Part 2:Final Paper re Taping Due

Notice: The instructor has the right to make changes on the schedule due to unforeseen circumstances and University closure or other emergencies that may arise. Make sure you read the online notices, announcements, and calendar re D2L.

Assignments and Directions for Completion

Assignment 1: Cultural Chest

This assignment is designed to help us begin to understand each other's important social and cultural group identities. We will use the fruits of this assignment to get to know each other better and to generate dialogue among ourselves about the meanings of our cultural and social group identities. We will also explore similarities and differences that surface.

Preparing the Culture Chest: Choose a container as your "chest."

- Inside the "chest" place objects that symbolically represent your social and /or cultural identity specifically Race, Ethnicity, Gender, Sexual Orientation, Ability, Religion, Social Class, nationality, and/or Age. These items may be things that are close to your heart (or not) e.g. a photograph, piece of art, book, music, or anything that describes aspects of these identities, and that are meaningful to you.
- On the top of the container identify people and events you feel have had a significant impact on the development of your social/cultural identity.
- Last, decorate the outside of the box with images (pictures, your own drawings, words/phrases) that describe how you think other people define you as a result of your different social/cultural group memberships

As you are preparing your culture chest pay attention to the following questions:

- What feelings/thoughts arose as you began this assignment and made decisions about what social group memberships to reveal?
- Which social group memberships were easiest to identify? Most difficult?
- What questions arose for you in trying to identify your social group membership?
- Which social group memberships are you most aware of on a daily basis?
- Which ones are you least aware of?
- What surprised you about your overall profile?
- What surprised you about your response to this assignment?

We will share these culture chests with each other during the class session. In addition to sharing the culture chest you are invited, but not required, to discuss any thoughts/reactions you had in response to the above questions. In order for us to present all of the chests, each student will have a set amount of time to discuss their chest.

Evaluation criteria- 20 points

Your assignment will be evaluated based on your:

- 1. Completion of culture chest as outlined
- 2. Sharing it with the class
- 3. Completion of the presentation in allotted time

Assignment 2: Multi-Cultural Mapping

This assignment is designed to help you understand and recognize your locations in social groups and to reflect on how these social group memberships have affected your life. It should be 5-7 pages in length, excluding your map.

THE CONTENT OF THESE PAPERS AND MAPS WILL BE KEPT STRICTLY CONFIDENTIAL. Nevertheless, if you are uncomfortable discussing certain group memberships, you are not obliged to do so. As you develop a social justice approach to social work practice, it is important to acknowledge the ways in which each of us is "multicultural." That is, we are all members of many different cultural groups (or social identity groups) that influence our lives strongly or subtly. The groups of which we are members are themselves located within a societal context; in our case this would be Oregon and U.S. social, political, and economic structures.

Based upon our group memberships, how we identify with (or are identified within) each group, and how others perceive or identify us, we have similar and different experiences than other people. All people have things that are unique about them that arise from individual temperaments, families, and socialization experiences. We have many elements we share with others because of the groups we belong to, some of which we choose and some of which are assigned to us by law or the assumptions of others. These group identities affect how we perceive ourselves and how others perceive us. We can use our knowledge in one category to help us to see and understand more about another category, and also by sharing our understanding and perceptions with others who occupy similar and different categories. This assignment will begin the process of examining these multiple social identities.

In class you will be given a "Cultural Identity Map" showing multiple social identities. Include your map with the assignment.

Your Multi-culture Map

On the map identify your specific group membership (e.g., African or African American, East Indian, European American, Irish American, Japanese or Japanese American; female, male; 52yo, poverty class, bisexual, etc.) for each of the identity groups. Also list any of the commonly-held values, beliefs, behaviors, or other aspects of your group's culture of which you are aware. (e.g. What are the beliefs of those in the poverty class, men, Chinese, baby boomers?)

Adapted from Nagda (1992, 1996) and VeneKlasen with Miller (2002. A New Weave of Power, People& Politics. Oklahoma: World Neighbors.

Assignment 3: Taping Project and Paper

At the beginning of the class you will be given a series of questions related to all aspects of the course including but not limited to the following topics: race, ethnicity, gender, sexual orientation, class, religion, identity, political, etc. with regard to social justice and social work. You will be asked to address these various questions to yourself and tape your answers on a tape (you may select which technology matches your style)(audio-tape is preferred). You will answer the questions to the best of your ability before you start to learn the content of the course; you will keep this private and it will not be turned into the instructor. You will keep this recording for the duration of the course and at the end of the course you will listen to it and then write a paper from what you heard at the beginning of the course and then what learning occurred from taking the course and how you address these changes from parts of the course. It is a pre-course taping of your values, beliefs, ideas, experiences, thoughts, etc then your paper will address the changes you made with regard to the course content and your experiences in the class. The taping will capture those changes and you will discuss those changes, insights, thoughts in the final paper. A series of questions to address will be handed out in the first class. This paper will be uploaded into TaskStream and graded with a rubric.

Assignment 4: Weekly Learning Reflections

Each week, each student should bring a 5x8 card with a few sentences of reflections written CLEARLY regarding ANY of the readings for class due that week. Reflections should contain information that student considers important, relevant, moving, of considerable value in their own learning. The card should include a citation. Student name should go on the back. Students may earn 1 point for each week. No points can be made up for this particular assignment.

SW 340 Advocacy Through Policy Change

nplary 10	created 5
Score/Level	taskstream

	/e social work services	ng and to deliver effectiv	ย Behaviors (2012) ม and economic well-bei	OR- Portland State University SSW Practice Behaviors (2012) Competency: 8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services	OR- Portland State Competency: 8. Engages in policy	
					Standards	
	-	-		examples/citations		changes
	examples/citations	examples/citations	•	community. 1 -2		policy
	community. 6 or more	community. 5	examples/citations	providers, and the		to promote
	providers, and the	providers, and the	community. 3-4	users, service	o,	organizations
	users, service	users, service	providers, and the	impact on service		community
	impact on service	impact on service	users, service	work practice and the		and/or other
	work practice and the	work practice and the	impact on service	problems, and social		colleagues,
	problems, and social	problems, and social	work practice and the	policies, social		users,
	שטרומו שטווכופש, שטרומו	social policies, social	טוסופוויט, מווע שטכומו	ביי ייי		אורוו ממו אוכם
	relationship between	relationship between	social policies, social	or relationship	examples/citations.	collaborates
				of policing an accuration		
		average articulation of	relationship between	beginning articulation	written	and
	competency. Excellent	competency. Above	Basic articulation of	competency. Some	practice behavior. No	formulates
	exemplary level of	proficient level of	level of competency.	beginner level of	evidence for this	Analyzes,
	Demonstrates	Demonstrates	Demonstrates basic	Demonstrates	No indication of	8.2.
				s, and the community	users, service providers, and the community	
	ne impact on services	social work practice and th	olicies, social problems, and	8.1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services	8.1. Articulates the rela	
					Practice Behavior:	
	יי), מוזמ נוופ וסופ סו דומכנוכם	ה טו שטוונץ ווו שמו עוכם מפוועם	מות שמו עוכפש, מות וס	מון פון ריסנו מכרמו פס סו ססכומו ס	in policy development	
	/ practice. Social Workers	ey actively engage in policy e of policy in service delive	olicies and services: the rol	(2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers	know the history and c	community
	ve social work services	ng and to deliver effective	al and economic well-bei	8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services	8. Engages in policy	and the
					Competency:	providers,
			Behaviors (2012)	OR- Portland State University SSW Practice Behaviors (2012)	OR- Portland State	service
					Standards	users,
				examples/citations		on services
	examples/citations	examples/citations		community. 1 -2		the impact
	community. 6 or more	community. 5	examples/citations	providers, and the		practice and
	providers, and the	providers, and the	community. 3-4	users, service		Work
	users, service	users, service	providers, and the	impact on service		and social
	impact on service	impact on service	users, service	work practice and the		problems,
	work practice and the	work practice and the	impact on service	problems, and social		social
	problems, and social	problems, and social	work practice and the	policies, social		policies,
	social policies, social	social policies, social	problems, and social	between social		social
	relationship between	relationship between	social policies, social	of relationship	examples/citations.	between
	f articulation of	average articulation of articulation of	relationship between	beginning articulation	written	relationships
	competency. Excellent	competency. Above	Basic articulation of	competency. Some	practice behavior. No	the
	exemplary level of	proficient level of	level of competency.	beginner level of	evidence for this	Articulates
	Demonstrates	Demonstrates	Demonstrates basic	Demonstrates	No indication of	8.1.
Score/Leve	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Unacceptable 0	
				,		

(2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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. Practice Behavior: 8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	(2.1.8) Social workers unknow the history and curlin policy development. Practice Behavior: 8.2. Analyzes, formulate	understand that policy affect irrent structures of social poli es and collaborates with serv	s service delivery, and the icies and services; the role ice and services; and/	y actively engage in policy of policy in service deliver	practice. Social workers y; and the role of practice zations to promote policy	

SW 340 Advocacy for Policy Change Course Syllabus

Instructor: Elizabeth "Lisa" Norton Course Time: Tuesdays, 10:00 AM – 11:50

E-mail: nortone@pdx.edu AM OR 5:30 PM – 7:20 PM Office: ASRC 676Z Office Hours: By Arrangement

Phone: 541.351.0192 Credits: 4

Pre-requisite: Junior Standing

Course Description

Laws and policies that influence the well-being of families, youth, and children examined from a historical, socio-political perspective. Analysis of contextual influences and community-based learning experience assists students in practical applications related to professional roles. Prerequisite: junior standing.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1 Articulates the relationship between social policies, social problems, and social work practice and the impact on service users, service providers, and the community.
8.2 Analyzes, formulates and collaborates with service users, colleagues, and /or other

community organizations to promote policy changes.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Readings

Segal, E. (2007/2010/2013). Social Welfare Policy and Social Programs. Belmont, CA: Brooks & Cole. Schneider, A. & Ingram, H. (1993). Social constructions of target populations: Implications for politics and policy. The American Political Science Review, 87(2), 334-347.

Abramavitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), 297-308.

Assignments

Assignments - 4 assignments at 25 pts/each		100 pts
Professional Learning Journey Assignment		75 pts
Class Attendance and Participation		25 pts
Policy Analysis Project and Poster Presentation		100 pts
,	Total:	300 pts

Evaluation and Grading

Grading Scheme 100% - 93% A 82.9% - 80% B- 69.9% - 67% D+ 92.9% - 90% A- 79.9% - 77% C+ 66.9% - 63% D 89.9% - 87% B+ 76.9% - 73% C 62.9% - 60% D 86.9% - 83% B 72.9% - 70% C- 59.9% or Less F

All written assignments shall be submitted word-processed double-spaced in 12 pt font with one inch margins. Papers will be turned in on due date in class, stapled with no cover or folder. Some assignments will be completed on Desire2Learn in the format designated. Completing reading prior to class is an essential part of class participation and must be done prior to class. Regular attendance and participation is a requirement for this course.

Evaluation of your written work is based upon the following criteria: (1) completion of all elements of the assignment; (2) clarity, coherence and logical development of ideas; (3) evidence of analytic skill and critical thinking; (4) incorporation of research literature and multiple sources of knowledge; (5) proper format, spelling, and grammar and; (5) documentation of all sources of knowledge. Grading is based on completion of assignments as described above and final grades are based on the grading system for undergraduates as described in the PSU Bulletin. Assignments that are redundant or include unnecessary or irrelevant material will be marked down. I will be happy to reconsider any grade, but all requests must be in writing, and state specifically what the student wishes that I reconsider. Any issues with late assignments will be dealt with individually. Late assignments will receive a lower grade.

The course assignments are achieved through reading, research, reflection and community-based and group-based learning. Active participation includes contributions to class and group discussions; logical expression of ideas based on readings and observations; willingness to analyze one's own knowledge, values and conclusions; ability to give and accept information and feedback.

Assignments are due as noted in this syllabus, in class or posted on Desire2Learn. Your instructor is available to facilitate your learning process both in class, on line and during scheduled and arranged office hours. Please email your questions or requests to nortone@pdx.edu.

SW 340: Weekly Schedule

DATE	TOPIC & READINGS DUE BY CLASS ON TUESDAY	ASSIGNMENTS DUE ON D2L
DATE	TOPIC & READINGS DUE BY CLASS ON TUESDAY	
		SATURDAY AT 10:00 PM
Week 1	Introductions and Class Requirements	Purchase Segal text
1/7	History and Foundations of Child Welfare	
	Readings:	Assignment #1: Post a Summary on
	Segal - Chapter 2	Discussion
Week 2	Social Welfare Policy and Social Values	Assignment #2: Complete "Can you
1/14	Orphan Trains video and discussion	balance the Oregon Budget? activity
-,	Readings:	2
	Segal - Chapters 1 (EPAS 2.8.1) & 3 (EPAS 2.8.2)	
	Schneider & Ingram - "Social Constructions of Target	
****	Populations" (on D2L) (EPAS 2.8.1 & 2.8.2)	
Week 3	Social Justice and Civil Rights	Policy Group Post 1
1/21	Economic Inequality	
	Living Broke in Boom Times (EPAS 2.8.2) video and discussion	
	Readings:	
	Segal – Chapters 6 (EPAS 2.8.1 & 2.8.2) & 7 (EPAS	
	2.8.1)	
	Abramavitz – "Everyone is Still on Welfare" (on D2L)	
	(EPAS 2.8.1)	
Week 4	Delivery of Social Welfare Services	Policy Group Post 2
1/28	Analyzing Social Welfare Policies	3, 2 3, 1
1, 20	Readings:	
	Ü .	
Week 5	Segal – Chapters 4 (EPAS 2.8.1) & 5	D-1: C D+ 2
	Income Maintenance & Social Security	Policy Group Post 3
2/4	US Economy and income distribution	Assignment #3
	Readings:	
	Segal – Chapters 8 (EPAS 2.8.1) & 9 (EPAS 2.8.1 &	
	2.8.2)	
Week 6	Policies and Programs for Children and Families	Policy Group Post 4
2/11	Readings:	
	Segal – Chapter 10 (EPAS 2.8.1) & 11 (EPAS 2.8.1)	
Week 7	Health Care	Policy Group Post 5
2/18	Readings:	
	Segal – Chapter 12	
W/ 1 O	T 1/Cl l l D	D.F. C. D. (
Week 8	International/Global Perspectives	Policy Group Post 6
2/25	Readings:	
	Segal – Chapter 13	
	Confederated Tribes of Siletz – Introduction to History	
	and Constitution (on D2L) (EPAS 2.8.1)	
Week 9	Legislation and Advocacy/Change Agent	Assignment #4 – Individual reflection and
3/4	Readings:	peer review assessment
	Segal – Chapter 14 (EPAS 2.8.2)	
Wk 10	Poster Presentations	Assignment: Professional Learning
3/11		Journey posted in TaskStream
		J. S. Francisco
Final	Poster Presentations	
3/18	Reflection on Social welfare issues, policies, programs and	
	practices	

Assignements and Directions for Completion

Assignments (4 Assignments at 25pts/each)

Assignments includes posting to Policy Group Discussion Board and other assignments described and completed on Desire2Learn. All activities are due by 10:00 PM on the due date:

- 1) Post a summary and reference for a current article in the media on Discussion; update profile (including a picture) on Roster.
- 2) Complete the "Can you Balance the Oregon Budget?" activity and submit a short paper about the experience.
- 3) Individual writing assignment on documentary. See instructions on D2L.
- 4) Individual reflection and peer review Assessment.

Professional Learning Journey Assignment (75pts)

This course requires a minimum of eight hours of interviews, observations, and community engagement completed by each student related to public policy issues. Each student will journal their observations and document hours completed on TaskStream, and this assignment will serve as the learning assessment on TaskStream.

Class Attendance and Participation (25pts)

Class attendance and participation both in class and online is evaluated by both the instructor and peers. This includes attendance and engagement in class discussions as measured by weekly critical questioning cards, and communication with group and peer review of group project contributions as measured by the peer review assessment.

Policy Analysis Project and Poster Presentation (100pts)

Policy Analysis term project and class presentation of research and community-based learning related to a public policy issue. The research, products and presentation will be completed in collaboration with a group of students. The total score will be based on a collaborative Poster Presentation. In addition to communication in class, every student will be expected to post to the policy group discussions on the following dates. Regular participation on Discussion Board and group meetings is required for full credit:

- Post 1 Group Consensus on problem and Social Welfare issue. What is the problem and who defines it as a problem, what are underlying causes or factors? Are particular groups affected by this problem?
- Post 2 Provide a summary of group discussion an identify a specific policy or administrative rule for the policy analysis. What are the objectives of the policy --who supports or opposes the policies?
- Post 3 What programs have been implemented as a result of this policy? Who is served by the programs and are they effective? Identify potential informants for field interviews.

- Post 4 What are the costs and benefits of the policy and programs? Detail your plans for interviews with key informants.
- Post 5 Summary of Group's reflections on interviews or observations. If interviews are not completed, then a detailed plan for completing those interviews as well as a summary of other references and group consensus on the positive, negative and unintended effects.
- Post 6 Post draft of Summary Page.

SW 341 Gathers and Hunters

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Assignm 1: Gathers and Hunters 4.3- Engages with oth around issues o identity and difference	
nent ners	
Assignment Does not 1: Gathers participate. and 4.3- Engages with others around issues of identity and difference Standards OR- Portland Stand Competency: 4. Engages divers characterizes and she dimensions of difference of dif	Not Acceptable
ails to provide a nique definition f of social stice, does not dentify source, and does not effect on group rocess. The University SSI the University set numbers tood disability, ethnicity ce, religion, sex, are rence, a person's I alienation as well thers around issues the tood issues the second of the seco	Beginner 2.5
Presents one unique definition of social justice but fails to provide source or reflect on team collaboration. W Practice Behavi in practice (2.1.4) operience and is critic as the intersectional of sexual orientation if e experiences may i as privilege, power, a of identity and diffe	Basic 5
Provides a unique definition of social justice and meets one of the two other criteria for exemplary (i.e., cites source or reflects on process but does not do both). ors (2012) ors (2012) Social workers under all to the formation of ity of multiple factors intity and expression. Social workers apprinclude oppression, pand acclaim.	Proficient 7.5
Provides a Presents one unique definition unique definition of social justice; of social justice of social justice; and meets one criteria for exemplary (i.e., cites source or respondent reflects on process but does reflects on team collaboration (comments re how went for team turns this in separately) Social workers understand how diversity and expression, immigration status, Social workers appreciate that, as a nclude oppression, poverty, nd acclaim.	Exemplary 10
	Score/Level

SW 341 Mining A Community Success Story

Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and services users.	2.1.4.4-
assignment.	Not Acceptable -0 Did not
success story reflects a needs-based approach to development and social inclusion, e.g., Key informants are considered experts rather than members of the community. And/Or Missing four elements of an exemplary community success story.	Beginner-2.5 Community
elements of an exemplary community success story.	Basic-5 Missing three
two elements of an exemplary community success story.	Proficient-7.5 Missing one or
1. Details the contributions of community members. 2. Describes how community members assembled their strengths into new combinations, created new structures of opportunity, and developed new ways of involving more people in the community. 3. Identifies (even if using a pseudonym to protect confidentiality) at least three people that contributed to the success and describes their contributions. 4. Details how input from community members (key informed the narrative of the community members) informed the community	Exemplary-10 Community
	Score/Level

created **5** taskstream

	Community success story: 1. Details the contributions of community	Missing one or two elements of an exemplary community success story.	Missing three elements of an exemplary community success	Community success story reflects a needs- based approach to development	Did not complete the assignment.	2.1.5.3 Involves and supports service users to build their
	seeks feedback	Fractice Benayior: 4.4. Engages with others as informants and experts on their lives and routinely see from colleagues and services users	its and experts on th	or: others as informan nd services users	4.4. Engages with others as inform from colleagues and services users	
	ession, immigration kers appreciate that, sion, poverty,	age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.	age, class, color, culture, disability, ethnicity, gender, gender identity all status, political ideology, race, religion, sex, and sexual orientation. Soc as a consequence of difference, a person's life experiences may include marginalization, and alienation as well as privilege, power, and acclaim.	culture, disability, e eology, race, religio of difference, a per nd alienation as we	age, class, color, status, political id status, political id as a consequence marginalization, a	
	derstand how formation of identity. factors including	4. Engages diversity and difference in practice (2.1.4) Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including	ce in practice (2.1. e human experience stood as the interse	rsity and different rizes and shapes the f diversity are under	4. Engages dive diversity characte The dimensions o	
		viors (2012)	andards OR- Portland State University SSW Practice Behaviors (2012) Competency:	tate University S	Standards OR- Portland Standards	
	success story.					
	in developing the community					
	key informants					
	with group					
	benefits of					
	 Describes the challenges and 					
	success.					
	community					
	representation					
	presentation and					
	used to refine					
	informants was					
	input gained					
	describes how					
	presentation and					
	in-class					
	success story					
Score/Level	Exemplary-10	Proficient-7.5	Basic-5	Beginner-2.5	Not Acceptable -0	

own power and voice to identify, prioritize, and address social and economic injustices.	
	Not Acceptable
and social inclusion, e.g., Key informants are considered experts rather than members of the community. And/Or Missing four elements of an exemplary community success story.	Beginner-2.5
story.	Basic-5
	Proficient-7.5
members. 2. Describes how community members assembled their strengths into new combinations, created new structures of opportunity, and developed new ways of involving more people in the community. 3. Identifies (even if using a pseudonym to protect confidentiality) at least three people that contributed to the success and describes their community members (key informed the narrative of the community success story provided as an in-class presentation and describes how input gained	Exemplary-10
	Score/Level

2.1.8.1 Articulates the relationships between social policies, social problems, and social work practice and	
Standards OR- Portland Stat Competency: 5. Advances humal of position in society standard of living, he of oppression and ar and civil rights. Socia society to ensure tha Practice Behavior: 5.3. Involves and su and address social al Did not Complete the in assignment. re ba to an ind	Not Acceptable -0
e University SS n rights and soci , has basic human all work incorporate these basic hum all work incorporate all work service used description flects a needs-ised approach development development id social clusion	Beginner-2.5
W Practice Behavial and economic jublication. Social worke about theories of justice social justice practices of build their own tices One element for exemplary is exemplary is missing entirely or two elements are incomplete	Basic-5
iors (2012) stice (2.1.5) Each dom, safety, privacy, ers recognize the glot ice and strategies to tices in organizations uted equitably and wi power and voice to i One element for exemplary is incomplete	Proficient-7.5
informants was used to refine the final presentation and representation of the community success. 5. Describes the challenges and benefits of collaborating with group members and key informants in developing the community success story. person, regardless in developing the community success story. person, regardless in developing the community success story. 1. Details how community members recognized their individual and collective capacities. 2. Describes how community members recognized their individual and collective capacities. 2. Describes how community members collaborated to develop a new	ary-10
	Score/Level

	Promotes change by providing a representation of a community	Missing one element detailed for exemplary.	Missing two elements detailed for exemplary	Presentation and Missing two visual elements representation detailed for focuses on exemplary community	Does not complete the assignment.	2.1.8.2 Analyzes, formulates and collaborates
	and the role of social work practice	structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Practice Behavior: 8.1. Articulates the relationships between social policies, social problems, and social work pra and the impact on services users, service providers, and the community	ses; the role of policies, veen social policies, vice providers, and	structures of social policies and services; the role of policy in service del practice in policy development. Practice Behavior: 8.1. Articulates the relationships between social policies, social problems and the impact on services users, service providers, and the community	structures of social policies and practice in policy development. Practice Behavior: 8.1. Articulates the relationship and the impact on services use	
	g and to deliver / affects service history and current	OR- Portland State University SSW Practice Behaviors (2012) Competency: 8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current	SW Practice Behadwance social and I.8) Social workers policy practice. Social workers	OR- Portland State University SSW Practice Behaviors (2012) Competency: 8. Engages in policy practice to advance social and economic well effective social work services (2.1.8) Social workers understand that delivery, and they actively engage in policy practice. Social workers known delivery, and they actively engage in policy practice.	OR- Portland Si Competency: 8. Engages in po effective social idelivery, and they	
	for change.				Standards	
	to inspire positive action					
	networks that were mobilized					
	association al					
	through social,					
	relationships among people					
	skills AND the					
	personal					
	3. Discusses					
	everyone in the					
	ways of					
	create new possibilities and					community.
	capacities to					and the
	collective					providers,
	assemble their individual and					users, service
	lens through which to					the impact on services
Score/ revel	-10	Proficient-7.5	Basic-5	Beginner-2.5	Not Acceptable	
Score / Jevel					Not Acceptable	

with service users, colleagues, and/or other community organizations to promote policy changes.	
	Not Acceptable -0
problems instead of strengths and capacities	Beginner-2.5
	Basic-5
	Proficient-7.5
success that focuses on how strengths, resources, and assets were assembled into new combinations, new structures of opportunity, and new possibilities for including everyone in the community. Presentation of community success story includes the following: 1. Is well organized and proceeds smoothly, e.g., if there is a technology glitch it does not derail the presentation. 2. Engages the audience, e.g., there is time for audience members to ask questions and discuss the community success. 3. Details each group members' contributions to	Exemplary-10
	Score/Level

	person, regardless, an adequate oal interconnections promote human, institutions, and ithout prejudice.	viors (2012) ustice (2.1.5) Each dom, safety, privacy, ers recognize the glot lice and strategies to tices in organizations uted equitably and was to advocate for social constitutions.	OR- Portland State University SSW Practice Behaviors (2012) Competency: 5. Advances human rights and social and economic justice (2.1.5) Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Practice Behavior: 5.2. Works in the service of service users and communities to advocate for social and economic justice	man rights and soc ety, has basic human, health care, and ed are knowledgeable ocial work incorporat that these basic hun or: service of service us	OR- Portland State Competency: 5. Advances huma of position in society standard of living, he of oppression and are and civil rights. Society to ensure the practice Behavior: 5.2. Works in the segment of the process of the segment	
	conventions for the medium; is submitted by due date; makes a brief presentation about product on the last day of class.		criteria.			
	success story; meets acceptable	criteria.	Or, missing two or more of the			and economic justice
	The submission relates to the community		it does not relate to their community success story.	criteria.		users and communities to advocate for social
	develop a medium agreed upon in advance by the course instructor).	develop a medium agreed upon in advance by the course instructor).	develop a medium agreed upon in advance by the course instructor), but	community success story, and missing one or more of the additional		5.2: Works in the service of service
	Student will submit one of the examples listed in the assignment (or	Student will submit one of the examples listed in the assignment (or	Student will submit one of the examples listed in the assignment (or	Student submits an incomplete product or it does not relate to the	Does not complete the assignment.	Assignment 3- Community Success Story:
Score/Level	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Not Acceptable	

School of Social Work

SW341 Social Justice Practice Course Syllabus

Instructor: Charlotte Goodluck, M.S.W., Ph.D.

Email: goodluck@pdx.edu

Office: ASRC 620G

Phone: 503-725-5004

Course Time: 5:30-8:00 PM Thursday

Office Hours: TBA

Credits: 3

Pre-requisites: Admission to the major, junior

standing, SW 339, SW 340, and SW 350

Course Description

Engages in generalist social work policy practice to advance social and economic well-being and to deliver effective social work services through the lens of social justice.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.4 Engage diversity and difference in practice

- 4.3 Engages with others around issues of identity and difference.
- 4.4 Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and services users.

2.1.5 Advance human rights and social and economic justice

- 5.2 Works in the service of service users and communities to advocate for social and economic justice.
- 5.3 Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices.

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- 8.1 Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community.
- 8.2 Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes.

Populations at Risk Statement

Students with Disabilities Statement Academic Honesty and Integrity Statement School of Social Work

Required Books

Hoffler, E. F. and Clark, E.J. (Eds). (2012). <u>Social Work Matters: The Power of Linking Policy and Practice</u>. NASW Press, National Association of Social Workers: Washington, D.C.

D2L Materials: There are several links and ideas for resources on D2L for your information.

Assignments

Assign	ment #	Points
1.	Gather's and Hunter's	10
2.	Mining a Community Success Story	40
3.	Taking Social Justice Action into the World	10
4.	Attendance (see above for details)	20
	Tota	l Points: 80

Evaluation and Grading

These ranges and grades have been designed to be congruent with the TaskStream rubrics, and A, B, C, D, F grades are calculated to be congruent with the ranges of Exemplary, Proficient, Basic, Beginner, Not Acceptable with the scale within the rubric.

Rating/Grade	Distribution	Points/Score
Exemplary: A	9-10 (9%-10%)	72-80
Proficient: B	7.5-8.9 (75%-89%)	60-71
Basic: C	5-7.4 (50%-74%)	40-59
Beginner: D	2.5-4.9 (25%-49%)	20-39
Not Acceptable: F	<2.4 (<24%)	<20

Incompletes

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. You are responsible for contacting the instructor for this request in writing; you will have to complete an agreement of what needs to be done with a due date. I do not give Incompletes for failing grades. If an incomplete is approved, it is your responsibility to complete the necessary paperwork in advance in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit. The incomplete must be made up within the month following the agreement. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

Attendance and Participation

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off your cell phones (text messaging during class is unacceptable), not talking to another student(s) during lecture(s) or when a classmate is speaking, and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

I expect you to be in class and stay for the entire class. This means being on time and not leaving early. I do not make judgments about what is a permissible reason to miss class. Please ask your colleagues for missed notes and/or handouts as you are responsible for course content when you are absent. If you miss a video, that material cannot be borrowed unless it is a video available through PSU's library.

Being in class is part of the work for this course. If you miss two class sessions (five hours) of class, your grade may be lowered. If you miss three or more class sessions (7 hours or more), you may not get credit for this course. Please communicate with me in writing about your circumstances in order to facilitate the best options for dealing with attendance. If you are having major life issues please be in touch with our BSW Student advisor, Mr. Sam Gioia, as to various resources to enable you to continue in the program.

I will take attendance after the break. You will earn 5 pts for each week you are present for a total of 50 points toward your final grade. This means staying for the entire class.

SW341: Weekly Schedule

Week/Date	Topics	Readings	Assignments	Presentations
1-April 4	Introduction, Welcome, Expectations Discuss CSWE Competencies and Practice Behaviors		Gather's and Hunter's (going out into the community)	Come back and share with entire class
2-April 11	Who gravitates to social work practice and why? What/where are the risk for disillusionment and cynicism? We all have sources of power and spheres of influence: What are yours? What makes for effective group collaboration?	Text: Introduction (pages 1-3), Ch 1 (pages 9-13), Ch 6 (page 39-45), Ch 25 (pages 167-171), Ch 26 (173-177) Ch 32 (209- 215)		
3-April 18	Asset-Based Community Development Appreciative Inquiry Connections between global and social work practices Community Asset Mapping	Text: Ch 43 (pages 283-289), Ch 44 (pages 290-295)	Group Assignment	Guests: Monica and/or Caitlin
4-April 25	Conducting key informant interviews Group membership, participation, and facilitation	Text: Ch36-42 (239-275)	Group Assignment	
5-May 2	Asset-Based Community Success Story	Text: Ch 28-30 (pages 185-202)	Mining a CSS	Darla Hailey re Game
6-May 9	The prison industrial	Text: Ch 16-19 (pages	Assignment 2	Group1, 2, & 3

	complex: Policy Practice Interventions	105-128) and Ch 31		presentation
7-May 16	Taking Social Justice Action Into the World	Text: Cha 2 (pages14-19), Ch 3 (pages 20-24), Ch 33 (pages 219-223)	Assignment 2	Group 4, 5, & 6 presentation
8-May 23	Revisiting Principles of Asset-Based Community Development: Youth Action, Leadership, Wisdom, and Knowledge		Assignment 2	Group 7, 8, & 9 presentation
9-May 30	Social work policy, practice, research, and education: Continuums of practice	Text: Ch 5 (pages 33-39), Ch 11 (pages 69-73), Ch15 (pages 97-102), Ch35 (233-233-236), Ch 45 (306-310)	Assignment 2	Group 10 presentation
10-June 6	What did you learn and how to take this into the world?		Assignment 3: Taking SJ	Share with each other

Assignments and Directions for Completion

Assignment 1: Gatherers and Hunters

This assignment provides you with the opportunity to demonstrate the following CSWE Competencies and Practice Behaviors:

2.1.4 Engage diversity and difference in practice

- 4.3 Engages with others around issues of identity and difference.
- 4.4 Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and service users.

These competencies and practice skills are demonstrated by identifying definitions using multiple strategies using a team-based approach.

After we have the "formal" part of the class tonight we will start your first assignment.

- Each person will be assigned to a team of three (if there is an even number two teams will be comprised of two people)
- Each team must go into the community, around PSU, and find three definitions of social justice.

You can do this in the following ways and you must use three unique strategies:

- a. Interview a person on the street (use kindness and be friendly) (a reporter for justice)
- b. Go to the library and find definitions in the social work texts
- c. Go to the library and find definitions in professional social work journals
- d. Go to Google and find definitions (both scholarly and lay person)
- e. Go to a blog and get the information
- f. Go to an organization for the information
- g. Go to the PSU bookstore and ask an employee
- h. Interview a social work student either Child and Family Studies, BSW, MSW, or Ph.D. student
- i. Get a definition from a well-known social justice hero via book, novel, movie, etc

Definition with the source cited, date it was done, who did it (all three group members' names), comments about how it went for your team. **This must be done as a team effort.** Come back to Class and Report on Your Findings.

Over the next week you will be reading a definition of social justice in your textbook (page 1). There is also a definition for social justice by Lee Anne Bell in Readings for Diversity and Social Justice (page 21), which was the required text for your SW 339 course. Analyze the similarities and differences between the definitions gathered by your group and the definitions provided in text used in your social work courses. Continue to consider how all this fits with your definition of social justice.

Assignment 2: Mining A Community Success Story

This assignment provides you with the opportunity to demonstrate the following CSWE Competencies and Practice Behaviors:

- 2.1.4 Engage diversity and difference in practice
 - 4.4 Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and services users.
- 2.1.5 Advance human rights and social and economic justice
 - 5.3 Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services 8.2 Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community.

If you do the associated readings and access recommended resources this assignment will likely be inspiring and rewarding. If you do not, you might be frustrated. Either way the assignment does require a substantial investment in time and energy. Do not underestimate.

In the first week of class you were required to look at your personal statement from your admission application and to write down an area of interest and turn it in. I will use this information to develop groups based on commonalities in interests and make group assignments next week.

In groups of three, you will begin to mine a community success story in your area of interest. In terms of understanding how to do this, you must read, From Clients to Citizens: Asset-Based Community Development as a Strategy for Community Driven Development, and draw from the required readings/video viewing and use the appreciative inquiry approach to interview key informants about what makes the endeavor you identified a community success. Depending on your focus, you might use authors from the textbook (you can contact them via email, skype, telephone), you may contact a community member that is working on the project you identify as a community success. Always be respectful, and don't take it personally if people do not respond or do not have time to visit with you.

These competencies and practice skills are demonstrated through the way you identify and convey a community success story. As you read from, *Clients to Citizens: Asset-Based Community Development (ABCD) as a Strategy for Community Driven Development*, and explore other resources explaining Asset-Based Community Development, remember the following. ABCD does not ignore social problems. Rather is a different approach that mobilizes communities' strengths and resources that does not bring problem-saturated narratives into communities.

Asset Based Community Development rests on the principle that the recognition of strengths, gifts, talents and assets of individuals and communities is more likely to inspire positive action for change than an exclusive focus on needs and problems. Seeing the glass half-full as well as half empty is not to deny the real problems

that a community faces, but to focus energy on how each and every member has contributed, and can continue to contribute, in meaningful ways to community development. People are seen as engines of community action, and as a source of power and leadership, these are considered assets of the community.

http://www.inspiringcommunities.com/abcd.html

"People really want to get involved. They really want to. They're looking for a way to turn their frustration, excitement, anxiety into action. The theme of my work in community for my entire life [is] that there are assets and gifts out there in communities, and that our job as good servants and as good leaders is not only just being humble, but it's having the ability to recognize those gifts in others, and help them put those gifts into action. Communities are filled with assets that we need to better recognize and mobilize if we're really going to make a difference."

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-- First lady Michele Ohama,
June 16, 2009, referring
to the ABCD Approach."
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The next part will demonstrate the following CSWE competencies and practice behaviors:

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

8.1 Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes.

This is demonstrated by evidencing that you collaborated effectively within your group (with colleagues) to analyze, formulate and collaborate with service users and other community organizations to promote policy changes. You will do this through a self-assessment and by incorporating each key informant's voice into your community success story.

Collect and convey a community success story that is relevant to the practice area of interest you identified at the beginning of the term. Groups were formed on the basis of shared interest. That does not mean that all group members' interest will be the same for perfectly align. Finding a focus that encompasses everyone's interest area is a collaborative process.

Your group:

- Defines the community and the relevance to your collective interest area,
- Identifies the people (key informants) you will talk to, and
- Determines the medium to translate the community success story. You can provide a
 narrative, a photo essay, ppt portfolio, video... I will share examples from previous classes
 that have used this assignment. The only requirement is that the medium be portable –
 something I can take with me following your group's in-class presentation for evaluation
 purposes. I will return it to your group the following week.

Requirements:

- Each group member must talk with one person to get the details of your community success story.
- You can enhance the community success story using media, internet, or print content, but you cannot succeed in this assignment without detailing that each group member talked with a person about the community success.
- You can used pseudonyms for the people to protect their identity and confidentiality.
 - a. Your community success story must explicate who you talked to, detail a community success, and identify community capacities, and
 - b. You must describe the relevance of your community success story to your area of practice interest.
- You must convey your community success story in a portable medium, e.g., narrative, a photo essay, ppt portfolio, video)

Assignment 3: Taking Social Justice Action into the World

This is the advocacy part between social justice and social work policy practice. Drawing from something you learned while completing the community success assignment, you will communicate with a broader audience (than just the class) about what you learned.

This assignment provides you with the opportunity to demonstrate the following CSWE Competencies and Practice Behaviors:

2.1.5 Advance human rights and social and economic justice

5.2 Works in the service of service users and communities to advocate for social and economic justice.

You will demonstrate this competency and practice behavior by developing a professional, deliberate, strengths-based, empowering communication about the community success story you identified. The purpose of this assignment is to promote connectivity among community successes. Look at the following examples, which exemplify how community success stories can be publicized to celebrate and build momentum.

- Welcome to Bronx Health Reach http://www.bronxhealthreach.org/
- Making Health Equality A Reality: The Bronx Takes Action http://content.healthaffairs.org/content/24/2/491.full
- Bronx Health REACH records videos of rallies and town hall meetings, as well as been the subject of documentaries and television broadcasts http://www.bronxhealthreach.org/resource-center/videos/
- Bronx Health REACH publishes articles and newsletters to provide information about its work in underserved communities, as well as to advocate for policy and system change. The

coalition has also been successful in getting media coverage of Bronx Health REACH's efforts to eliminate health disparity and create healthier communities.

http://www.bronxhealthreach.org/resource-center/publications/

- o Peer-Reviewed Journal Articles
- o Media Coverage
- o Newsletters

Select from the following and develop a communication about what you learned:

- Letter to an Editor (textbook, newpaper, etc.) about what you learned,
- Blog page for a real blog,
- Develop a newsletter,
- Write to an agency about your findings (Board of Directors, etc.),
- Write an Oregon legislator (state, federal) or Tribal Leader about your findings,
- Develop a video that could be posted to youtube,
- Write to someone in city government,
- Or if you have a different idea talk with me and make a proposal for what you would like to do.

This is a practice simulation. Do not post or send these assignments because in only talking with one person, you will not have developed a broad enough perspective to speak about the community success to a broader audience. Instead, please share what you develop with the person that you talked to in developing your community success story and solicit feedback about how well your product conveys what the person you talked to shared with you. That is a way to provide a tangible resource back to the person you spoke to for their time and energy and is a way to be reciprocal in your work. But it is crucial that you do not to speak for or about a community. That is the antithesis of Asset-Based Community Development, which is about community action and community voice. As part of a community, you might during your practice use these skills, and therein lies the value of the assignment as a practice simulation.

SW 350 HB through the Lifespan

created with
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taskstream

Behavior: 7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation		Practice Behavior: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation	
description of description of developmental tasks and issues for the age group. Does not provide any mention of theories.	about the principles of about the principles of curiosity. Critical thinking ractice Behavior: 3.2. Demonstrates the evaluation Competency: 7. Applies knowledge human behavior across deter people in maintate to understand biological practice Behavior: 7.1. Utilizes conceptual practice Behavior: 7.2. Critiques and applications.	St St	Unacceptable-0
Incomplete description or Provides overview of developmental tasks and developmental tasks issues for the age but leaves out group.Provides imprecise context and other information about factors.Provides theories. theories but only those mentioned in class.	3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Practice Behavior: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation Competency: 7. Applies knowledge of human behavior and the social environment. (2.1.7) Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Practice Behavior: 7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation Practice Behavior: 7.2. Critiques and applies knowledge to understand person and environment	pes not clarify life incomplete description of Provides life stage or life stage and related information or mographic issues demographics.Incomplete demographic description of life stage information but both.Provides a nclusion/synthesis demographics. descriptive conclusion but synthesis. andards OR- Portland State University SSW Practice Behaviors (2012) Competency:	Beginner-2.5
developmental tasks but leaves out context and other ecological factors. Provides theories but only those mentioned in class.	and communication of relation	Provides life stage information or demographic information but not both.Provides a descriptive conclusion but no synthesis.	Basic-5.0
overvides basic overview of developmental tasks and context (superficial). Provides preliminary mention of theories mentioned in class and required readings.	gments (2.1.3) Social we use critical thinking augment information. In order of assessment, prevented of assessment, prevented workers are ople live; and the ways so apply theories and knowle int.	Provides basic life stage information and basic demographic information. Provides basic conclusion/synthesis but without in depth analysis of other elements of paper, incomplete inclusion of papers pulled for assignment.	Proficient-7.5
overview of developmental tasks, contexts and variety depending on ecological factors.Provides comprehensive view of theories drawn from other classes, readings for this class, and articles	ents (2.1.3) Social workers are knowledgeable critical thinking augmented by creativity and t information. I information. I of assessment, prevention, intervention, and social workers are knowledgeable about live; and the ways social systems promote or y theories and knowledge from the liberal arts tion, and evaluation	U1	Exemplary-10
			ary-10 Score/Level

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
					pulled for the	
					assignment.	
Practice	Does not mention	Incorrect inclusion of	Mentions policy but	Mention policy,	In depth discussion	
Behavior:	policy.	policy.	doesn't include	includes examples	of policy examples	
7.2. Critiques			examples	but doesn't connect	related to life stage	
and applies				them to other parts	and connects them	
knowledge to				of the paper	to theories and other	
understand					information in the	
person and					paper.	
environment						

SW 350: Human Behavior Through the Lifespan Course Syllabus

Instructor: Michael Hulshof-Schmidt, MSW Course Time:

Email: hulshof@pdx.edu Office Hours: by appointment

Office: ASRC Credits: 4

Phone: please email Pre-requisites: Admission to the major, and

SW 339

Course Description

Theoretical and conceptual foundations of working with individuals and families throughout the lifespan in professional and community settings. Historical and socio-political issues will be integrated with theory to prepare beginning generalist social workers for effective practice in a variety of contexts. Prerequisite: Admission to the major, junior standing, SW 339.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.3 - Applies critical thinking to inform and communicate professional judgments.

3.2 Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation.

2.1.7 - Apply knowledge of human behavior and the social environment.

- 7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 7.2 Critiques and applies knowledge to understand person and environment.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Rogers, A. T. (2013). *Human Behavior in the Social Environment* (3rd ed.) New York, NY: Routledge.

Assignments

1. Weekly Check In Cards	10 pts
2. Quiz 1 & 2 (20 pts each)	40 pts
3. Life Stage Analysis Focus paper	50 pts
	Total: 100 pts

Evaluation and Grading

100 points are possible. Students earn points to achieve the grade they plan to get:

90-100 - A 80-89 - B 70-79 - C 60-69 - D50 and below - F

Attendance and Participation

It is the general expectation of this instructor that attendance is vital to the successful completion of the course. Information is given in each class that is necessary for the success of the class. Students who miss class are responsible to retrieve information covered from D2L and/or fellow students. Participation will be measured in item #3 above in Assignments – the weekly D2L questions. These questions/discussion will focus on issues covered in class which will be difficult to do well if the student was not present. It is highly unlikely a student will pass the class successfully if he/she is not present at least 8 of the 10 class sessions.

Policy Regarding Late Submission of Assignments

I do not penalize students for late papers, with one important caveat. I offer students the opportunities to revise and resubmit assignments to improve by one letter grade IF the papers are turned in on time. If they are NOT turned in on time, this option is eliminated. If papers are turned in on time, I can commit to returning them in one week. If papers are turned in late, they slip to the back of the grading cue and will not be returned until the end of the term. More information about revising/resubmitting papers will be made available in class.

SW 350 Weekly Schedule

Week	Topic	Reading	Activities & Assignments Due
1. Jan 7 and 9	Course introduction HBSE overview	Rogers, Chapter 1 for Thursday	Tuesday -review syllabus and assignments -structure of class sessions -intro to Theory Lecture
	Introduction to Theory		Thursday Plus/Delta Cards
2. Jan 14 and 16	Ecological, Systems, & Strengths Foundational Psychological Theories	Rogers, Chapter 2 and 3 **After finishing the readings for this week, view Online Videos: (links will be provided in D2L) -Person-Centered Theory -Existential Theory	Tuesday -EcoSystems -Strengths Thursday -small group theory explorations
3. Jan 21 and 23	Sociological Theories Privilege & Oppression	Rogers, Chapter 4 and 5 **After finishing the readings for this week, view Online Videos: (pending, will be linked in D2L)	Tuesday -Sociological theory Thursday -Privilege and Oppression exercises -small group discussions
4. Jan 28 and 30	Pre-pregnancy & Pre-natal Infancy & Early Childhood (Birth to 5)	Rogers, Chapter 6 and 7 I will have two additional articles here on D2L	Tuesday -In the Womb Video (in class) Thursday -Child Development Videos -small group discussions
5. Feb 4 and 6	MIDTERM	Review weeks 1 through 4 Open Book	MID TERM QUIZ/Tuesday Thursday/TBD
6. Feb 11 and 13	Middle Childhood (6 to 11)	Rogers, Chapter 8	Tuesday -small groups on themes of childhood Thursday -Scenes From Childhood Video
7. Feb 18 and 20	Adolescence (12 to 22)	Rogers, Chapter 9	Tuesday -small groups on themes of adolescence -moral development exercises Thursday -Smoke Signals Video (in class)

8.	Early Adulthood	Rogers, Chapter 10 and 11	Tuesday
Feb 25	(23 to 44)		-small groups on themes of
and 27			adulthood
	Middle		Thursday
	Adulthood		-Anyone & Everyone Video (in
	(45-64)		class)
9.	Late Adulthood	Rogers, Chapter 12	Tuesday
Mar 4	(65 to death)		-small groups on themes of
and 6			elderhood
			Thursday
			-Young at Heart Video (in class)
10.	Review	Final Quiz Review	Life Span Analysis Focus Paper
Mar 13		Course Summary and Evaluation	Due/ I will give you further
			instructions here.
11.	EXAM WEEK		FINAL QUIZ/ We will talk
Mar 20			about how we want this to look.

Assignments and Directions for Completion

Assignment 1

Weekly "check ins" (Plus/Delta Cards) with instructor via 5x8 cards (instructor will provide the first night, students need to obtain cards after this). Note card should be completed at the end of class every Thursday, include the date of class and the students name CLEARLY COMMUNICATED IN WRITING. Students will use this card to report on reflections of the topics covered, conversations, or pose questions or areas of future interest this provokes for the student. These cards are also an opportunity for you to let me know what is working in the class for you and what would you like changed. This is also worth 10 points (10% of the grade for the class).

Assignment 2

Quiz #1, and Quiz #2 – these will be BRIEF open note, open book quizzes at mid-term and at the end of the class. They will be cumulative and a combination of multiple choice and brief essay. Reviews for quizzes will be conducted in class. Attending class and completing readings is the surest way to do well on the quizzes. Most answers and/or all information needed to do well on the quiz will be emphasized in class. Each quiz is worth 20 points (a total of 40 points or 40% of student grade for the course).

Assignment 3

Life Stage Analysis Focus paper. This will be a brief paper that students will write which will demonstrate a student's mastery of integration skills of theory to practice, and understanding of and ability to apply a human behavior in the social environment lens to an age-group/developmental category of interest. This paper will reflect the necessary practice behaviors included in the objectives earlier discussed. A rubric for the paper is within the Taskstream system. Guidelines for this paper will be provided separately. This paper is worth 50 points (50% of the student's total grade for the course).

SW 351 Ethics Test

created 5 taskstream

	Unacceptable-0 Beginner-2.5	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10 Score/Leve	Score/Level
2.2-	Score below 70% Score between		Score between	Score between	Score above 96%	
Accepts	Accepts on Ethics Exam	70% and 79% on	70% and 79% on 80% and 89% on 90% and 95% on on Ethics Exam	90% and 95% on	on Ethics Exam	
and		Ethics Exam	Ethics Exam	Ethics Exam		
uses	Standards					
the	OR- Portland Sta	ite University SSW	OR- Portland State University SSW Practice Behaviors (2012)	s (2012)		
NASW	Competency:					
Code of		work ethical princip	2. Applies social work ethical principles and values to practice (2.1.2) Social worker	actice (2.1.2) Social	workers have an	
Ethics.		ct themselves ethicall: ut the value base of tl	obligation to conduct themselves ethically and to engage in ethical decision making. Social wo knowledgeable about the value base of the profession, its ethical standards, and relevant law.	nical decision making. Sal standards, and rele	Social workers are	
	Practice Behavior:	7 Accepts and uses the NASW Code of Ethics	Ethics			
	-					

SW 351 Self Care Plan

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	Unacceptable- 0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
1.7-Copes	Self care plan is	Self care plan is	Self care plan	Develops a	Develops a	
with stress,	absent or	minimal, and/or	covers basic	comprehensive	comprehensive	
crisis, and	incomplete	demonstrates	areas, though	self care plan,	self care plan,	
conflict and and/or	and/or	little awareness	not	including plans	including plans	
understands	understands demonstrates no	of how stress,	comprehensive	to address	to address	
the signs of		life experiences,	and/or	barriers or	barriers and	
burn-out,	е́	and personal	demonstrates	significant	demonstrates	
vicarious	experiences, and background	background	little awareness	awareness of	significant	
trauma, and personal		impacts self	of how stress,	how stress, life	awareness of	
develops	background		life experiences,	experiences, and how stress, life	how stress, life	
and	impacts self		and personal	personal	experiences, and	
practices a			background	background	personal	
self-care			impacts self	impacts self	background	
plan.					impacts self	
	Standards OR- Portland St	ate University SS	andards OR- Portland State University SSW Practice Behaviors (2012)	iors (2012)		
	Competency: 1. Identifies as a	a professional soci	al worker and conc	ducts self according	ily (2.1.1) Social	
	workers serve as i profession's histor their own professi	workers serve as representatives of the proprofession's history. Social workers commit their own professional conduct and growth	ne profession, its miss mmit themselves to owth.	workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	ies. They know the ncement and to	
	Practice Behavior: 1.7. Copes with stre)r: ress, crisis, and conf	flict and understands	Practice Behavior: 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma.	t, vicarious trauma,	
	and develops and	and develops and practices a self-care plan	plan	ı		

			,			
	using nental, empathic nication and able	Practice Benavior: 10a.2. Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions	Practice Benavior: 10a.2. Listens and communicates with a wide range of unconditional positive regard, warmth, genuineness, a style; attending effectively to verbal, nonverbal, and in style; attending effectively to verbal, nonverbal, and in the conflict and strong emotions	or: and communicate ositive regard, w y effectively to ve work with conflic	Practice Benavior: 10a.2. Listens and unconditional posi style; attending ef to tolerate and wo	
			ce. ent (2.1.10a)	promoting social and economic justice. Sub-Competency: 10a. Engagement (2.1.10a)	promoting social Sub-Competence	
	services; and	research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and	s; evaluating program and providing leaders	hnological advances zing, advocating, a	research and tec developing, analy	
	/ing, analyzing, and s' goals; using	groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using	rentions designed to	idence-based interv	groups, organization implementing evi	
	als, families,	levels. Social workers have the knowledge and skills to practice with individuals,	vledge and skills to p	kers have the know	levels. Social wor	מוווסרוסווט.
	olves the dynamic luation at multiple	organizations, and communities $(2.1.10 \text{ a} - \text{d})$ Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple	(2.1.10 a – d) Prof ment, assessment, i	and communities rocesses of engage	<pre>and interactive p</pre>	strong
	ilies, groups,	10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,	enes, and evaluat	, assesses, interv	10a-d. Engages	conflict and
		aviors (2012)	OR- Portland State University SSW Practice Behaviors (2012)	State University	OR- Portland S	work with
					Standards	and able to
			expected script.			communication
			veered from the			implicit
			interview			nonverbal, and
		expected script.	or when the			verbal,
	emotions.	veered from the	strong emotion			effectively to
	strong	interview	when faced with			attending
	confronted with	or when	maintained			empathic style;
	even when	strong emotions even when	could not be			nonjudgmental,
	stay present	faced with	scripted, and/or			and a
	strong ability to	difficulty when	rehearsed,			genuineness,
	flexibility and a	exhibited some	appeared	positive regard		warmth,
	Demonstrated	though		unconditional	-	positive regard,
	positive regard.	positive regard,		empathy and/or	positive regard	unconditional
	unconditional	onditional	positive regard,	displaying	unconditional	using
	and		unconditional	unsuccessful in	and	service users
	with empathy	with empathy	and	was	with empathy	range of
	"consumer"	"consumer"	t with empathy	"consumer", but with empathy	"consumer"	with a wide
	attending to	attending to	"consumer"	attend to	attend to	communicates
	in engaging and	engaging and	and attend to	engage and	engage and	and
	Exceptional skill	Strong skill in	Able to engage	Attempted to	Unable to	10a-2-Listens
Score/ Leve	Exemplary-10	Proficient-7.5	Basic-5.0	Beginner-2.5	Onacceptable-	

SW 351 Successfully prepares

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	Unacceptable- 0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
10a-1-	Approached the	Prepared for the	Prepared for the	Well prepared	Well prepared	
Successfully	interview	interview, but	interview, and	for the	for the	
prepares for	without	was not able to	successfully	interview, and	interview, able	
and begins	sufficient	successfully	began the	successfully	in a confident	
practice with	preparation and	begin the	interview with a	began the	and relaxed	
individuals,	planning and	interview and/or	introduction of	interview with a	manner to	
families,	therefore was	provide a clear	self and social	introduction of	provide a clear	
groups,	not able to	introduction of	work role and	self and social	introduction of	
ations,	successfully	self and social	function, though	work role and	self and social	
and	begin the	work role	presentation	function, though work role. Able	work role. Able	
communities	interview and/or	without	was awkward,	became	to maintain	
with a	provide a clear	prompting	scripted, and/or	disorganized	focus even when	
transparent	introduction of		required	and unfocused	interview veered	
and clear	self and social		clarification from when interview	when interview	from the	
introduction	work role		the "consumer"	veered from the	expected script.	
of self and				expected script.		
social work	Standards					
role.	OR- Portland S	tate University St	OR- Portland State University SSW Practice Behaviors (2012)	viors (2012)		
	Competency: 10a-d. Engages organizations, a	, assesses, interve ind communities (competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic	s individuals, famil ssional practice invol	ies, groups, ves the dynamic	
	levels. Social wor organizations, an	kers have the knowled communities. Practically	levels. Social workers have the knowledge and skills to practice with individuals, families, group organizations, and communities. Practice knowledge includes identifying, analyzing, and includes identifying analyzing.	actice with individual des identifying, analy	s, families, groups, zing, and	
	research and tech developing, analy	zing, advocating, an	research and technological advances; evaluating program outcomes and practice effectiven developing, analyzing, advocating, and providing leadership for policies and services; and	outcomes and practi	ice effectiveness; rvices; and	
	promoting social	<pre>promoting social and economic justice. Sub-Competency: 10a. Engagement (2.1.10a)</pre>	e. nt (2.1.10a)			
	Practice Behavior: 10a.1. Successfull organizations, and	or: ully prepares for a ınd communities w	Practice Behavior: 10a.1. Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and	with individuals, 1 and clear introduct	families, groups, tion of self and	

SW 351 Est professional roles

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	Unacceptable- 0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
1.3-	Did not	Did not	Articulated the	Clearly	Consistently and	
Establishes	articulate and	articulate and	basic	articulated the	confidently	
and	maintain	maintain	professional role	professional role	articulated and	
maintains	professional role	professional role	and boundaries	and boundaries	maintained	
professional	professional and boundaries	and boundaries	during the	during the	professional role	
roles and	during the	during the	interview,	interview,	and boundaries	
boundaries. interview.	interview.	interview.	though seems	though at times	throughout the	
			awkward,	became	interview in a	
			scripted, and /or flustered.	flustered.	manner that	
			required		reflects the	
			clarification from		integration of	
			the "consumer"		the social work	
					role.	
	Standards OR- Portland St	OR- Portland State University SSW Practice Behaviors (2012)	W Practice Behav	iors (2012)		
	Competency: 1. Identifies as	a professional soci	al worker and cond	Competency: 1. Identifies as a professional social worker and conducts self accordingly	ly (2.1.1) Social	
	profession's histor own professional	profession's history. Social workers cor own professional conduct and growth.	nmit themselves to t	profession's history. Social workers commit themselves to the profession's enhance own professional conduct and growth.	ncement and to their	
	Practice Behavior: 1.3. Establishes and	Practice Behavior: 1.3. Establishes and maintains professional roles and boundaries	ional roles and bound	daries		

SW 351 Recording Client Contacts

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	ingly (2.1.1)	nducts self accord	a professional social worker and conducts self accordingly (2.1.1)	a professional so	Competency: 1. Identifies as	
		viors (2012)	andards OR- Portland State University SSW Practice Behaviors (2012)	State University S	Standards OR- Portland S	
	plan to address learning needs.			learning needs.		
	comprehensive		learning needs.	to address	learning needs.	
	and develops a	(develop a plan	to address	
	learning needs	learning needs.	asic	unable to	develop a plan	(
	strengths and	address		feedback and/or feedback or	unable to	learning needs.
	including			external	needs and/or	address
	performance,	and develops a	though tends to	result of	identify learning	plans to
	critique	performance	ance	except as a	performance or	and makes
	ability to	critique	critique	performance	critique	performance
	an advanced	an ability to	an ability to	examine	no ability to	and critiques
	Demonstrates	Demonstrates	Demonstrates	little ability to	Demonstrates	1.2 Examines
	ion, time idures	arance, communicati by policies and proce	1.4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures	es professional beha e of technology, and	1.4. Demonstrate management, us	
	:		· ·	ior:	Practice Behavior:	
		growth.	enhancement and to their own professional conduct and growth.	d to their own profe	enhancement an	
	ession's	mselves to the profe	Social workers serve as representatives of the profession, its mission, and its core values to the profession's know the profession's history. Social workers commit themselves to the profession's	sion's history. Social	know the profess	
	ingly (2.1.1)	nducts self accord	1. Identifies as a professional social worker and conducts self according	a professional so	1. Identifies as	
		aviors (2012)	OR- Portland State University SSW Practice Behaviors (2012)	State University S	OR- Portland S	
					Standards	
	expectations.			expectations		procedures.
	classroom	expectations.	expectations.	classroom	expectations	policies and
	adhering to	classroom	classroom	adhering to	classroom	to agency
	technology, and	adhering to	adhering to	technology, and	adhering to	and adherence
	use of	technology, and	technology, and	use of	technology, and	technology,
	communication,	use of		communication,	use of	use of
	management,	communication,	Ď,	management,	communication,	management,
	time	management,	management,	time	management,	time
	attendance,	time	time	attendance,	time	communication, time
	terms of	attendance,	attendance,	terms of	attendance,	appearance,
	behavior in	terms of	terms of	behavior in	terms of	including
	professional	behavior in	behavior in	professional	behavior in	behavior,
	exemplary	professional	professional	demonstrates	unprofessional	professional
	demonstrates	demonstrates		of the time	demonstrates	Demonstrates
	Consistently	90% of the time	75% of the time	Less than 75%	Consistently	1.4
Score/ Level	Exemplary-10	Proficient-7.5	Basic-5.0	Beginner-2.5	O Onacceptable-	
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Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior:

SW351 Beginning Generalist Practice Course Syllabus

Instructor: Sam Gioia, LCSW Course Time: T 5:30-8:20 PM

Email: gioia@pdx.edu Office Hours: TBA

Office: ASRC 620H Credits: 3

Phone: please email Pre-prerequisites: Admission to major, SW

339, SW 340, SW 350

Course Description

Based on generalist social work practice principles, this course prepares students to begin practice with individuals, families, groups, communities and organizations. The course focuses on helping students to develop beginning engagement skills with particular attention to social work values and ethics, self-reflection, and the development of a professional self. Successful completion of this course is required for students to be eligible to enter a field placement (SW 400). Prerequisites: SW 339, SW 340, SW 350

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.1 Identify as a professional social worker and conducts self accordingly

- 1.2 Examine and critique performance and making plans to address learning needs
- 1.3 Establish and maintain professional roles and boundaries.
- 1.4 Demonstrate professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures.
- 1.7 Cope with stress, crisis, and conflict and understand the signs of burnout, vicarious trauma, and develop and practices a self-care plan.

2.1.2 Apply social work ethical principles and values to practice

2.2 Accepts and uses the NASW Code of Ethics

2.1.3 Apply critical thinking to inform and communicate professional judgments

3.3 Demonstrates effective, clear, and concise oral and written communication.

2.1.10 Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities

10a-1 Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role.

10a-2 Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Summers, N. (2012) Fundamentals of Case Management Practice, Brooks/Cole, Belmont, CA (must include the DVD) – Available at the bookstore or cheaper through Cengage, www.cengagebrain.com Book and DVD Bundle ISBN# 9781133638360

NASW Code of Ethics (1999) (available on the Student Web Center and linked on D2L) Electronic articles/resources and additional readings on D2L as per instructor

Assignments

Ethics Test	10 points
Self Care Assessment and Plan	10 points
Communications Skills Role Play	30 points
Recording Client Contacts	10 points
Illustrated Professional Social Work Behaviors	20 points
Attendance	20 points
/ T	1 . 1 400

Total: 100 points

Evaluation and Grading

Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. Details for each assignment are on a separate sheet. Some of the assignments will be done in class. If you are going to be absent the week of inclass assignments you need to make alternative arrangements with the instructor ahead of time. For all assignments, your work is respected as private. However, if I have concerns about your academic or professional development, I may share it with other faculty or persons who may need to be involved to address these concerns. There is a rubric for each assignment which notes a grade associated with a level of competence. The rubric is attached to the back of the assignments. If the assignment measures more than one practice behavior, the grade will be the average of all ratings. FAILURE TO TURN ASSIGNMENTS INTO TASK STREAM WILL RESULT IN YOUR GRADE DROPPING ONE FULL GRADE

Grading Scale:

A: 100-90%

B: 89-80% C: 79-70% D: 69-60% F: 59-0% Attendance and Professional Behavior

Social work is a profession that requires a high level of personal integrity and self-awareness. You will be expected to demonstrate that professionalism in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment i.e. arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class.

A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development; thus attendance and participation are expected and you are to inform me if you will be absent. You are responsible for finding out what happened in the class you missed and getting any handouts.

Your attendance will be counted in your final grade. You will earn 1 point for each week you are present. (2 point x 10 weeks: 20 points)

SW 351: Weekly Schedule

Week	Content	Readings	Assignment
1	Introductions; Overview of syllabus; Discuss CSWE Competency and Practice Behaviors and TaskStream;	Ch 3 Applying the Ecological Model	Ethics Test #1
	Professional behavior and taking care of self; Stages of generalist social work practice and overview of	Ch 4 Cultural Competency	
	case management	T 1 1 C1 4E1 1	
2	Social work values and ethics	Textbook-Ch 1Ethics and Other Professional Response Ch 19 Receiving and Releasing Information NASW Code of Ethics (online)	
3	Initial interview and defining the problem	Ch 6 & 7 Clarifying Who Owns the Problem and Identifying	
4	Beginning engagement skills: listening and responding to content and feelings	Ch 8 Listening and Responding	Ethics Test #2
5	Beginning engagement skills: asking questions, assessing strengths and needs	Ch 9 & 18 Asking Questions Mental Status Exam Self-care online materials (University of Buffalo)	
6	Assessment	Ch 15 & 16 The First Interview Social Histories and Assessment	
7	Documenting services	Ch 24 Documentation and Recording	Ethics Test #3
8	Developing Goals and Objectives and Monitoring the plan	Cha 20, 21, 25 and 26 Planning for Positive Change	Self Care Assessment & Plan
9	Communication Skills Role Play and Recording Client Contact Final	Ch 12 & 13 The Effective Combination of Skills Putting it all together	Communication Skills Role Plan Recording Client Contacts
10	Communication Skills Role Play and Recording Client Contact Final	Chapter 12 & 13 The Effective Combination of Skills, Putting it all together	Communication Skills Role Plan Recording Client Contacts
11	Ending social work relationships; Course Evaluations	Chapter 23 & 27 Making the Referral Terminating the Case	Illustrating Professional Social Work Behavior

Note: The course schedule may change due to unforeseen circumstances beyond the control of the instructor.

Assignments and Directions for Completion

Assignment #1 Ethics Test (20%) Due Week 6 - Online D2L

This assignment assists a student to develop the following social work competency "apply social work ethical principles and values to practice" and demonstrate the following behavior "accepts and uses the NASW Code of Ethics". Complete online Ethics test (D2L)

Assignment #2 Professional Behavior Checklist and Reflection (10%) - In class Week 7

This assignment assists a student to develop the following social work competency "identify as a professional social worker and conduct self accordingly" and demonstrate the following practice behaviors "establish and maintain professional roles and boundaries" and "demonstrate professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures." At this point in your education the hope is that you are beginning to understand what it means to be a professional social worker. This assignment will assist you in continuing that development.

At the beginning of the term the entire class identified a list of classroom expectations that are thought to demonstrate professional social work behavior. On a weekly basis you have been self-rating your demonstration of these behaviors. These self-ratings, along with weekly instructor feedback, will be returned to you at the beginning of class. You will have 30 minutes to write a brief one-page reflection on your ability to demonstrate professional social work behavior and a plan to address learning needs. Your grade will be based on how clearly you conveyed your thinking, your self-reflection skills, and the thoughtfulness of your plan.

Assignment #3 Self Care Assessment and Plan (10%) - Due Week 8

This assignment assists a student to develop the following social work competency "identify as a professional social worker and conduct self accordingly" and demonstrate the following practice behavior "cope with stress, crisis, and conflict and understand the signs of burn-out, vicarious trauma, and develop and practices a self-care plan."

In class you have heard about vicarious trauma and secondary traumatic stress. In order to minimize the negative impacts of working with traumatized individuals it is important to practice self care. Complete the Holmes-Rahe Life Stress Inventory, the Adverse Childhood Experiences and the Personal Self Care Assessment and/or additional tools as identified by your instructor (all linked off D2L). You are not expected to turn in these assessment tools, just use them to help you think about your self-care plan

Using the template provided (D2L) complete a Self Care Plan using the information you obtained from the different measurement tools.

- Identify the strengths and challenges you bring to your work as a social worker
- Identify a plan to minimize the negative impacts of working in this field

Assignment #4 Personal Assessment and Learning Plan (10%) - Due Week 10

This assignment assists a student to develop the following social work competency "identify as a professional social worker and conduct self accordingly" and demonstrate the following practice behavior "examine and critique performance and making plans to address learning needs in examining and critique performance and make plans to address learning needs." At this point in your education the expectation is that you are still in the process of developing many of the social work competencies, and there are many you will develop over the final year of the BSW program. This assignment will help you identify your learning needs.

Your grade on this assignment will be based on the thoroughness and depth of your plan. Turn in both the Personal Assessment and the Learning Plan

Complete the Personal Assessment Questionnaire (BSW Field website) Complete a the Personal Learning Plan using the template provided (D2L)

- For each competency identify strengths and learning needs
- For each learning need identify your plan to address that need

Assignment #5 Communication Skills Role Play (40%) - In class Week 10 or Week 11

This assignment assists a student to develop the following social work competency "engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities" and demonstrate the following practice behaviors "successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role" and "listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions."

Throughout the term you have been practicing beginning engagement skills; including listening, asking questions, responding to content and responding to feelings; and this assignment will allow you to demonstrate your level of competence with these practice skills. The cases in Chapter 13 Exercise I, II, and III are the basis for this assignment, though the cases and dialogue will be slightly modified to suit the assignment. During the class period that you are assigned to complete this role-play you will randomly be assigned one of the three cases from that chapter. The instructor or another faculty member will play the consumer and you will be responsible for beginning the social work relationship. The role-play will last no longer than 10 minutes.

You will be assessed on the following:

- 1. Quality of your introduction of yourself, your role, and limits on confidentiality
- 2. Ability to convey unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style
- 3. Ability to respond to the content in a manner that displays understanding of content and feelings and encourages the consumer to talk

You will not know ahead of time which case you will be assigned so practicing for all of them will help you to be successful.

Assignment #6 Recording Client Contact (10%) - In class Week 10 or Week 11

This assignment assists a student to develop the following social work competency "apply critical thinking to inform and communicate professional judgments" and demonstrate the following practice behavior "demonstrates effective, clear, and concise oral and written communication."

You have done short written exercises in class, as well as in earlier assignments, that have helped you develop social work writing skills. This assignment will assess your ability to write clear and concise case notes. The cases in Chapter 24 Exercise I are the basis for this exercise, though the details and dialogue will be slightly modified to suit the assignment. During the class period in which you are assigned to complete this writing assignment, you will randomly be assigned one of the cases. You will have 30 minutes to hand write a paragraph of no more than 6 sentences that covers the following:

- 1. Focus of the interview
- 2. Assessment based on a concise summary of behavior, appearance and affect
- 3. Any resolution that took place
- 4. The reason for the next contact or the follow up that will occur

Your grade will be based on the coverage of the above areas, the clarity of your note, and the use of documentation best practices covered in Chapter 24.

You will not know ahead of time which case you will be assigned so practicing all of them will help you to be successful.

		uses supervision and consultation	1.6 - Prepares for and effectively
questions, and/or identify new areas of learning. 2. Field instructor's agenda is included 3. Competencies are identified and accurately and clearly tied to agenda items. 4. Feedback and homework are identified and clearly tied to agenda items. 5. Reflection grid is complete and comments reflect student's thinking about problem areas. 6. Assessment is complete, well written, reflects	preparation by having a list of agenda items that are case or problem based,	uses and Reflection: supervision 1. Supervision and agenda reflects consultation exceptional	None to One of the following are met in the Supervision Log
raise difficult questions, and/or identify new areas of learning. 2. Field instructor's agenda is included 3. Competencies are identified and accurately and clearly tied to agenda items. 4. Feedback and homework are identified and clearly tied to agenda items. 5. Reflection grid is complete and comments reflect student's thinking about problem areas. 6. Assessment is complete, well	exceptional preparation by having a list of agenda items that are case or	Supervision Log and Reflection 1. Supervision agenda reflects	2.5 - Beginner Two to Three of the following are met in the
raise difficult questions, and/or identify new areas of learning. 2. Field instructor's agenda is included 3. Competencies are identified and accurately and clearly tied to agenda items. 4. Feedback and homework are identified and clearly tied to agenda items. 5. Reflection grid is complete and comments reflect student's thinking about problem areas. 6. Assessment is complete, well written, reflects	preparation by having a list of agenda items that are case or problem based,	and Reflection: 1. Supervision agenda reflects exceptional	Four of the following are met in the Supervision Log
raise difficult questions, and/or identify new areas of learning. 2. Field 2. Field 2. Field instructor's agenda is agenda is agenda is are identified and accurately and clearly tied to agenda items. 4. Feedback and homework are identified and clearly tied to agenda items. 5. Reflection grid is complete and is complete and comments reflect student's thinking about problem areas. 6. Assessment is complete, well written, reflects	exceptional preparation by having a list of agenda items that are case or	Supervision Log and Reflection: 1. Supervision agenda reflects	7.5 - Proficient Five of the following are met in the
questions, and/or identify new areas of learning. 2. Field instructor's agenda is included 3. Competencies are identified and accurately and clearly tied to agenda items. 4. Feedback and homework are identified and clearly tied to agenda items. 5. Reflection grid is complete and comments reflect student's thinking about problem areas. 6. Assessment is complete, well written, reflects	preparation by having a list of agenda items that are case or problem based,	and Reflection: 1. Supervision agenda reflects exceptional	All of the following are met in the Supervision Log

					Standards
		plan.		plan.	
	plan.	carrying out the	plan.	carrying out the	plan.
	carrying out the	challenges to	carrying out the	challenges to	carrying out the
	challenges to	Identifies any	challenges to	Identifies any	challenges to
	Identifies any	problems.	Identifies any	problems.	Identifies any
	problems.	issues or	problems.	issues or	problems.
	issues or	address any	issues or	address any	issues or
	address any	clear plan to	address any	clear plan to	address any
	clear plan to	and includes a	clear plan to	and includes a	clear plan to
	and includes a	reflection grid,	and includes a	reflection grid,	and includes a
	reflection grid,	the data in the	reflection grid,	the data in the	reflection grid,
	the data in the	is supported by	the data in the	is supported by	the data in the
	is supported by	relationship that	is supported by	relationship that	is supported by
	relationship that	the supervisory	relationship that	the supervisory	relationship that
	the supervisory	on the nature of	the supervisory	on the nature of	the supervisory
	on the nature of	a clear position	on the nature of	a clear position	on the nature of
	a clear position	written, reflects	a clear position	written, reflects	a clear position
Score/Level	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Unacceptable 0 Beginner 2.5

Standards

OR- Portland State University SSW Practice Behaviors (2012)

Competency:

1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behavior:

1.6. Prepares for and effectively uses supervision and consultation

					Standards
		plan.		plan.	
	plan.	carrying out the	plan.	carrying out the	plan.
	carrying out the	challenges to	carrying out the	challenges to	carrying out the
	challenges to	Identifies any	challenges to	Identifies any	challenges to
	Identifies any	problems.	Identifies any	problems.	Identifies any
	problems.	issues or	problems.	issues or	problems.
	issues or	address any	issues or	address any	issues or
	address any	clear plan to	address any	clear plan to	address any
	clear plan to	and includes a	clear plan to	and includes a	clear plan to
	and includes a	reflection grid,	and includes a	reflection grid,	and includes a
	reflection grid,	the data in the	reflection grid,	the data in the	reflection grid,
	the data in the	is supported by	the data in the	is supported by	the data in the
	is supported by	relationship that	is supported by	relationship that	is supported by
	relationship that	the supervisory	relationship that	the supervisory	relationship that
	the supervisory	on the nature of	the supervisory	on the nature of	the supervisory
	on the nature of	a clear position	on the nature of	a clear position	on the nature of
	a clear position	written, reflects	a clear position	written, reflects	a clear position
Score/Level	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Unacceptable 0 Beginner 2.5

Standards

OR- Portland State University SSW Practice Behaviors (2012)

Competency:

1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behavior:

1.6. Prepares for and effectively uses supervision and consultation

SW 400 Field Seminar Critical Case Reflection (Winter)

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Sta O 유 O 유 O 유	logic stuc use pers prof judg	onstrates pility to out, ace, ntegrate icting and mation in ng to ssional ments	Non-
Standards OR- Portland State L Competency: 3. Applies critical thir about the principles of lacuriosity. Critical thinkir Practice Behavior: 3.1. Demonstrates an a professional judgments	logical and reflect student's ability to use evidence and perspectives to inform professional judgments.	are met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas. 4. Conclusions and	Unacceptable 0 None of the following
andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 3. Applies critical thinking to inform and communicate professior about the principles of logic, scientific inquiry, and reasoned discernmen curiosity. Critical thinking also requires the synthesis and communication Practice Behavior: 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integ professional judgments	logical and reflect logical and reflect related outcomes student's ability to student's ability to logical and reflect student's ability to student's ability to logical and reflect student's ability to student's ability to student's ability to studence and perspectives to inform use evidence and professional professional professional judgments.	met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas. 4. Conclusions and	Beginner 2.5 One of the following is Critical Case
OR- Portland State University SSW Practice Behaviors (2012) Competency: 3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Practice Behavior: 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	related outcomes are logical and reflect student's ability to use evidence and perspectives to inform professional judgments	Reflection is well written and 2 of the following are met: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	Basic 5
<pre>idgments (2.1.3) Social v ey use critical thinking aug elevant information. conflicting ideas and inforr</pre>	related outcomes are logical and reflect student's ability to use evidence and perspectives to inform professional judgments.	Reflection is well written and 3 of the following are met: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	Proficient 7.5
workers are knowledgeable mented by creativity and nation in coming to	related outcomes are related outcomes are related outcomes are logical and reflect logical and reflect student's ability to student's ability to student's ability to use evidence and perspectives to inform perspectives to inform professional professional judgments.		Exemplary 10 Critical Case
	٥		Score/Level

SW 400 Field Seminar Critical Case Reflection (Spring)

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	3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	
OR- Portland State I Competency: 3. Applies critical thin about the principles of curiosity. Critical thinkin Practice Behavior: 3.1. Demonstrates an approfessional judgments		Unacceptable 0
orr-portland State University SSW Practice Behaviors (2012) OR- Portland State University SSW Practice Behaviors (2012) Competency: 3. Applies critical thinking to inform and communicate profession about the principles of logic, scientific inquiry, and reasoned discernmen curiosity. Critical thinking also requires the synthesis and communication Practice Behavior: 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrational judgments	None of the following One of the following is Critical Case are met in the Critical met in the Comprehens information. 1. Issue/pro described clearly and comprehens information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the inform perspectives into account complexities of the into account into account inform perspectives and assumptions. 3. Synthesis takes into account the inform perspectives into account inform perspectives in	Beginner 2.5
OR- Portland State University SSW Practice Behaviors (2012) Competency: 3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Practice Behavior: 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments		Basic 5
Judgments (2.1.3) Social workers are knowled ey use critical thinking augmented by creativitielevant information. conflicting ideas and information in coming to	Critical Case Reflection is well written and 3 of the following are met: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas. 4. Conclusions and related outcomes are logical and reflect student's ability to use evidence and perspectives to inform professional judgments.	Proficient 7.5
workers are knowledgeable mented by creativity and mation in coming to	Critical Case Reflection is well written and 2 of the following are met: 1. Issue/problem is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas. 4. Conclusions and reflect student's ability to use evidence and professional judgments. Critical Case Reflection is well written and 3 of the written and all of the Reflection is well written and all of the following are met: 1. Issue/problem is stated clearly and described is stated clearly and described comprehensively, delivering all relevant information. 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas. 4. Conclusions and 4. Conclusions and related outcomes are logical and reflect student's ability to use evidence and professional judgments.	Exemplary 10
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SW 400 Field Instructor Evaluation

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	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
(2.1.1) Identifies as a	No evidence or lacks knowledge	Discusses need for advocacy in	Discusses in supervision plans for	Plans action for advocacy with	es with	
social worker and conducts self accordingly	advocate with service users.	supervision but has taken no action or is reluctant to	least once has executed the plan.	least twice has executed the plans.	leadership in building collaborations with others.	
1.1 Advocates with service	Standards OR- Portland Sta	ite University SSW	andards OR- Portland State University SSW Practice Behaviors (2012)	012)		
users, including working with other agencies	Competency: 1. Identifies as a representatives of the second seco	professional social value profession, its miss	Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social worke	If accordingly (2.1.1) Siney know the profession's	Competency: Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit 	
to remove barriers	themselves to the pr Practice Behavior: 1.1 Advocates with s	profession's enhancem: service users, includir	themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior: 1.1 Advocates with service users, including working with other agencies to remove barriers	ssional conduct and grown	₽	
(2.1.1) Identifies as a	Demonstrates resistance or	Examines and critiques	Examines and critiques	Routinely examines and critiques	Consistently examines and critiques performance and	
professional social worker	unwillingness to examine and	performance only when prompted	performance on occasion (2 – 3	performance, identifies short term	actively explores outside learning opportunities. Takes	
and conducts self accordingly	critique performance and	by others (e.g., field instructor,	times) and makes plans to address	and long term learning needs and	responsibility for learning	
1.2. Examines	does not address learning needs.	professor, etc.) or as requires by the	immediate learning needs.	makes plans to address learning		
and critiques	•	agency/school.		needs.		
and makes	Standards OR- Portland Sta	ite University SSW	andards OR- Portland State University SSW Practice Behaviors (2012)	012)		
plans to address learning needs	Competency: 1. Identifies as a representatives of themselves to the removements.	professional social vine profession, its miss	Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social worke themselves to the profession's enhancement and to their own professional conduct and growth	If accordingly (2.1.1) S. They know the profession's around the profession's around the profession of the professional conduct and provide the professional conduct and profes	Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth	
	Practice Behavior: 1.2. Examines and c	r: critiques performance	and makes plans to address learning n	ss learning needs		
(2.1.1) Identifies as a professional social worker	Unaware of agency professional roles (broker,	Can identify different agency roles and potential	Articulates different agency roles and potential boundary issues, although	Evidences the knowledge and skill to identify different agency roles and	Demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing	
and conducts self accordingly		boundary issues, but limited ability to transfer this	follow through has been inconsistent or limited	boundary issues and to act appropriately in varying	with them. Works within role and function of agency	
and maintains professional	boundaries.	knowledge practice and/or new situations.		situations.		

Competency: 1. Identifies as a professional social worker and conducts self accordingly representatives of the profession, its mission, and its core values. They know the themselves to the profession's enhancement and to their own professional conducts self accordingly representatives of the profession's enhancement and to their own professional conducts self accordingly representatives of the professional roles and boundaries. Frequently does Inconsistent in Professional behavior Professional demeanor, time demeanor, time demeanor, time professional management, standards, though agency and management, standards, though agency and in accord with agency and professional communication, interfere with the and/or adherence in some areas. Communic violates agency policies, and procedures, and procedures, and procedures, policies and professional standards. Standards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly representatives of the profession's enhancement and to their own professional practice Behavior: 1. Identifies as a professional social worker and conducts self accordingly representatives of the professional social worker and conducts self accordingly adherence to agency policies and procedures Does not Understands the Demonstrates self- Demonstrate any importance of importance of importance of unitiative in initiative in initiative in initiative in demonstrate any importance of unitiative in initiative in initiative in initiative in demonstrate and these skills and/or agency and/or the professional defensive. Identify areas for what is minimally Additionally, does reflection and demonstrate of becomes field instructor to identify areas for what is minimally Additionally, does reflection and	roles and	Unacceptable 0 E	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10
requently does Inconsistent in Professional behavior Professional professional al worker demeanor, time conducts accordingly communication interfere with the and/or adherence in some areas. sarance, policies and procedures, and procedures, and procedures, policies and professional standards, though agency and consistent in examination, improvement needed professional standards, though agency and agency and consistent in examination, improvement needed professional standards, though agency and agency and sessional procedures. Standards procedures, and procedures, and procedures, and procedures, and procedures, and procedures. Standards procedures, and procedures self-accordingly representatives of the professional sedures 1.1 Demonstrate any importance of conducts the importance of sut is not able to still dependent on and/or does not to self- what is minimally Additionally, does reflection and the constrate on profession and conducts to self-support of the school, the earning beyond defensive.	boundaries	OR- Portland State I Competency: 1. Identifies as a pro representatives of the profethemselves to the profethemselves to the profethemselves to the profethemselves and markets. 1.3. Establishes and markets.	Jniversity SSW Professional social working rofession, its mission ssion's enhancement intains professional r	actice Behaviors (20 rker and conducts sells, and its core values. The idea of their own profestoles and boundaries	112) If accordingly (2.1.1) Social workers serve as hey know the profession's history. Social worke ssional conduct and growth.	
conducts management and management, standards, though agency and communication, improvement needed professional interfere with the and/or adherence in some areas. work, and/or to agency violates agency policies, work, and/or procedures, and its core values. They know the frepresentatives of the professional social worker and conducts self accordingly representatives to the professional behavior, including appearance, communication, adherence to agency policies and procedures 1.1 Does not Understands the Demonstrates self- Demonstrate self- profection and utilizes new sources reflection and utilizes new sources reflecting conducts the importance of but is not able to still dependent on identifying accordingly self- reflection demonstrate the school, the engage in becomes field instructor to onstrates learning beyond defensive. They know the professional behavior, including appearance, communication, adherence of but is not able to still dependent on identifying learning beyond defensive. They know the respectful of the school, the engage in becomes field instructor to opportunity field instructor to identify areas for the self- what is minimally Additionally, does reflection and	(2.1.1) Identifies as a professional social worker	Frequently does Inconot maintain a reguently from the professional professional professional for the professional for the professional professional for the	onsistent in Pr ard to ty fessional wi	ofessional behavior pically in accord ith agency and	Professional behavior consistently (90%) in accord with	
work, and/or to agency communic connectrates violates agency policies, and procedures, and procedures. Standards OR-portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly representatives of the profession, its mission, and its core values. They know the themselves to the profession's enhancement and to their own professional conduct sedures 1.4. Demonstrates professional behavior, including appearance, communication, gency adherence to agency policies and procedures 1.5. Does not Understands the Demonstrates self-reflection and utilizes new sources reflecting or awareness of but is not able to still dependent on identifying accordingly self-reflection demonstrate the school, the engage in opportunity becomes that is minimally Additionally, does reflection and the self-colon and defensive. To self-what is minimally Additionally, does reflection and	social worker and conducts self accordingly	ne and on the		ofessional andards, though provement needed some areas.	in accord with agency and professional standards.	
inoistrates violates agency policies, essional policies and procedures, and accurate, a accurate, a procedures. Standards procedures. Standards state University SSW Practice Behaviors (2012) Competency: I. Identifies as a professional social worker and conducts self accordingly representatives of the profession, its mission, and its core values. They know the themselves to the professional behavior, including appearance, communication, practice Behavior: I.4. Demonstrates professional behavior, including appearance, communication, adherence to agency policies and procedures I.4. Demonstrates professional behavior, including appearance, communication, adherence to agency policies and procedures Interest, ability, self-reflection and utilizes new sources reflecting or awareness of ongoing learning, of knowledge, though practice and or awareness of ongoing learning, of knowledge, though practice and or awareness of ongoing learning, of knowledge, though practice and or awareness effection and utilizes new sources reflecting conducts the importance of but is not able to still dependent on identifying beyond defensive. Interest, ability, self-reflection and utilizes new sources reflecting or or awareness of ongoing learning, of knowledge, though practice and the importance of but is not able to still dependent on identifying becomes learning beyond defensive. Interest, ability, self-reflection and utilizes new sources reflecting or or awareness of ongoing learning, of knowledge, though practice and learning beyond defensive. Interest of the professional social worker and conducts to becomes interest and learning opportunity areas for identify areas for the self-unitable to	1.4.	the		some areas.	standards. Communication is	
procedures. professional standards. Standards Barance, munication, OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly representatives of the profession's enhancement and to their own professional conducts gency adherence to agency policies and procedures 1.1) Does not Understands the Demonstrates self-lection and utilizes new sources, communication, ongoing learning, of knowledge, though practice and conducts the importance of but is not able to still dependent on identifying and/or does not these skills and/or agency and/or the opportunity to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and ty to self-what is minimally Additionally, does reflection and the school the self-what is minimally Additionally, does reflection and the school the self-what is minimally Additionally, does reflection and the school the school to self-what is minimally Additionally, does reflection and the school th	Demonstrates professional				clear, concise, accurate, and	
munication, OR- Portland State University SSW Practice Behaviors (2012) Competency: I. Identifies as a professional social worker and conducts self accordingly representatives of the profession, its mission, and its core values. They know the themselves to the profession's enhancement and to their own professional conducts adherence I. Does not demonstrates professional behavior, including appearance, communication, adherence to agency policies and procedures I. Does not demonstrate any importance of reflection skills and initiative in interest, ability, self-reflection and utilizes new sources reflecting conducts and/or does not the importance of but is not able to still dependent on identifying and/or does not these skills and/or agency and/or the engage in becomes that is minimally Additionally, does reflection and the total procedures Standards OR- Portland State University SSW Practice Behaviors (2012) I. Identifies as a professional social worker and conducts self accordingly repressional social worker and conducts self accordingly in the mission, and its core values. They know the themselves to the professional social worker and conducts self accordingly in themselves to the professional social worker and conducts self accordingly in themselves to the professional social worker and conducts self accordingly in themselves to the professional social worker and conducts self accordingly in themselves to the profession, its mission, and its core values. They know the themselves in themselves in themselves to the professional social worker and conducts and to their own professional conducts in themselves	behavior, including	•	fessional ndards.		respectful of others.	rs.
1. Identifies as a professional social worker and conducts self accordingly representatives of the profession, its mission, and its core values. They know the themselves to the profession's enhancement and to their own professional conducts adherence adherence to agency policies and procedures 1.4. Demonstrates professional behavior, including appearance, communication, adherence to agency policies and procedures 1.5. Does not understands the demonstrates any importance of interest, ability, self-reflection and utilizes new sources reflecting cor awareness of ongoing learning, of knowledge, though practice and conducts the importance of but is not able to still dependent on identifying and/or does not these skills and/or agency and/or the engage in becomes field instructor to the self-what is minimally Additionally, does reflection and these self-side instructor to the self-what is minimally Additionally, does reflection and the self-side instructor to the self-swhat is minimally Additionally, does reflection and the self-side instructor to the self-swhat is minimally Additionally, does reflection and the self-side instructor to the self-swhat is minimally.	appearance, communication,	Standards OR- Portland State I	Jniversity SSW Pr	actice Behaviors (20)12)	
themselves to the profession's enhancement and to their own professional conducts and procedures or awareness of accordingly self- reflection and/or does not the importance of and/or does not becomes ononstrates learning beyond defensive. ty to self- what is minimally Additionally, does reflection and to their own professional conducts the professional behavior; including appearance, communication, including appearance, communication, including appearance, communication, including appearance, communication, adherence behavior; including appearance, communication, including appearance, communication, practice and procedures Understands the Demonstrates self- Demonstrate initiative in reflection skills and initiative in reflection skills and initiative in reflection skills and initiative in demonstrate or awareness of ongoing learning, of knowledge, though practice and the school, the learning and/or does not these skills and/or agency and/or the opportunition of identifying and initiative in initiative in the school, the learning and/or does not these skills and/or agency and/or the opportunition of identifying and/or the opportunitions. The professional behavior, including appearance, communication, including appearance, communication, adherence of procedures and procedures.	management, Isa of	 Identifies as a prorepresentatives of the properties. 	fessional social wo	rker and conducts sel	f accordingly (2. hey know the prof	l y (2.1.1) Social workers serve as e profession's history. Social worke
gency adherence to agency policies and procedures cies and cies and cies and cies and cies and cies and conducts accordingly and/or does not nonstrates constrates constrate constrates	technology, and adherence	Themselves to the prote Practice Behavior: 1 A Demonstrates prof	SSION'S enhancement	and to their own proles	SSIONAL CONQUET AIR	growt
Obes not Understands the Demonstrates self- itifies as a demonstrate any importance of reflection skills and initiative in ressional interest, ability, self-reflection and utilizes new sources reflecting conducts the importance of but is not able to still dependent on identifying and/or does not these skills and/or agency and/or the engage in regarding beyond defensive. Ononstrates ty to self- what is minimally Additionally, does reflection and	to agency policies and procedures	adherence to agency po	licies and procedures	o,		
	(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.5. Demonstrates ability to self-	ny of of e of e of	and ing, to id/or loes	Demonstrates self- reflection skills and utilizes new sources of knowledge, though still dependent on the school, the agency and/or the field instructor to identify areas for reflection and	<u> </u>	tes Takes every opportunity to reflect on practice and expand on knowledge, skills and values through reading, additional workshop/conference/meeting attendance and discussion with colleagues.

Identifies as a professional social worker and conducts self accordingly 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out,	(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.6. Prepares for and effectively uses supervision and consultation	curiosity necessary to be a career-long learner
impact of stress, conflict, and vicarious trauma on self and practice. Frequently overwhelmed in a manner that impacts performance.	Doesn't appear to I prepare for or utilize supervision a in a manner consistent with on-going professional development (e.g., is ill-prepared, seemingly pre-occupied, and/or has poor follow-through). Standards OR-Portland Stat Competency: 1. Identifies as a prepresentatives of the preparetice Behavior: 1.6. Prepares for and	Unacceptable 0 Standards OR- Portland Stat Competency: 1. Identifies as a p representatives of th themselves to the pr Practice Behavior: 1.5. Demonstrates a
Aware or the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan and/or frequently overwhelmed in a manner that impacts performance.	Inconsistently prepares (e.g. no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input. ate University SSW ate University SSW professional social the profession's enhancem the profession's enhancem or the profession's enhancem	Beginner 2.5 expected ate University SSW professional social the profession, its mis profession's enhancem r: ability to self-reflect.
Aware or the Impact of stress, conflict, and vicarious trauma on self and practice, though inconsistent implementation of the plan and/or times of being overwhelmed.	pesn't appear to Inconsistently Consistently prepares Consistently epare for or prepares (e.g. no for supervision and prepares for ilize supervision agenda, prior self- sometimes evidences supervision, a manner reflection, etc.). good follow-through voice differences insistent with Has trouble on feedback. Gonstructive input accepting accepting constructive input and/or does not good follow-through on supervisory input. (a), is ill-follow through on supervisory input. (b) supervisory input. (c) supervision and conducts supervision and consultation instance supervision and consultation	nacceptable 0 Reginner 2.5 Basic 5 expected expected andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self acrepresentatives of the profession, its mission, and its core values. They I themselves to the profession's enhancement and to their own profession Practice Behavior: 1. 5. Demonstrates ability to self-reflect, self-evaluate and maintain curic
of stress, conflict, a and vicarious, trauma on self and practice and consistently es implements a selfcare plan.	prepare to Inconsistently consistently epare Sonsistently prepares consistently prepares pare for or prepares (e.g. no for supervision and prepares for supervision, bringi supervision agenda, prior self- sometimes evidences supervision, able to difficult/new mater amanner reflection, etc.). good follow-through voice differences, attends to the sup but remains open to relationship as well information on clie feedback. Good enconstructive input supervision in clie feedback. Good enconstructive information on clie feedback. Good enconstructive	Inacceptable 0 Beginner 2.5 Basic 5 Proficient 7.5 Exemplar expected andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social worker representatives to the profession's enhancement and to their own professional conduct and growth. Practice Behavior: 1. 5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner.
impact of stress, conflict, and vicarious trauma on self, colleagues, and practice; brings observations to supervision, consistently implements a self-care plan, and engages others in dialogue about these issues.	peare for or prepares (e.g. no for supervision and prepares for or prepares (e.g. no for supervision and prepares for supervision, able to are prevision, etc.). Good follow-through voice differences, attends to the supervisory noistent with Has trouble accepting accepting constructive input and/or does not gard, sill-follow through on supervisory input. Excellent follow through on supervisory input. Grapha State University SSW Practice Behavior: 1. dentifies as a profession's enhancement and to their own professional conduct and growth. Consciently prepares Consistently prepares for supervision, and test core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and consultation.	nacceptable 0 Beginner 2.5 Basic 5 Proficient 7.5 Exemplary 10 expected andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior: 1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner.
		Score/Level

OR- Portland	social work ethical principles and values to practice and uses the NASW Code of Ethics Social work of the Code of Ethics, how the Code relates to practice and/or ignores ethical dilemmas and makes decisions without attention to ethics.	and addresses Standards those that interfere with practice practice practice practice Practice Behavior: 2.1. Recognizes how practice	(2.1.2) Applies Appears unaware social work ethical principles and values to practice practice how personal values, beliefs, and thoughts impact social	vicarious vicarious trauma, and trauma, and competency: develops and practices a self-care plan care plan Practice Behavior: 1.7. Copes with streen
State University SSW	Appears Je knowledgeable about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas.	Andards OR- Portland State University SSW Practice Competency: 2. Applies social work ethical principles and withemselves ethically and to engage in ethical decise profession, its ethical standards, and relevant law. Practice Behavior: 2.1. Recognizes how personal values, beliefs, and practice	e Appears to have limited knowledge of professional values, limited ability to identify how personal values might re interfere with practice, and/or finds it difficult to adhere to professional	state University SSW a professional social of the profession, its mis e profession's enhancem ior:
andards OR- Portland State University SSW Practice Behaviors (2012)	Demonstrates a working knowledge of the NASW Code of Ethics and has, on 1 – 3 occasions, applied them in formulating a plan for client work.	OR- Portland State University SSW Practice Behaviors (2012) OR- Portland State University SSW Practice Behaviors (2012) Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers are themselves ethically and to engage in ethical decision making. Social workers are profession, its ethical standards, and relevant law. Practice Behavior: 2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice	Once conflicts Once conflicts between personal and/or professional values are identified, appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.	andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Soci representatives of the profession, its mission, and its core values. They know the profession's h themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior:
2012)	Consistently applies the Code of Ethics, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions.	2012) ice (2.1.2) Social worker ial workers are knowledg	Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts.	2012) elf accordingly (2.1.1) They know the profession essional conduct and gro
	Consistently applies the Code of Ethics, advanced ability in identifying ethical dilemmas, and takes leadership in bringing the social work ethical principles to discussions with staff.	OR- Portland State University SSW Practice Behaviors (2012) Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Practice Behavior: 2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice	1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan self-care plan pears unaware Appears to have the values of limited knowledge between personal e profession, of professional values, limited uses impact actice, and/or how personal values might lues to interfere with th practice. practice, and/or practice, and/or professional values might the practice, and/or practice, and/or supervisor ways to finds it difficult to adhere to professional 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and practices and intented signs of burn-out, vicarious trauma, and develops and professional signs of burn-out, vicarious trauma, and develops and professions to intented signs of burn-out, vicarious trauma, and develops and professions intented signs of burn-out, vicarious trauma, and develops and professions intented signs of burn-out, vicarious trauma, and develops and professions intented signs of burn-out, vicarious trauma, and develops and professions intented signs of burn-out, vicarious trauma, and develops and professions intented signs of burn-out, vicarious trauma, and develops and professional intentify conflicts conflicts conflicts on and/or professional and/or professional and/or professional intentify conflicts conflicts conflicts on and/or professional and/or professional intentify conflicts on and/or professional intentify con	andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior:

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	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	Competency: 2. Applies social w themselves ethically profession, its ethica Practice Behavior:	Competency: 2. Applies social work ethical principles and verthemselves ethically and to engage in ethical decist profession, its ethical standards, and relevant law. Practice Behavior:	es and values to practic lical decision making. Soci vant law.	:e (2.1.2) Social workers al workers are knowledge	Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Practice Behavior:	
	Via avidance of		Tolomaton ambiguition	T		
social work	ability to tolerate	dilemmas and	in resolving ethical	ambiguities in	and frequently initiates	
ethical	and/or appears	able to discuss	conflicts and often	resolving ethical	discussions around their	
principles and	uncomfortable	them but often	engages in	conflicts,	resolution in order to better	
values to	with ethical	finds ambiguity	discussions	appreciates multiple	understand alternative	
practice	ambiguity.	stressful, which	evidencing an	perspectives, and is	perspectives, thereby	
	Stymied when	negatively	appreciation for	able to make	enhancing their professional	
2.3. Tolerates	confronted by	impacts the	multiple	decisions even when development.	development.	
ambiguity in	ethical dilemmas.	helping process.	perspectives, though	faced with		
resolving			still has some	ambiguity.		
פנווכמו כטווווכנא			decisions when there			
			is ambiguity.			
	Standards OR- Portland Standards	ate University SSW	andards OR- Portland State University SSW Practice Behaviors (2012)	012)		
	2. Applies social we themselves ethically profession, its ethical practice Rehavior:	2. Applies social work ethical principles and withemselves ethically and to engage in ethical decise profession, its ethical standards, and relevant law. Practice Rehavior:	es and values to practic ical decision making. Soci vant law.	ce (2.1.2) Social workers al workers are knowledge	2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Practice Rehavior:	
	2.3. Tolerates amb	2.3. Tolerates ambiguity in resolving ethical conflicts	cal conflicts			
(2.1.2) Applies	No evidence or	Appears to have	Is able to discuss	Appears to have a	Often takes a leadership role	
social work	lacks sufficient knowledge of	general knowledge of	strategies of ethical	command of strategies of ethical	in initiating discussion of, and	
principles and	strategies of	strategies of	them in routine		reasoning in all areas of	
values to	ethical reasoning	ethical reasoning,	practice situations.	consistently apply	practice.	
practice	and/or is unable	but is limited in		tnem, even in more		
2.4. Identifies	or unwilling to	applying them to		challenging practice situations.		
and analyzes	various	decisions in the				
ethical	approaches to	practice setting.				
dilemmas and	reaching					
critically	principled, ethical					
applies an	decisions.					
ethical decision	Standards					
making	OR- Portland Sta	ate University SSW	OR- Portland State University SSW Practice Behaviors (2012)	012)		
tramework	Competency: 2. Applies social	work ethical principl	es and values to praction	e (2.1.2) Social workers	Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct	
		•	•			

	dels of assessment, prevention, intervention,	edge and models of asses	3.2. Demonstrates the ability to critically analyze theoretical knowledge and mo	s the ability to critically	3.2. Demonstrate	ilitervelition,
	י י מוני וווסוווומניסוי.	כאוא מוום כסוווווומוווכמנוסוו כ	Practice Behavior:	or:	Practice Behavior:	prevention,
	knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curricular to the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curricular to the critical thinking also requires the synthesis and communication of relevant information.	reasoned discernment. Th	jic, scientific inquiry, and r	out the principles of log	knowledgeable ab	assessment,
	.3) Social workers are	ssional judgments (2.1	3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are	al thinking to inform	3. Applies critica	models of
		(12)	Omnetency:	rate officer sity sow	Competency:	knowledge and
			Dractice Robaviers (2)	tsto libivorcity ccw	Standards	theoretical
				to practice.	practice setting.	critically
				planned approach	them in the	the ability to
				them in a well-	is unable to apply	Demonstrates
			approach to practice.		evaluation and/or	3.2.
	this area.		well-planned	evaluation and/or	intervention and	
			used results in a	intervention and	prevention,	judgments
			has not routinely	prevention.	assessment.	professional
	specific client systems.			assessment	models of	communicate
	levels of effectiveness for	accurately applies	times) the ability to	analyze models of	awareness of	to inform and
	Well informed about various	Routinely analyzes	Demonstrates on	Demonstrates	Does not	(2.1.3) Applies
						judgments
	,	1		nents	professional judgments	professional
	nflicting ideas and information in coming to	d integrate conflicting idea	3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate co	s an ability to seek out,	3.1. Demonstrate	coming to
	מוני וומנוסוו.	פאוא מוות כטווווותוווכמנוטוו כ	py creativity and canosity: critical triffiking also requires the synthesis and communication of relevant information. Practice Behavior:	or:	Practice Behavior:	information in
	knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented	reasoned discernment. Th	jic, scientific inquiry, and r	out the principles of log	knowledgeable ab	ideas and
	.3) Social workers are	ssional judgments (2.1	3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are	al thinking to inform	3. Applies critica	conflicting
		,		,	Competency:	integrate
		012)	State University SSW Practice Behaviors (2012)	tate University SSW	tland	synthesize, and
					Standards	embrace,
					practice.	seek out,
		perspective.			professional	an ability to
		to support each			sources into	Demonstrates
	knowledge.	weight of evidence	value.		from multiple	3.1.
	additional sources of	system and the	to their relative	applying it to	integrate learning	
	practice by investigating	based on the client	consideration given	has difficulty	effectively	judgments
	opportunities to enhance	applying knowledge	of knowledge, with	of knowledge, but	and/or cannot	professional
	appraising each. Initiates		upon various sources	multiple sources	which to draw	communicate
	sources after carefully	various sources,	an ability to draw	understanding of		to inform and
	knowledge from various	knowledge from	times) demonstrates	seems to nave a	Various sources of	critical thinking
		all etilical decision making mannework	ָל נ	Gaares to barra allelli	2.4. Idelicilles dila	() A
	framowork			or:	Practice Behavior:	
	themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	ial workers are knowledg	nical decision making. Soci vant law.	themselves ethically and to engage in ethical decis profession, its ethical standards, and relevant law.	themselves ethica profession, its eth	
Score/Leve	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Unacceptable 0	

mer 75% of Over 50% of Communication is excellent consistent and deadlines are clear, concise, and consistent and deadlines are clear, concise, and consideration of requently (over clear, and communication is excellent consistent and deadlines are always accurate, and grammatical and/or develop written and 90%) met. Value laden errors, uses slang typographical evident. Value ladent errors, u
¬n

Advances litt un and social and the economic opustice dis 5.1. Understands cli systemic oppression and privilege and	Engages op diversity and leadifference in compractice and 4.4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users	s or c
Ilittle or no understanding of the forms and mechanisms of oppression and discrimination that may impact client systems.	Uses few, if any, Expresses opportunities to openness to learning from others learning from colleagues, service users, seldom see and/or other feedback from from siconleagues service uses service uses service use Standards OR-Portland State University Competency: 4. Engages diversity and difference and is critimersectionality of multiple facto expression, immigration status, processequence of difference, a perses privilege, power, and acclaim. Practice Behavior: 4.4. Engages with others as inforusers	Unacceptable 0 Beginne or difference. Standards OR- Portland State Universit Competency: 4. Engages diversity and diffe the human experience and is crit intersectionality of multiple facto expression, immigration status, proconsequence of difference, a persas privilege, power, and acclaim. Practice Behavior: 4.3. Engages with others around
Understands the forms and mechanisms of oppression and discrimination but has had only limited success in identifying how they impact specific client systems served by the agency.	expresses openness to learning from others, but seldom seeks feedback from colleagues and/or service users. Ite University SSW ity and difference in nultiple factors includiation status, political ic erence, a person's life and acclaim. thers as informants ar	Beginner 2.5 Ite University SSW Ity and difference in the ce and is critical to the multiple factors including ation status, political icerence, a person's life and acclaim. Ithers around issues of the status around issues around its arou
Understands the forms and mechanisms of oppression and discrimination and has articulated on 1 - 3 occasions how specific client systems have been negatively impacted.	portunities to openness to times) seeks information and information and endolleagues, others, but seldom seeks to enhance practice. users, and/or other service users. andards OR- Portland State University and difference in practice information status, political ideology, race, religion, sex, and sexperience and is critical by the formation of the sprillege, power, and acclaim. Practice Behavior: 4. Engages with others as informants and experts on their lives and routinely seeks feedback from consequence of difference in practice sexpression, immigration status, political declogy, race, religion, sex, and sexual orientation. Social workers appreciate sprillege, power, and acclaims. Occasionally (1 - 3 Consistently seeks information and information and feedback from others colleagues, service information and feedback from others colleagues, service users, and others colleagues, service users, and others colleagues, service users, and others colleagues, service information has she information in the information of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity is expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciately appr	difference. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 4. Engages diversity and difference in practice (2.1.4) Social workers understand how diversity characterizes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers apprecions equence of difference, a person's life experiences may include oppression, poverty, marginalization, and aliena as privilege, power, and acclaim. Practice Behavior: 4.3. Engages with others around issues of identity and difference
consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take some action to advance human rights and social and economic justice.	Consistently seeks information and feedback from colleagues, service users, and/or other professionals. 112) 112) 112) 114 115 117 118 119 119 119 119 119 119	Proficient 7.5 112) workers understand how e dimensions of diversity e disability, ethnicity, ger, and sexual orientation. Spppression, poverty, marg
consistently applies Consistently applies an understanding of understanding of the forms the forms and mechanisms of mechanisms of oppression and to mobilize others (service discrimination to users, co-workers, identify ways to take supervisors) to take action. some action to advance human rights and social and economic justice.	portunities to openness to times) seeks information and feedback arn from others learning from others, but rvice users, seldom seeks feedback from other colleagues, service users, and/or other colleagues and/or service users. **Total Consistently seeks of times seeks of times seeks feedback from others colleagues, service demonstrates how rvice users, and/or other colleagues and/or service users. **Total Consistently seeks of times seeks of the from others and office service users. **Total Consistently seeks of times shaped of the from others and office service users. **Total Consistently seeks of times shaped of the from other colleagues, service users, and/or other information has shaped professionals. **Total Consistently seeks of the from others and from others and demonstrates how office users. **Total Consistently seeks of the from others and others and others and others and shapes of the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acciaim. **Total Consistently seeks feedback from colleagues and services users.**	difference. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 4. Engages diversity and difference in practice (2.1.4) Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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. Practice Behavior: 4.3. Engages with others around issues of identity and difference
		Score/Level

(2.1.5) No evidence, no Demonstrates an Has d	Advances ability and/or interest in once, in an activity regularly in desire to advocate advocating for advocating social and economic justice. economic justice although did not justice. but has not taken initiate or plan the initiative to activity. 5.2. Works in the service of social and economic justice but has not taken initiate or plan the initiative to activity. 5.2. Works in the service of social and economic justice economic justice. but has not taken initiate or plan the justice. but has not taken initiate or plan the participate fully in a planned activity. 5.2. Works in the service of social and economic justice (2.1.5) Each passic human rights, such as freedom, safety, privacy, an adequate standard of leconomic justice practices in organic these basic human rights are distributed equitably and without prejudice. 6.3. Works in the service of service and communities to advocate for social and economic justice practices in organic these basic human rights are distributed equitably and without prejudice.	identifies practical steps to dismantle oppression oppression trecognize the global interconnections of oppression and civil rights. Social work incorporates social justice practice Behavior: 5. Advances human rights and social and economic justice (2.1.5) basic human rights, such as freedom, safety, privacy, an adequate stand recognize the global interconnections of oppression and are knowledgeab human and civil rights. Social work incorporates social justice practices in these basic human rights are distributed equitably and without prejudice. 5.1. Understands systemic oppression and privilege and identifies practice.
Has developed plans Routinely involves Routinely to involve and and supports service supports support service users in advocating advocating in advocating for social and economic social and economic economic justice. allowing justice and at least	n events le for economic economic ving, health of theories of theories of theories of theories of the conomic terms.	Proficient 7.5 Each person, regardless of pard of living, health care, and le about theories of justice ar organizations, institutions, a
Routinely involves and supports service users in advocating for social and economic justice, is skilled in allowing service users to find their voice and drive the process, and provides agency leadership around these	Participates regularly in n events events to advocate for social te for and economic justice, economic engages others to participate, and/or provides leadership in planning action. planning action. person, regardless of position in society, has iving, health care, and education. Social workers it theories of justice and strategies to promote izations, institutions, and society to ensure that	education. Society, has education. Social workers and strategies to promote and society to ensure that

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
address social and economic injustices	recognize the global human and civil righ these basic human r Practice Behavior: 5.3. Involves and su	l interconnections of onts. Social work incorprights are distributed on the contribution of the contribution of the contribution of the contribution of the contributions of the	recognize the global interconnections of oppression and are knowledgeable about human and civil rights. Social work incorporates social justice practices in organiz these basic human rights are distributed equitably and without prejudice. Practice Behavior: 5.3. Involves and supports service users to build their own power and voice to ide	dgeable about theories of ces in organizations, institutions. udice. nd voice to identify, priori	recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Practice Behavior: 5.3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and	
(2.1.6) Engages in research-informed	No evidence or unable to demonstrate how practice	Able to discuss how practice experience is a source of	Able, at least once, to identify how practice experience would shape	Consistently able, at least monthly, to identify how practice experience would	Routinely identifies how practice experience shapes scientific inquiry. Formulates a research question, plans,	
practice and practice-informed research	experience has informed their scientific inquiry.	knowledge useful in planning scientific inquiry, but unable to formulate a	scientific inquiry and to formulate a research question and plan.	shape scientific inquiry and formulates a research question and plans to carry	and conducts research that integrates their practice experience	
6.1. Uses practice		research question.		out research.		
experience to	Standards	to I bivorsity SSW	OB- Bortland State University SSW Bractice Rehaviors (2012)			
inquiry	Competency: 6. Engages in rese experience to inform improve practice, po understand scientific Practice Behavior: 6.1. Uses practice ex	Competency: 6. Engages in research-informed prace experience to inform research, employ even improve practice, policy, and social servicunderstand scientific and ethical approach Practice Behavior: 6.1. Uses practice experience to inform socials.	Competency: 6. Engages in research-informed practice and practice-informed research experience to inform research, employ evidence-based interventions, evaluate the improve practice, policy, and social service delivery. Social workers comprehend cunderstand scientific and ethical approaches to building knowledge. Practice Behavior: 6.1. Uses practice experience to inform scientific inquiry	ned research (2.1.6) So s, evaluate their own prac comprehend quantitative	Competency: 6. Engages in research-informed practice and practice-informed research (2.1.6) Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Practice Behavior: 6.1. Uses practice experience to inform scientific inquiry	
(2.1.6) Engages in research- informed	No evidence or unable to demonstrate how evidence gleaned	Able to discuss the potential value of research in providing best	Able to successfully demonstrate, at least once, the ability to use research	Consistently able to demonstrate, at least monthly, the ability to integrate	Consistently demonstrates the ability to integrate information gleaned from research into practice and	
practice and practice-	from research could be useful in	practice, but has not provided	evidence to inform practice (e.g., in	information gleaned from research into	frequently initiates discussions and activities to	
informed research	shaping work with service users.	evidence of selecting a be actually practice asses incorporating such instrument or	selecting a best- practice assessment instrument or	practice.	better incorporate research evidence into agency practice.	
6.2. Critically appraises and		information into practice.	intervention).			
uses research findings to	Standards OR- Portland Sta	te University SSW	andards OR- Portland State University SSW Practice Behaviors (2012))12)		
improve practice, policy, and social service	6. Engages in rese: 6. Engages in rese: experience to inform improve practice, pol understand scientific Practice Behavior:	earch-informed prace nearch, employ even research, employ even lolicy, and social service cand ethical approach:	6. Engages in research-informed practice and practice-informed research experience to inform research, employ evidence-based interventions, evaluate the improve practice, policy, and social service delivery. Social workers comprehend cunderstand scientific and ethical approaches to building knowledge. Practice Behavior:	ned research (2.1.6) Sos, evaluate their own prac comprehend quantitative	6. Engages in research-informed practice and practice-informed research (2.1.6) Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Practice Behavior:	

delivery;	6.2. Critically appra	6.2. Critically appraises and uses research findings to i	13.2. Critically appraises and uses research findings to inform and improve practions.		ce, policy, and social service delivery; chooses	Score/Level
employs appropriate evidence-based interventions						
(2.1.7) Applies	Unable to clearly	Understands	3 Understands major	4 Understands major	5 Understands a wide range of	
human	conceptual	frameworks	conceptual	conceptual	conceptual frameworks,	
behavior and	frameworks	underlying human	frameworks and able		differential knowledge into	
environment	behavior in the	provided limited	demonstrate, at least		designing assessments	
0	social	evidence on the	once, the ability to	ability to apply that	interventions and evaluations.	
7.1. Utilizes	environment	use of conceptual	apply that knowledge			
conceptual	and/or to apply	the frameworks to to practice	to practice			
frameworks to	them to client	guide practice.		assessments,		
processes of	,			evaluations.		
assessment,	Standards					
intervention,	OR- Portland Sta	te University SSW	OR- Portland State University SSW Practice Behaviors (2012)	012)		
and evaluation	Competency: 7. Applies knowled human behavior acro deter people in main arts to understand b	dge of human beha ross the life course; th ntaining or achieving biological, social, cultu 	Competency: 7. Applies knowledge of human behavior and the social environment. (2 human behavior across the life course; the range of social systems in which peo deter people in maintaining or achieving health and well-being. Social workers a arts to understand biological, social, cultural, psychological, and spiritual develo	ronment. (2.1.7) Social in which people live; and cial workers apply theorie iritual development.	Competency: 7. Applies knowledge of human behavior and the social environment. (2.1.7) Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Practice Rehavior:	
	7.1. Utilizes concep	tual frameworks to gu	7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	ssment, intervention, and	evaluation	
(2.1.7) Applies	Provides no	Critically analyzes	Critically analyzed, at Regularly	t Regularly critically	Advanced ability to critically	
human	able to critically	of human	knowledge of human	of human behavior	behavior in the social	
behavior and	analyze and apply knowledge of	behavior in the	behavior in the social environment and its	in the social environment and its	environment, applying knowledge to all facets of	
environment.	human behavior	environment and	application to	application to	practice. Surpasses most	
	in the social	its application to	practice, applying	practice, applying	interns.	
7.2. Critiques	environment to	practice, but does	only what is	only what is		
and applies	practice	so inconsistently	appropriate to a	appropriate to a		
knowledge to	situations.	or only when	given client system.	given client system.		
understand		prompted.				
person and	Standards					
environment	tland	ite University SSW	State University SSW Practice Behaviors (2012)	012)		
	Competency: 7. Applies knowle	dge of human beha	vior and the social envi	ronment. (2.1.7) Social	Competency: 7. Applies knowledge of human behavior and the social environment. (2.1.7) Social workers are knowledgeable about	
	human behavior ac	ross the life course; th	ne range of social systems	in which people live; and	human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Leve
	deter people in maini arts to understand bi Practice Behavior: 7.2. Critiques and an	taining or achieving hological, social, culturally culturally socials are to un	deter people in maintaining or achieving health and well-being. Social workers a arts to understand biological, social, cultural, psychological, and spiritual develo Practice Behavior: 7.2. Critiques and applies knowledge to understand person and environment	al workers apply theories ritual development. ronment	deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. 7.2. Critiques and applies knowledge to understand person and environment	
(2.1.8) Engages in	No evidence or A	Acknowledges the	Able to identify at least one policy that	Often (at least 3	Routinely identifies policies on	
policy practice		policies and their	negatively impacts		profession, community, state,	
to advance	est III	impact on	the service users,	negatively impact	national) that negatively	
social and economic well-	impact services s	services users, service providers	service providers, and/or the	service users,	providers, and/or the	
being and to			community.	and/or the	community.	
מפוועפו פוופכנועפ	ב	demonstrates		community.		
services	: Commission (1)	limited skill in				
8.1. Articulates	≕. ø.	information about				
the	S	specific policies.				
hetween social	Standards OB- Portland State	e University SSW	OR- Bortland State University SSW Practice Rehaviors (2012)	13)		
policies, social	Competency:				0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
social work	services (2.1.8) So	cial workers understa	services (2.1.8) Social workers understand that policy affects service delivery, Social workers thow the history and current structures of social nolicies and sen	ice delivery, and they act	services (2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers the history and current structures of social policies and services: the role of policy in service delivery; and	
practice and the impact on	the role of practice in policy development. Practice Rehavior:	policy development.				
services users,	8.1. Articulates the r	elationships between	8.1. Articulates the relationships between social policies, social problems, and	lems, and social work pra	social work practice and the impact on services	
service providers, and	users, service provide	users, service providers, and the community	ity			
the community						
(2.1.8)	Ť		Engages in		Engages often in discussion	
policy practice	little interest or e	effective policy	effective policy	effective policy	and assumes key leadership	
to advance		action, but	action, and at least	action, and at least	roles in planning and	
social and		demonstrates	tributed	once has taken a	executing action to promote	
economic well-	note	little effort to	to an effort to	leadership role to	policy change.	
deliver effective	ביוכי ביומוושני. די	change.	change.	change.		
social work	Standards					
services	OR- Portland Stat	e University SSW	OR- Portland State University SSW Practice Behaviors (2012)	12)		
8.2. Analyzes,	Competency: 8. Engages in polic services (2.1.8) So	y practice to advan cial workers understa	Competency: 8. Engages in policy practice to advance social and economic well-being services (2.1.8) Social workers understand that policy affects service delivery,		<pre>and to deliver effective social work and they actively engage in policy practice.</pre>	
collaborates	Social workers know the history and curre the role of practice in policy development.	the history and curre policy development.	nt structures of social poli	cies and services; the rol	Social workers know 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.	

	טוומרכים לימצום ל					
with service users, colleagues, and/or other community organizations to promote policy changes	Practice Behavior: 8.2. Analyzes, formupolicy changes	: ulates and collaborate	Practice Behavior: 8.2. Analyzes, formulates and collaborates with service users, colleagues, policy changes	eagues, and/or other comn	and/or other community organizations to promote	
	No evidence or does not appear to attend to, have an interest in, or	Able to identify changing realities, trends, or other relevant	Able to identify changing realities, trends, or other relevant information	Able to discover, evaluate and incorporate into practice information	Continually aware of changing contexts that shape practice and demonstrates a high level of skill in evaluating its	
shape practice 9.1.	an interest in, or incorporate into practice, the	relevant information and their impact on	relevant information and their impact on practice.	practice information about changing realities, trends, or	of skill in evaluating its relevance to agency services on an individual and agency-	
tinuously	changing realities,	practice, but has	Demonstrates, at	other relevant	wide level.	
	trends, or other	not incorporated	least once, skill in	information with		
and	relevant	that knowledge	applying this	attention to the		
0	information.	into practice.	information to	impact on agency		
locales,	Standards		ים מכווכני.	מוום טכו עוכל מטכוט.		
	OR- Portland Sta	te University SSW	OR- Portland State University SSW Practice Behaviors (2012)	2012)		
technological	9. Responds to co	intexts that shape p	 Responds to contexts that shape practice (2.1.9) Social workers 		are informed, resourceful, and proactive in responding	
developments, and emerging	to evolving organize practice is dynamic	ational, community, ar , and use knowledge a	to evolving organizational, community, and societal contexts at all levels practice is dynamic, and use knowledge and skill to respond proactively.		of practice. Social workers recognize that the context of	
societal trends	9.1. Continuously dis	:: iscovers, appraises, ar	Practice Benavior: 9.1. Continuously discovers, appraises, and attends to changing locales,		populations, scientific and technological developments,	
to provide relevant	and emerging socie	and emerging societal trends to provide relevant services	elevant services			
services						
(2.1.9)	Does not appear	Supports and	Works cooperatively	Provides leadership,	Continually provides	
Responds to contexts that	interested or able to understand the	understands efforts to work	with others to promote changes in	at least once, to develop and	leadership to promote sustainable changes in service	
መ	importance of	toward changes in	service delivery,	implement	delivery, engaging others in	
9 7 Provides	promoting	service delivery,	although has not	sustainable changes	making modifications that	
	in the service	evidence of	leadership role.	ייי טכן אוכני מכוואכו אי	services.	
promoting	delivery system	efforts to promote				
		9				
very	!					
שבו עוכם מכוועכו א		W35	on Bertland State University SSW Bractice Behaviors (2012)			

EP2.1.10(a) - Or Engagement wi wi 10a.2. Listens se and communicates wi with a wide range of service users (e using unconditional for positive regard,	EP2.1.10(a) - Apengagement wi apengagement wi 10a.1. sy Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role	quality of social services
and attend to a and attend to wide range of some service users and/or colleagues colleagues with empathy and empathy and unconditional positive regard (e.g., may mistake sympathy in some areas or for empathy). Onable to engage Able to engage and attend to some service users and/or empathy and empathy and unconditional positive regard, but has difficulty mistake sympathy in some areas or populations.	Appears to approach work with client systems without preparation for work with client preparation and systems, but, at times, unable to utilize that knowledge in developing a planning OR-Portland State University SS' Competency: 10a-d. Engages, assesses, interven and evaluation at multiple levels. Social organizations, and communities. Practice interventions designed to achieve service outcomes and practice effectiveness; depromoting social and economic justice. Sub-Competency: 10a. Engagemen Practice Behavior: 10a.1. Successfully prepares for an communities with a transparent an	Unacceptable 0 to evolving organizate practice is dynamic, Practice Behavior: 9.2. Provides leaders services
Able to engage and attend to some service users and/or colleagues with empathy and unconditional positive regard, but has difficulty in some areas or with specific populations.	ppears to proach work need for effective underst th client planning/ stems without preparation for work with client but not systems, but, at times, unable to client systems, but, at prepara anning. utilize that knowledge in developing a plan etc.). for beginning work with a given client system. andards OR- Portland State University SSW Practice competency: 10a-d. Engages, assesses, intervenes, and evaluation at multiple levels. Social workers ha organizations, and communities. Practice knowledg interventions designed to achieve service users' go outcomes and practice effectiveness; developing, a promoting social and economic justice. Sub-Competency: 10a. Engagement (2.1.10a) Practice Behavior: 10a.1. Successfully prepares for and begins p communities with a transparent and clear intre-	Beginner 2.5 ational, community, and use knowledge are ship in promoting sus
well and attends to service users and colleagues, with empathy and unconditional positive regard, but still has difficulty in some areas and/or with specific populations.	ppears to ppears to proach work need for effective understanding of th client properation for planning/ good stems without preparation for work with client work with client times, unable to utilize that knowledge in developing a plan etc.). for beginning work with a given client system. andards OR- Portland State University SSW Practice Behaviors 10a-d. Engages, assesses, intervenes, and evaluation at multiple levels. Social workers have the knowledge and skills to organizations, and communities. Practice users' goals; using research and techn outcomes and practice effectiveness; developing, analyzing, advocating, and propromoting social and economic justice. Sub-Competency: 10a. Engagement (2.1.10a) Practice Behavior: 10a.1. Successfully prepares for and begins practice with individuals, fan communities with a transparent and clear introduction of self and social	nacceptable 0 Beginner 2.5 Basic 5 to evolving organizational, community, and societal contexts at all levels practice is dynamic, and use knowledge and skill to respond proactively. Practice Behavior: 9.2. Provides leadership in promoting sustainable changes in service del services
consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard.	Consistently demonstrates good planning/preparation , to begin practice with differential t client systems. O12) O12) O12) O12) O12) O12) O12) O12)	Proficient 7.5 levels of practice. Social vively.
exceptional skill in engaging and attending to a wide range of service users and colleagues, utilizing a wide range of skills that are tailored to the situation and the relationship.	proach work need for effective understanding of proach work need for effective understanding of proach work need for effective understanding of planning/preparation required, for action with client systems without preparation for but not consistently with differential eparation and systems, but, at prepared for different client systems. It work with a given client systems developing a plan etc.). For beginning work with a given client system. It work with a given client systems. It work with a given client system. It work with a given client systems. It work with a given client system. It	to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Practice Behavior: 9.2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
		Score/Level

(2.1.10b) Assessment		Engagement 10a.3. Collaboratively develops the purpose and focus of the work	and able to tolerate and work with conflict and strong emotions EP2.1.10(a)	nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication	warmth, genuineness,
No evidence or Able to discuss in limited skill in supervision the	OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and practice Behavior: Sub-Competency: 10a. Engagement (2.1.10a) Practice Behavior:	supervision and in practice to be unaware of the need to develop the purpose and focus of the work.	Αp	,	Unacceptable 0 Beginner 2.5 Basic 5 Standards OR- Portland State University SSW Practice Behaviors (2012) Competency:
in Demonstrates basic ability to determine	smes, and evaluates indivinces, and evaluates indivinvolves the dynamic and in involves the dynamic and in ial workers have the knowledge includes idervice users' goals; using resedeveloping, analyzing, advoe. Int (2.1.10a)	discuss a mutually develop a focus for agreeable focus work with the client for work with the system, but an client system, but actual plan and has demonstrated desired outcomes are limited ability to seldom identified in a carry this into and/or appear to lack sufficient client input.	al, empathic style; attend te and work with conflict	involves the dynamic and in involves the dynamic and in ial workers have the knowle tice knowledge includes idervice users' goals; using rese developing, analyzing, advoe. int (2.1.10a) with a wide range of service.	5 Basic 5 SW Practice Behaviors (
Consistent determine	iduals, families, groups, lateractive processes of engagedge and skills to practice with mitrograms and technological advocating, and providing leade ocating, and providing leade he work	develop a plan for t work with the client system, but not always done in a alre timely manner. ck ck ck	ing effectively to verbal, and strong emotions Routinely able to	iduals, families, groups, atteractive processes of engal adge and skills to practice with mitigal and technological advocating, and providing leaded ocating, and providing leaded wice users using unconding to the mitigal and providing leaded to the mitigal and providing leaded with the mitigal and providing leaded to the mitigal and mitigal	Proficient 7.5 (2012)
ly able to Consistently able to what data determine what data is	, groups, organizations, and communities ses of engagement, assessment, intervention, practice with individuals, families, groups, g, and implementing evidence-based logical advances; evaluating program iding leadership for policies and services; and	collaboratively develops plans for work with client systems that are relevant, culturally sensitive, timely, and include the role of client system in the helping process.	nonverbal, and implicit Consistently and	, groups, organizations, and communities ses of engagement, assessment, intervention, practice with individuals, families, groups, g, and implementing evidence-based logical advances; evaluating program iding leadership for policies and services; and unconditional positive regard, warmth.	Exemplary 10
		,			Score/Level

(2.1.10b) Assessment 10b.2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and	assess individuals, families, groups, organizations, and communities	10b.1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively
No evidence or appears not to understand how to conduct an assessment using a holistic perspective and/or minimizes its importance. Standards OR-Portland St Competency:	OR- Portland State University Competency: 10a-d. Engages, assesses, inter (2.1.10 a - d) Professional practice and evaluation at multiple levels. So organizations, and communities. Pro interventions designed to achieve so outcomes and practice effectiveness promoting social and economic justi Sub-Competency: 10b. Assessm Practice Behavior: 10b.1. Is able to determine wha interpersonal violence) and forn organizations, and communities	determining what client system data is needed for assessment and/or how to formulate questions to gather data.
Understands the importance of using a holistic perspective in assessment, but is unable to assess client system in a holistic manner.	andards OR- Portland State University SSW Practice Competency: 10a-d. Engages, assesses, intervenes, and ev (2.1.10 a - d) Professional practice involves the eard evaluation at multiple levels. Social workers horganizations, and communities. Practice knowledginterventions designed to achieve service users' go outcomes and practice effectiveness; developing, promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.1. Is able to determine what data is need interpersonal violence) and formulates questorganizations, and communities	data needed for data needed for assessment of the specific client system, but has been unsuccessful in gathering the data on a consistent basis. Data have been inaccurate, irrelevant, and/or incomplete.
Understands the Demonstrates, at importance of least once, skill in time assessing a client and perspective in system from a sessment, but is unable to assess client as system in a holistic manner. Include all holistic manner. Include all holistic manner. Include all frequires supervision to identify gaps. State University SSW Practice Behaviors (2012)	OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and comn (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, inter and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groupsinizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and servi promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities	what data is needed e for assessment and to gather and organize the data, I though at times information is incomplete or inaccurate or relies on structured tools to organize the process.
Routinely, at least 3 times, able to assess a client system from a holistic perspective, consistently including all dimensions.	uals, families, groups, or gractive processes of engages and skills to practice with the processes of engages and skills to practice with the providing, and implicated advantage, and providing leade ating, and providing leade arting, and risks (i.e. claratively assess individus	is needed for assessment and to gather and organize the data, though may still have difficulty deviating from a predetermined focus during the meeting. Able to gather information using formal tools as well as informal skills.
4 5 Routinely, at least 3 Consistently, at least 5 times, times, able to assess able to assess a client system a client system from from a holistic perspective, a holistic perspective, consistently including all perspective, dimensions. consistently including all dimensions.	OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities	needed and to gather and organize the data, including the ability to shift the focus of the data gathering during the assessment process. Is able to flexibly use formal assessment tools as well as informal means to gather information.
		Score/Level

(2.1.10b) Assessment	information to support the conclusions and intervention plan	based and culturally informed with	and communities that are strenaths-	assessments of individuals, families, groups, organizations,	(2.1.10b) Assessment 10b.3. Conducts and writes	public, and service users' perspective	
No evidence or has difficulty identifying client		Standards OR- Portland S		f perspective	No evidence or unable to assess client from a strengths-based, culturally informed	10a-d. Engages, as (2.1.10 a - d) Profe and evaluation at mu organizations, and co interventions design outcomes and practice promoting social and Sub-Competency: Practice Behavior: 10b.2. Is able to a cultural, economic	Unacceptable 0
Has limited skill in developing goals and objectives	(2.1.10 a – d) Professional practice involves the (2.1.10 a – d) Professional practice involves the (and evaluation at multiple levels. Social workers horganizations, and communities. Practice knowledginterventions designed to achieve service users' gooutcomes and practice effectiveness; developing, appromoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.3. Conducts and writes assessments of ir strengths-based and culturally informed with plan	tate University SSW	completed in a timely manner.	assessments, but assessments do not reflect these perspectives and/or are not	Able to discuss in supervision the importance of strengths-based, culturally informed	10a-d. Engages, assesses, intervenes, and ev (2.1.10 a – d) Professional practice involves the cand evaluation at multiple levels. Social workers horganizations, and communities. Practice knowledge interventions designed to achieve service users' gooutcomes and practice effectiveness; developing, a promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.2. Is able to assess service users using a cultural, economic, personal and public, and seconomic, personal and public, and seconomic.	Beginner 2.5
at least once, the ability to	(2.1.10 a – d) Professional practice involves the dynamic and interactive proces and evaluation at multiple levels. Social workers have the knowledge and skills to organizations, and communities. Practice knowledge includes identifying, analyzi interventions designed to achieve service users' goals; using research and techn outcomes and practice effectiveness; developing, analyzing, advocating, and propromoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.3. Conducts and writes assessments of individuals, families, groups, strengths-based and culturally informed with adequate information to suplan	the orderds OR- Portland State University SSW Practice Behaviors (2012)	assessment, and/or assessment is not completed in a timel manner.	written assessments inconsistently reflect this perspective and/or plan is not supported by the	Able, at least once, to conduct a client assessment from a strengths-based culturally informed perspective, though	10a-d. Engages, assesses, intervenes, and evaluates indivice (2.1.10 a - d) Professional practice involves the dynamic and intervention at multiple levels. Social workers have the knowled organizations, and communities. Practice knowledge includes iden interventions designed to achieve service users' goals; using resease outcomes and practice effectiveness; developing, analyzing, advocompromoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.2. Is able to assess service users using a holistic persponenting accompanic, personal and public, and service users'	Basic 5
Has demonstrated, at least three times, the ability to	duals, families, groups, eractive processes of engatige and skills to practice withying, analyzing, and imparch and technological advarch and providing leaduating, and providing leaduating, and providing the willes, groups, organizating and to support the	the assessment.	assessment, and/or assessments in a assessment is not timely manner. completed in a timely Sometimes plan not clearly supported by		Routinely, at least 3 times, conducts client assessments from a strengthsbased, culturally informed	duals, families, groups, teractive processes of engage and skills to practice witifying, analyzing, and imparch and technological advact and providing leadicating, and providing by cating, and providing physic perspective	Proficient 7.5
Works very effectively with various types of client systems in mutually	(2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan				able to conduct client assessments from a strengths-based, culturally informed perspective, able to convey that perspective in the	(2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and practice genery: 10b. Assessment (2.1.10b) Practice Behavior: 10b.2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective	Exemplary 10
				_	Φ -		Score/Level

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10b.4. Works collaboratively	centered goals and objectives.	and/or develops goals and	collaboratively develop goals and	collaboratively develop goals and	developing goals and supporting objectives. Goals	
individuals,	about how goals	are not mutually	client system. Goals	client system. Goals	with ease and clarity,	
families, groups,	differ from objectives and/or	defined with the client system. The	and objectives are relevant, clear, and	and objectives are relevant, clear, and	engaging the client system in each step of the process.	
organizations,	how to	process, at times,		comprehensive.	-	
and	collaboratively	inhibits rather				
communities as		than facilitates,				
experts on		further work with				
their problems,		the client system.				
areas of						
growth/change,						
and mutually	organization,					
centered goals						
and	Standards					
Interventions	OR- Portland St	ate University SSW	OR- Portland State University SSW Practice Behaviors (2012) Competency:	012)		
	10a-d. Engages, (2.1.10 a – d) Pro and evaluation at r organizations, and	assesses, intervenessifessional practice involutible levels. Social volutible levels. Practice	10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and comn (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, inter and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based	uals, families, groups, caractive processes of engages and skills to practice wifying, analyzing, and impl	10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based	
	outcomes and prace promoting social and prace promoting social and prace promotes and promotes an	outcomes and practice effectiveness; developromoting social and economic justice. Sub-Compatency: 10b Assessment (/eloping, analyzing, advoca	ating, and providing leade	outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Compatency: 10b Assessment (2 1 10b)	
	Practice Behavior:	Practice Behavior:	K.H.100)			
	problems, areas	of growth/change, a	problems, areas of growth/change, and mutually identifies client centered goals and interventions	ps, organizations, and o	problems, areas of growth/change, and mutually identifies client centered goals and interventions	
(2.1.10b)	No evidence or	Has knowledge of		Routinely	Consistently demonstrates an	
	select an	intervention	appropriately connect ability to identify	t ability to identify	intervention strategies	
10b.5. Utilizes	intervention	strategies, but	client needs to an	and use intervention	appropriate to client system	
different	strategy	has difficulty	intervention strategy, strategies	, strategies	needs, choosing from among	
intervention	appropriate to the making the	making the	though more practice	though more practice appropriate to client	a repertoire of strategies	
strategies to	client system	connection	needed.	system needs.	based on client system need.	
neip	(individual,	Detween client				
individuals,	family, group,	system need and				
families,	organization,	an effective				
groups,	and/or	intervention				
and	needs.	stidtegy.				
communities to	Standards					

Unacceptable 0 Beginner 2.5	resolve problems and enhance capacities capacities interventions designed to achieve service users' goals; using research are outcomes and practice effectiveness; developing, analyzing, advocating, promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.5. Utilizes different intervention strategies to help individual communities to resolve problems and enhance capacities	No exidence or Articulates client	No evidence of Articulates cheft	on unaware of client system goals, but system has shown no (individual, ability to prioritize)	n unaware of client system goals, but system has shown no (individual, ability to prioritize family, group, goals or initiate organization, action to achieve	n unaware of client system goals, but system (individual, ability to prioritize family, group, goals or initiate organization, action to achieve s, and/or identified goals.	n unaware of client system goals, but system (individual, ability to prioritize family, group, goals or initiate organization, action to achieve s, and/or identified goals.	unaware of client system goals, but system (individual, ability to prioritize family, group, organization, action to achieve and/or identified goals. community) goals and, therefore,	unaware of client system goals, but system (individual, ability to prioritize family, group, organization, action to achieve and/or community) goals and, therefore, has been unable to initiate actions	unaware of client system goals, but system (individual, ability to prioritize family, group, organization, and/or and/or community) goals and, therefore, has been unable to initiate actions to achieve goals.	sy coor fail or to dals St	sy to co	sy (ir fair an ha
Basic 5 Proficient 7.5 Exemplary 10	Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities	Articulates and Routinely able to Routinely able to articulate, prioritize, and initiate action	d on and initiate action to a achieve client	ion system goals.								initiate actions achieve goals. achieve goals. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals	initiate actions achieve goals. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communitie (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; are promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals evidence or Able to identify Has demonstrated Routinely integrates Actively investigates and consistently integrates interventions in twice, in integrating interventions in prevention interventions in
Score/Level													

	(2.1.10.c) Intervention Interve		interventions that enhance service user capacities	
Standards OR- Portland St Competency: 10a-d. Engages, (2.1.10 a - d) Pr and evaluation at organizations, and interventions designoutcomes and pra promoting social a	(2.1.10 a - d) Profe (2.1.10 a - d) Profe (2.1.10 a - d) Profe and evaluation at mu organizations, and co interventions design, outcomes and practic promoting social and Sub-Competency: Practice Behavior: 10c.2. Implements Unaware or // unable to // articulate the roles of a social in work as broker, advocate, mediator, etc. and/or client system (individual, family, group, organization, and/or community) responsibility for the intervention	Standards OR- Portland St Competency:		Unacceptable 0
ocess. andards OR- Portland State University SSW Competency: 10a-d. Engages, assesses, intervene. (2.1.10 a - d) Professional practice invaluation at multiple levels. Social organizations, and communities. Practice interventions designed to achieve service outcomes and practice effectiveness; developmenting social and economic justice.	(2.1.10 a - d) Professional practice involves the dvaluation at multiple levels. Social workers had organizations, and communities. Practice knowledge interventions designed to achieve service users' gozoutcomes and practice effectiveness; developing, an promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.2. Implements prevention interventions the advance or Aware of social Has den work and service the abiliticulate the user roles in the twice, to les of a social intervention advocate or advocate unable to ediator, etc. negotiate, level with advocate and mediate with stem advocate and mediate with systems ganization, client system. System ganization, group, sponsibility for e intervention	ate University SSW	by supervisor and/or underutilizes prevention as an intervention strategy.	Beginner 2.5
ocess. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, (2.1.10 a - d) Professional practice involves the dynamic and interactiv and evaluation at multiple levels. Social workers have the knowledge an organizations, and communities. Practice knowledge includes identifying interventions designed to achieve service users' goals; using research are outcomes and practice effectiveness; developing, analyzing, advocating, promoting social and economic justice.	olves the dynamic and intervolves the dynamic and intervolves the knowledge workers have the knowledge knowledge includes identite users' goals; using resear veloping, analyzing, advocate and/ors that enhance see Has demonstrated the ability, at least twice, to negotiate, advocate and/or mediate with client systems. Comfort level with these skills and/or skills in balancing the social worker and client system role are still developing.	andards OR- Portland State University SSW Practice Behaviors (2012) Competency:	2 5	Basic 5
(2012) viduals, families, grounteractive processes of ledge and skills to practive practive practive practive practive antifying, analyzing, and search and technological vocating, and providing I	(2.1.10 a – d) Professional practice involves the dynamic and interactive processes of eng and evaluation at multiple levels. Social workers have the knowledge and skills to practice organizations, and communities. Practice knowledge includes identifying, analyzing, and iminterventions designed to achieve service users' goals; using research and technological ad outcomes and practice effectiveness; developing, analyzing, avocating, and providing lead promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.2. Implements prevention interventions that enhance service user capacities naware or social work and service the ability, at least effectively ticulate the user roles in the twice, to negotiate, negotiates, advocate, unable to unable to unable to systems. Comfort of and with client rediator, etc. negotiate, negotiate with hese skills systems. advocate and mediate with these skills systems. advor skills in balancing the social worker and client system. client system role are still developing. do/or intervention	(2012)	plans.	Proficient 7.5
andards OR- Portland State University SSW Practice Behaviors (2012) Competency: Competency: (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	(2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and communities. Practice with individuals, families, groups, organizations, and communities, organizations, and communities, organizations, and communities. Practice knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes (dentifying, analyzing, and implementing evidence-based interventions detectiveness; developing, analyzing, and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services. 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention interventions that enhance service user capacities 10c.2. Implements prevention intervention (2.1.10.c) 10c.2. Implements prevention intervention (2.1.10.c) 10c.2. Implements prevention intervention (2.1.10.c) 10c.3. Implements prevention intervention (2.1.10.c) 10c.4. Intervention (2.1.10.c) 10c.5. Implements prevention intervention (2.1.10.c) 10c.6. Intervention (2.1.10.c) 10c.7. Implements prevention intervention (2.1.10.c) 10c.8. Intervention (2.1.10.c) 10c.9. Intervention (2.1.10.c) 10c.1. Intervention (2.1.10.c) 10c.1. Intervention (2.1.10.c) 10c.1. Intervention (2.1.10.c) 10c.2. Implements prevention (2.1.10.c) 10c.3. Intervention (2.1.10.c) 10c.4. Intervention (2.1.10.c) 10c.6. Intervention (2.1.10.c) 10c.7. Inter		interventions.	5 Exemplary 10
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		Score/Level

SW 400 Field Placement and Seminar I, II, III Course Syllabus

Instructor: TBA Course Time: Tuesday 3:30-5:00 PM

Email: N/A Office Hours: TBA

Office: ASRC Credits: 4

Phone: N/A Pre-requisites: SW 351

Course Description

This course is the 9-month agency-based field practicum and concurrent field seminar where students apply generalist social work knowledge and develop generalist social work skills. The supervised field practicum and weekly field seminar facilitate students' application of social work practice skills, the integration of theoretical content and the development of critical thinking skills. This course is a core component of the BSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

Field Placement

CSWE Core Competencies 2.1.1 - 2.1.10 - all practice behaviors

Field Seminar

2.1.1 Identify as a professional social worker and conducts self accordingly

1.6 Prepares for and effectively uses supervision and consultation

2.1.3 Apply critical thinking to inform and communicate professional judgments

3.1 Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

BSW Student Handbook (online), SSW Field Handbook (online), and other required readings per seminar instructor or agency field instructor.

Assignments

- 1. Personal Assessment (fall)
- 2. Field Education Plan (fall, winter, spring)
- 3. Evaluation of Student Learning (fall, winter, spring)
- 4. Supervisory Log and Reflection (fall, winter)
- 5. Critical Case Reflections (winter, spring)

Evaluation and Grading

This course is pass/no pass and students must pass both the field placement and the seminar in order to pass the course.

Attendance and Professional Behavior

Field Placement - Students are expected to be at their field placement 15 hours per week throughout the three terms, specific schedules are individually negotiated between the student, field agency and field instructor.

Field Seminar - Students are expected to attend every field seminar. The success of the seminar is based on a commitment by everyone to be on time and participate, thus it is important that students arrive prior to the noted start time. Class will begin promptly and attendance will be taken. You will be considered absent if you arrive more than 10 minutes late, unless arrangements have been made with the instructor. Field Seminar hours are to be included on the Field Placement Time Sheet. Students cannot pass the seminar with more than 2 absences, unless arrangements have been made with the instructor. Students' performance in the field seminar is based on the following assignments. Specifics about the assignments are included in a separate document. Students must demonstrate basic competence (Rubric Score 5 or above) on assignments #4 and #5 to pass the seminar.

Field Placement

Student's field instructor will evaluate students each term using the web based tool. This evaluation documents students' development of generalist practice social work competencies and practice behaviors. The field instructor recommends a grade to the field faculty. Field Faculty will make one visit per term to meet with the student and field instructor to discuss the student's progress. Students are to prepare for the visit by identifying successes, challenges and future learning goals.

CSWE Core Competencies 2.1.1 - 2.1.10 and all practice behaviors will be evaluated

Field Placement Time Sheet

Students are expected to accurately track field placement and seminar hours on the student web center time sheet. Students cannot pass the course if they have less than 167 field hours per term (placement and seminar). Plans for making up missing field hours are to be discussed with the field instructor and faculty liaison prior to the end of the term.

SW 400 Weekly Schedule

This course is a seminar so topics are variable based on students' issues and cases. The core areas of social practice that will be woven into discussion throughout the term include:

- 1. Generalist practice perspectives, theories, and models
- 2. Critical thinking and evaluation of self and practice
- 3. Merging the personal and the professional
- 4. Social work values and ethics
- 5. Social work knowledge of human behavior
- 6. Organizational context of practice
- 7. Community context of practice
- 8. Anti-oppression lens for analyzing policies and practices
- 9. Social work supervision
- 10. Self Care

SW 400 Field Seminar Fall Term Assignments and Directions for Completion

All assignments are expected to be completed on time and turned into Task Stream, except as noted, unless you have discussed this ahead of time with me.

1. Personal Assessment and Reflection – Brought to class Oct. 5th (Week 2)

The Personal Assessment is to be completed on line and can be accessed from your Student Web Center. After completion, print it out and come to class prepared to discuss what you see as your strengths and learning needs in terms of the social work practice behaviors.

2. Draft Field Educational Plan - Completed on line by 5pm Oct. 29th (Week 5)

The Draft Educational Plan is to be done collaboratively with your field supervisor and then completed on line on your Student Web Center. Instructions for completing it are available on line. The instructor will read them on line.

3. Supervisory Log and Reflection – Uploaded to TaskStream by 5pm Nov. 5th (Week 7)

The Supervisory Log and Reflection assists students to prepare for supervision and then reflect on the experience. It measures the development of the following competency and practice behavior.

2.1.1 Identify as a professional social worker and conducts self accordingly

1.6 - Prepares for and effectively uses supervision and consultation

It can be downloaded from your Student Web Center, completed on your computer, and uploaded to TaskStream. Grading - It will be graded using the associated rubric that is at the end of this document. You will be asked to revise it until you receive a rubric score of 5 or above.

4. Evaluation of Student Learning - Completed on line by 5pm Dec. 3rd (Week 10)

The Field Evaluation is to be completed on line and can be accessed from your Student Web Center. The instructor will read them on line. Instructions for completing them are available on line.

SW 400 Field Seminar Winter Term Assignments and Directions for Completion

All assignments are expected to be completed on time and turned into Task Stream, except as noted, unless you have discussed this ahead of time with me.

1. Supervisory Log and Reflection – Uploaded to TaskStream by 5pm Feb. 19th (Week 7)

The Supervisory Log and Reflection assists students to prepare for supervision and then reflect on the experience. It measures the development of the following competency and practice behavior.

2.1.1 Identify as a professional social worker and conducts self accordingly

1.6 - Prepares for and effectively uses supervision and consultation

It can be downloaded from your Student Web Center, completed on your computer, and uploaded to TaskStream. Grading - It will be graded using the associated rubric that is at the end of this document. You will be asked to revise it until you receive a rubric score of 5 or above

2. Evaluation of Student Learning - Completed on line by 5pm March 12th (Week 10)

The Field Evaluation is to be completed on line and can be accessed from your Student Web Center. The instructor will read them on line. Instructions for completing it are available on line.

3. Critical Case Reflection - General (CCR) Due by 5pm March 1st

The CCR uses the PRACSIS framework to help students develop critical thinking and evaluation of practice skills while integrating generalist practice knowledge and skills from the classroom and their field placement. It measures the development of the following competency and practice behavior.

2.1.3 Apply critical thinking to inform and communicate professional judgments

3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments

Grading: Upload the CCR to TaskStream. It will be graded using the associated rubric that is at the end of this document. You will be asked to revise it until you receive a rubric score of 5 or above.

Focus: You are to choose a significant interaction with an individual, family, or group. This interaction could be with a colleague, client, supervisor, community member, etc.; but it should be an interaction that relates to social work practice and allows you to critically evaluate the interaction. Ideally it would be an interaction that was problematic or difficult as these provide the best learning opportunities.

The CCR is to be completed using the CCR PRACSIS Template that is on D2L (if you aren't using D2L you could email it with the example) and then upload it to TaskStream. You are encouraged to turn in the CCR whenever you have a relevant interaction, but no later than 5pm on the above date.

In addition to the blank CCR PRACSIS Template on D2L there is an example of a PRACSIS, though note it is not exactly the same format as your assignment.

Components of Critical Case Reflections (CCR):

- 1. Situation and Actions and Impact—Briefly describe the situation, the context, the players and what happened. What was the purpose of the interaction? Where were you? Who were you with? What happened? Specifically describe behavior and use the actual words as much as possible, and include any information about the person or the situation that seems relevant (age, gender, class, ethnicity, prior interactions, diagnoses, agency context, etc) Describe the situation, don't make interpretations or judgments. Then complete the Impact section where you will reflect on the interaction.
- 2. Practitioner Characteristics What are your social identities? How do you think the other person/s perceived your social identities? What was the effect (positive and negative) of these similarities and differences?
- 3. Values, Beliefs, Personal History What personal values, history, beliefs, biases, experiences, identities, ethical positions, etc. influenced you during this interaction?
- 4. Implications (2 parts) Based on your observations in the above sections reflect on the experience. What are your thoughts in terms of future interactions with this person or similar interactions with others in the future? What have you learned about this case or similar cases? How might you handle this situation or similar situations in the future? What will you do next time? You will need to address the situation as well as the personal characteristics.

SW 400 Field Seminar Spring Term Assignments and Directions for Completion

All assignments are expected to be completed on time and turned into Task Stream, except as noted, unless you have discussed this ahead of time with me.

1. Supervisory Log and Reflection - Due in class February 19th (Week 7)

The Supervisory Log and Reflection assists students to prepare for supervision and then reflect on the experience. It measures the development of the following competency and practice behavior.

2.1.1 Identify as a professional social worker and conducts self accordingly

1.6 - Prepares for and effectively uses supervision and consultation

It can be downloaded from your Student Web Center, completed on your computer, and uploaded to TaskStream. Grading - It will be graded using the associated rubric that is at the end of this document. You will be asked to revise it until you receive a rubric score of 5 or above

2. Evaluation of Student Learning - Completed on line by 5pm March 12th (Week 10)

The Field Evaluation is to be completed on line and can be accessed from your Student Web Center. The instructor will read them on line. Instructions for completing it are available on line.

3. Critical Case Reflection - Endings (CCR) - Uploaded to TaskStream by 5pm June 1st

The CCR uses the PRACSIS framework to help students develop critical thinking and evaluation of practice skills while integrating generalist practice knowledge and skills from the classroom and their field placement. It measures the development of the following competency and practice behavior.

2.1.3 Apply critical thinking to inform and communicate professional judgments

3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments

Grading: Upload the CCR to TaskStream. It will be graded using the associated rubric that is at the end of this document. You will be asked to revise it until you receive a rubric score of 5 or above.

Focus on Endings: You are to choose an interaction with an individual, family, or group that relates to the ending phase of social work practice. This interaction could be with a colleague, client, supervisor, community member, etc.; but it should be an interaction that relates to endings and allows you to critically evaluate the interaction.

The CCR is to be completed using the CCR PRACSIS Template that is on D2L (if you aren't using D2L you could email it with the example) and then upload it to TaskStream. You are encouraged to turn in the CCR whenever you have a relevant interaction, but no later than 5pm on the above date.

In addition to the blank CCR PRACSIS Template on D2L there is an example of a PRACSIS, though note it is not exactly the same format as your assignment.

Components of Critical Case Reflections (CCR):

- 1. Situation and Actions and Impact—Briefly describe the situation, the context, the players and what happened. What was the purpose of the interaction and how did it related to endings? Where were you? Who were you with? What happened? Specifically describe behavior and use the actual words as much as possible, and include any information about the person or the situation that seems relevant (age, gender, class, ethnicity, prior interactions, diagnoses, agency context, etc) Describe the situation, don't make interpretations or judgments. Then complete the Impact section where you will reflect on the interaction.
- 2. Practitioner Characteristics What are your social identities? How do you think the other person/s perceived your social identities? What was the effect (positive and negative) of these similarities and differences?
- 3. Values, Beliefs, Personal History What personal values, history, beliefs, biases, experiences, identities, ethical positions, etc. influenced you during this interaction?
- 4. Implications (2 parts) Based on your observations in the above sections reflect on the experience. What are your thoughts in terms of future interactions with this person or similar interactions with others in the future in terms of endings? What have you learned about this case or similar cases? How might you handle this situation or similar situations in the future? What will you do next time? What did you learn about yourself? You will need to address the situation as well as the personal characteristics.

SW 430 Gen Practice w Comm & Organization Assignt I-Assessment & Paper



	Unacceptable 0 (F)	Beginner 2.5 (D)	Basic 5 (C)	Proficent 7.5 (B)	Exemplary 10 (A)	Score/Level
1-1.	No evidence in the	Below average ability	Average ability in	Above average ability	Strong ability in	
Advocates	ability to advocate	in collaboration and	collaboration and		collaboration and	
with service	with services users,	advocacy with service	advocacy with service	advocacy with service	advocacy with	
users,		users and working	users and another	users and another	services users and	
including	with other agencies to	with other agencies to	agency, to remove	agency, to remove	multiple agencies, to	
working with	remove barriers.	remove barriers.	barriers and increase	barriers and increase	remove barriers and	
other agencies			access.	access.	increase access.	
to remove	Does not include	Included vague				
barriers.	agencies in	relation to agencies in	Included 1 agency in	Included 2 to 3	Included 3 or more	
	advocating with a	advocating with a	advocating with a	agencies in	agencies in	
Organizational	service user.	service user.	services user.	advocating with a	advocating with a	
assessment				services user.	service user.	
(f, g, h, i, j, l)	Work not submitted	Vaguely or partially	Adequately addresses			
	or did not address (f,	addresses (f, g, h, i,	(f, g, h, i, j, l)	Fully addresses	With great detail	
	g, h, i, j, l)	j, I)		(f, g, h, i, j, l)	addresses	
	Standards OR- Portland State U	andards OR- Portland State University SSW Practice Behaviors (2012)	e Behaviors (2012)			
	 Competency: 1. Identifies as a proference of the property of the pro	essional social worker a ofession, its mission, and	Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit	ingly (2.1.1) Social workers serve as the profession's history. Social worke	ers serve as locial workers commit	
	Practice Behavior: 1.1 Advocates with serv	ractice Behavior: Advocates with service users, including working with other agencies 	ng with other agencies to re	remove barriers		
9-1.	No evidence in the	Below average ability	Average ability in	Above average ability	Strong ability in	
Continuously discovers.	ability to continuously discovering and	in continuously discovering and	continuously discovering and	in continuously discovering and	continuously discovering and	
appraises, and	appraising the	appraising the	appraising the	appraising the	appraising the	
attends to	g context of	changing context of	changing context of	changing context of	changing context of	
changing locales,	practice.	practice.	practice.	practice.	practice.	
populations,	Work not submitted	Vaguely or partially	Adequately addresses	Fully addresses	With great detail	
scientific and	or did not address (a,	addresses	(a, b, g, k, j)	(a, b, g, k, j)	addresses	
technological		(a, b, g, k, j)			(a, b, g, k, j)	
developments,	Standards					
and emerging	OR- Portland State U	OR- Portland State University SSW Practice Behaviors (2012)	e Behaviors (2012)			
societal trends					5	
to provide	evolving organizational,	evolving organizational, community, and societal contexts at all levels of		are illioilled, resourceidt, and practice. Social workers recogr	practice. Social workers recognize that the context of	
services.	practice is dynamic, and	practice is dynamic, and use knowledge and skill to respond proactively				

informed with adequate information to support the conclusions and intervention plan.	uals, lions, ties	Ω.	delivery and st practice to improve the quality of social services. Organizational assessment (d, f, h, l)	٦	Organizational 9 assessment a (a, b, g, k, j) 9-2. Provides No
OR- Portland State Unit OR- Portland State Unit OR- Portland State Unit Competency: 10a-d. Engages, assesse (2.1.10 a - d) Professiona and evaluation at multiple I organizations, and commur interventions designed to a and practice effectiveness; social and economic justice	P.R.E.P.A.R.E not included. Work not submitted or did not address (a, b, c, d, e, g, i, k)	No evidence of the ability to conduct and write assessments.	Standards OR- Portland State Competency: 9. Responds to conte evolving organizational practice is dynamic, an Practice Behavior: 9.2. Provides leadershi	leadership. Work not submitted or did not address (d, f, h, l)	Unacceptable 0 (F) Practice Behavior: 9.1. Continuously discoand emerging societal to the continuous of the continuous o
State University SSW Practice Behaviors (2012) ss, assesses, intervenes, and evaluates individuals, Professional practice involves the dynamic and interactivat multiple levels. Social workers have the knowledge an ind communities. Practice knowledge includes identifying signed to achieve service users' goals; using research arectiveness; developing, analyzing, advocating, and proviomic justice.	P.R.E.P.A.R.E is vague or partially included. Vaguely or partially addresses (a, b, c, d, e, g, i, k)	Below average ability in conducting and writing assessments	andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 9. Responds to contexts that shape practice (2.1.9) Social workers evolving organizational, community, and societal contexts at all levels of practice is dynamic, and use knowledge and skill to respond proactively. Practice Behavior: 9.2. Provides leadership in promoting sustainable changes in service deli	in leadership. Vaguely or partially addresses (d, f, h, l)	Practice Behavior: 9.1. Continuously discovers, appraises, and attends to chand emerging societal trends to provide relevant services evidence of Below average ability Average
OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	Beginning ability to applying P.R.E.P.A.R.E. to their organizational change. Adequately addressed (a, b, c, d, e, g, i, k)	Average ability in conducting and writing assessments.	andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 9. Responds to contexts that shape practice (2.1.9) Social workers are information organizational, community, and societal contexts at all levels of practice practice is dynamic, and use knowledge and skill to respond proactively. Practice Behavior: 9.2. Provides leadership in promoting sustainable changes in service delivery and	leadership. Adequately addressed (d, f, h, l)	nacceptable 0 (F) Beginner 2.5 (D) Basic 5 (C) Proficent 7.5 (B) Exemplary 10 (A Practice Behavior: 9.1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services 9.1. Exemplary 10 (A Proficent 7.5 (B) Exemplary 10 (A Profice Behavior: 9.1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
nilies, groups, organizati rocesses of engagement, a: ills to practice with individually alyzing, and implementing echnological advances; eva	ty to Applies P.R.E.P.A.R.E to the change portion to their of the paper. Fully addresses (a, b, c, d, e, g, i, k) dressed (a, b, c, d, e, g, i, k)	Above average ability in conducting and writing assessments.		in leadership. d Fully addresses (d, f, h, l)	Proficent 7.5 (B) pulations, scientific and tech Above average ability
y groups, organizations, and communities ses of engagement, assessment, intervention, practice with individuals, families, groups, 1g, and implementing evidence-based logical advances; evaluating program outcomes ership for policies and services; and promoting	Thoroughly applies P.R.E.P.A.R.E with great detail to the change portion of the paper. With great detail addresses (a, b, c, d, e, g, i, k)	Strong ability in conducting and writing assessments	med, resourceful, and proactive in responding to . Social workers recognize that the context of practice to improve the quality of social services	leadership. With great detail addresses (d, f, h, l)	. 5
			J		Score/Level

g, i, k)	(a, b, c, d, e,	assessment	Organizationa
	יו		<u>าล</u>

Unacceptable 0 (F) Beginner 2.5 (D)

Basic 5 (C)

Proficent 7.5 (B) Exemplary 10 (A) Score/Level

Sub-Competency: 10b. Assessment (2.1.10b)
Practice Behavior:
10b.3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan

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	Unacceptable 0 (F) Assign 2	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 Score/Level (A)	Score/Level
10b-1. Is able	No evidence in	Below average	Average ability	Above average	Above average	
to determine	the ability to	ability to	то	ability to	ability to	
what data is	collaboratively	collaboratively	collaboratively	collaboratively	collaboratively	
needed to	assess	assess	assess	assess	assess	
ascertain needs	organizations	organizations	organizations	organizations	organizations	
and risks (i.e.		and	and	and	and	
child abuse,	communities.	communities.	communities.	communities.	communities.	
elder abuse,						
interpersonal	Work not			Demonstrates	Demonstrates	
violence) and	submitted or			strong skill to	strong skill to	
formulates	not addressed			perform this	perform this	
questions to	in the			practice	practice	
collaboratively	assignment.			behavior as an	behavior as an	
assess				integral part of	integral part of	
individuals,				his/her practice.	his/her practice.	
families,	Standards					
groups,	OR- Portland S	State University S	OR- Portland State University SSW Practice Behaviors (2012)	aviors (2012)		
organizations, and	Competency: 10a-d. Engages	, assesses, interv	Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,	s individuals, fam	ilies, groups,	
communities.	and interactive p	rocesses of engager	and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families,	ractice with individu	luation at multiple als, families,	
	groups, organiza implementing ev research and tec	tions, and communi idence-based interv hnological advances	groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness;	dge includes identify achieve service user n outcomes and pra	<pre>/ing, analyzing, and s' goals; using ctice effectiveness;</pre>	
	promoting, and promoting social Sub-Competen	promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b)	promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b)	lib tot bolicies and s	services, and	
	10b.1. Is able to do	o determine what	10b.1. Is able to determine what data is needed to ascertain needs and	ascertain needs a	nd risks (i.e. child	
	collaboratively	assess individuals	collaboratively assess individuals, families, groups, organizations, and	organizations, an	d communities	
10b-4. Works	No evidence in	$\boldsymbol{\theta}$ Below average Average ability	Average ability	Above average	Strong ability in	
collaboratively with	the ability to	ability in working	in working collahoratively	ability in working	working collaboratively	
individuals,	collaboratively	collaboratively	with	collaboratively	with	
groups,	organizations,	organizations,	and	organizations,	and	
organizations, and	and communities as	and communities as	communities as experts on their	and communities as	communities as experts on their	
communities as experts on	experts on their problems, areas	٠, .	problems, areas of	experts on their problems, areas	problems, areas of	

10c-2. Implements prevention interventions that enhance service user capacities.	their problems, areas of growth/change, and mutually identifies client centered goals and interventions.	
No evidence in the ability to implement prevention interventions. Work not submitted or	of (F) Assign 2 of growth/change. gro No evidence in the ability to ability to ability to an identifying organizational and community and centered goals. cer work not addressed cor in the assignment competency: 10a-d. Engages, as organizations, and and interactive proce levels. Social workers groups, organizations, implementing eviden research and technol developing, analyzing promoting social and sub-Competency: 10b.4. Works colla communities as exidentifies client cen	
Below average ability to implement prevention interventions. Student provides	racceptable (F) Assign 2 of (C) (F) Assign 2 of growth/change. growth/change. e vidence in θ Below average ability in mutually i mutually in mutually and community and community centered goals. centered goals. ork not britted or provides in taddressed competency: 10a-d. Engages, assesses, intervenes, and evalual organizations, and communities. Social workers have the knowledge and skills to groups, organizations, and communities. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.4. Works collaboratively with individuals, far communities as experts on their problems, areas identifies client centered goals and interventions groups.	
Average ability to implement prevention interventions.	macceptable (F) Assign 2 (D) Growth/change. (B) (A) growth/change. of (B) (A) Average ability in average ability in mutually in mutua	
Above average ability to implement prevention interventions. Demonstrates strong skill to	of growth/change. h Above average ability in mutually identifying organizational and community centered goals. Demonstrates strong skill to perform this practice behavior as an integral part of his/her practice. aviors (2012) aviors (2012) aviors (aviorational part of his/her practice inv nersonal practice inv nersonal practice user noutcomes and prachieve service user noutcomes and prachies, groups, organ f growth/change,	
Strong ability to implement prevention interventions. Exemplary level of competence as she/he	growth/change. 0 Strong ability in mutually identifying organizational and community centered goals. Exemplary level of competence as she/he proactively engages in this behavior. iilies, groups, olves the dynamic sluation at multiple rals, families, ying, analyzing, and services; and mizations, and mutually	
	Score/Level	

Unacceptable 0 (F) Assign 2	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Leve
not addressed	inconsistene		perform this	proactively	
in the	evidence of		practice	engages in this	
assignment.	competency.		behavior as an	behavior.	
			integral part of		
			his/her practice.		
Standards					
OR- Portland St	OR- Portland State University SSW Practice Behaviors (2012)	SW Practice Beh	aviors (2012)		
Competency:					
10a-d. Engages,	assesses, interve	nes, and evaluate	10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,	ilies, groups,	
organizations, a	nd communities (2.1.10 a - d) Profe	organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic	olves the dynamic	
and interactive pr	ocesses of engagem	ient, assessment, ir	and interactive processes of engagement, assessment, intervention, and evaluation at multiple	luation at multiple	
levels. Social work	cers have the knowle	edge and skills to p	levels. Social workers have the knowledge and skills to practice with individuals, families,	als, families,	
groups, organizati	ions, and communiti	ies. Practice knowle	groups, organizations, and communities. Practice knowledge includes identifying, analyzing, an	ying, analyzing, and	
implementing evic	dence-based interver	ntions designed to	implementing evidence-based interventions designed to achieve service users' goals; using	s' goals; using	
research and tech	nological advances;	evaluating progran	research and technological advances; evaluating program outcomes and practice effectiveness	ctice effectiveness;	
developing, analy:	zing, advocating, an	d providing leaders	developing, analyzing, advocating, and providing leadership for policies and services; and	services; and	
promoting social a	promoting social and economic justice	Į.			
Sub-Competency	Sub-Competency: 10c. Intervention (2.1.10.c)	on (2.1.10.c)			
Practice Behavior:	or:				

SW 430 Generalist Practice with Communities and Organizations Course Syllabus

Michael Taylor, MSW, Ph.D. Course Time:

Email: motaylor@pdx.edu Office Hours: Tuesdays 2-5pm or by appt.

Office Location: ASRC 620M Credits: 3

Phone: (503) 725-8589 Pre-requisites: SW 351

Course Description

The purpose of this course is to prepare students to intentionally and effectively work with organizations and communities. Skills will be developed in the context of social work values and ethics, with special attention to social and economic justice. Prerequisite: SW 351 and must be admitted to the major.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.1 Identifies as a professional social worker and conducts self accordingly.

1.1 Advocates with service users, including working with other agencies to remove barriers.

2.1.9 Responds to contexts that shape practice

- 9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10a-d Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities

10b.1 Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities.

10b.3 Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

10b.4 Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions.

10c.2 Implements prevention interventions that enhance service user capacities.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Kirst-Ashman, K. & Hull, G. (2012). Generalist Practice with Organizations and Communities, Fifth Edtion, Brooks/Cole. ISBN 978-0-8400-3374-1

Waller, M. (2001). Resilience in EcoSystemic Context: Evolution of the Concept. *American Journal of OrthoPsychiatry*, 71(3) pp. 290-97.

Chehimi, S., Cohen, L. & Valdovinos, E. (2011). In the first place: community prevention's promise to advance health and equity. *Environment and Urbanization, International Institute for Environment and Development (IED)*, 23(1), pp.71-89.

Assignments

Assignment #1 – Organizational Assessment	100 points
Assignment #2 – Community Assessment and Presentation	100 points
Attendance and Participation	100 points

Final Grades are based on the calculation of point value for each assignment and activity, based on rubrics, attendance, and peer review. x/300 = %. Final Grades are calculated by the standards for undergraduate students with grades awarded from A-F based on the calculated percentage of overall course requirements.

Evaluation and Grading

A grade of C or higher is required to pass this course. Explanations of letter grades are in the BSW Student Handbook. Please take some time to review the Grading System, Student Conduct Code, and the Academic Honesty and Integrity policies of in this handbook.

Except as noted on the assignment syllabus, assignments must be turned in as hard copies at the beginning of class, or uploaded to D2L before class on the date and in the format specified or they will be considered late, unless an alternate plan has been approved due to illness or accommodations.

Assignments will be graded based on both the content (thoroughness, clarity, completeness, depth, substantiation) and the style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). They are to be typed, double-spaced, with 1-inch margins and 12-point font, and following the American Psychological Association (APA) style for citations and references.

Attendance and Professional Behavior

The profession of social work requires a high level of personal integrity and self-awareness. The demonstrations of professionalism in classroom behavior are as follows:

- Being present and engaged in classroom activities
- Participation in a respectful learning environment includes:
 - o Arriving to class on time,
 - o Coming back from breaks on time,
 - o Turning off your cell phones, not text messaging,
 - O Not talking to another student(s) during lecture(s) or when a classmate is speaking
 - O Staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

A significant amount of learning takes place during class; thus attendance and participation are important and expected. For some people participation in the large group is difficult, so there will be ample time for you to process, experiment, and discuss in small groups.

SW 430 Weekly Schedule

Week	Topic	Readings	Assignment
1	Introduction Class structure;	Access e-Course	
	Generalist Practice with	Reserves and read Kirst	
	Organizations and Communities;	Chap. 1 and 2 prior to	
	The Manifestation of Racial, Gender,	next class,	
	and Sexual Orientation Oppression		
2	Generalist Practice with	Kirst-Ashman:	Due: Turn in interest card and
	Organizations and Communities;	Ch. 1 & 2	post picture and interests to
	Using Micro Skills in the Macro		D2L by class time.
	Environment		
3	-Group Skills for Organizational and	Kirst-Ashman: Ch. 3 &	Form Community Study
	Community Change	4	groups in class; Due: Post
	-Understanding Organizations		introductions to Community
			Study group on D2L and
			organize communication
4	-Decision Making for Organization	Kirst-Ashman: Ch. 5	Due: Draft of Organizational
	Change		Assessment for Peer Review
		TZ' A 1 01 =	in class.
5	Project Implementation and	Kirst-Ashman: Ch. 7 &	Due: Assignment I
	Program Development;	8; Waller, M.	Organizational Assessment
	Understanding Neighborhoods and	(2001)pp. 290-297.	
	Communities	IZ' . A 1 C 0 0 40	
6	Macro Practice in Communities;	Kirst-Ashman: C 9 & 10	
	Advocacy and Social Action with	Chehimi, S., Cohen, L.	
	Populations at Risk	& Valdovinos, E.	
7	Ethics and Ethical Dilemmas in	(2011).pp 71-89 Kirst-Ashman: Ch 12 &	
/		14	
	Macro Practice; Developing and	14	
8	Managing Agency Resources -Stress and Time Management	Kirst-Ashman: Ch 15	Peer Review for group project
O	-Stress and Time Management	Kirst-Asimian. Cir 13	participation in class and
			complete confidential survey
			on D2L
9	Holiday		VII D2LI
10	-Final Class: Community Assessment		Due: Assignment 2:
	and Intervention		Community Assessment and
			Intervention
			-Group Presentations of
			Community Project
Finals	Complete group, peer, and course		Due: Assignment 2:
Week	evaluations in class or online		Community Assessment and
			Intervention; Group
			Presentations of Community
			Project

Assignments and Directions for Completion

Assignment I: Organizational Assessment and (Paper)

This assignment will assess the following practice behaviors: 1.1, 9.1, 9.2, 10b-3. The goal of the Organizational Assessment is to assess the organizational structure of an Agency and its' possible impact on service users, community and related organizations, as it relates to social work practice.

- 1. Learn how to Define Organizations, Social Services and Social Agencies
- 2. Learn how to apply Organizational Theories and Conceptual Frameworks to Field Placement.
- 3. Learn about Social Agencies as Systems.
- 4. Learn how to view Organizations from systems perspective.
- 5. Learn the Macro Context of Organizations.
- 6. Learn methods of management in the context of social work practice.
- 7. Lean about common problems encountered in Organizations.
- 8. Learn how to implement the seven steps to a Planned Change Process.

Include the following:

- a) What's the agency mission/goals and describe programs/services offered to accomplish that mission/goals? Identify what program you are in and your role as a social worker. (Kirst, pp. 142-150)
- b) What is the Organizational Theory and conceptual framework? (Kirst, pp. 128-136)
- c) What type of an organization is your field placement? Is it a social service or social agency? (Kirst, pp. 126-128) Is the agency public, private, for profit, nonprofit, religious?
- d) What is the management style of the field placement.
- e) From a systems perspective what are the Input(s), Process, Output(s), and Outcomes of the Field Placement? (Kirst, pp. 141-142)
- f) How does the organization obtain input from services users, workers, community members, and other organizations?
- g) How is the changing macro environment and resources impacting your field placement? What is the impact on the community your agency serves? (Kirst, pp. 158-161)
- h) What are the possible barriers that prevent access and what agencies maybe incorporated in to eliminating barriers?
- i) What is the organization structure? How do staff have input into policy and programming decisions? (Kirst, pp. 150-158)
- j) How does the agency assure it is providing culturally relevant services that meet the needs of diverse populations? If they don't have a process, why not, and how do they know they are meeting the needs of the community?
- k) How might P.R.E.P.A.R.E. look with your field placement in mind? (Kirst, pp. 194-211)
- l) What are the processes that include service users to address barriers to change and improve the organization?

Assignment II: Community Assessment and Intervention

This assignment will assess the following Practice Behaviors: 10b-1, 10b-4, and 10c-2. The goal of this assignment is to work as a group to identify a community and explore a social concern using the strategies in the assigned readings. Each group is responsible for a term project that assesses the community issue and describes an intervention plan at the Community level.

Community Assessment and Intervention

Groups will be assigned by the instructor to maximize the diversity and expertise for each group to develop a plan for community assessment and intervention. This assignment will build skills and assess the practice behaviors 10b-1; 10b-4; and 10c-2 as detailed in the course objectives.

Assignment

In collaboration with a group of your peers, you will identify a community and explore a social issue using the strategies in the assigned readings. Each group is responsible for a term project that assesses the community issue and describes an intervention plan at the Community level. You will work as a group to define the social problem or issue, and research and identify community-level interventions, which could have an impact on the problem. This may include actively participating with existing efforts or key individuals in the community to create your assessment and intervention plan.

- 1. Individual requirements Asset Map and analysis Collaborate with your group to develop an edocument, containing a graphic and 1 page summary for your instructor to provide assessment and feedback, meeting the below requirements:
 - (a) Identify a theory and apply a framework for assessing community assets and risk factors (Kirst pp. 281-91; 336-40).
 - (b) Your individual asset map and analysis will demonstrate your understanding of the collaborative assessment on a community, with a detailed description of needs, risks and strengths. This assignment will be developed collaboratively and scored individually on TaskStream (Practice Behavior 10b-1)
- 2. Group Community Research Products and Presentation --
 - (a) Class Presentation Prepare and present a 30-minute briefing for the class that includes your collaborative assessment and describes plan to implement an intervention that may reduce or prevent the issue or problem identified in your community. Your briefing will include a PowerPoint or electronic poster visible to all in class and provided to the instructor. Your assignment will be developed collaboratively and uploaded and scored individually on TaskStream (Practice Behavior 10c-2)
 - (b) Plan and collaborate as a group to research and synthesize the information and facilitate a discussion which engages the class in critical thinking regarding your community assessment, the problem or concern and the intervention plan. This presentation will demonstrate the mastery of group collaboration and individual competence to synthesize and verbally present a part of the assessment and intervention plan. Your score on this element of the assignment will be based on assessment of your peers in group and the class. (Practice behavior 10b-4)

Your presentation will include: Characteristics of the target population and community; the need or issue that is a community concern; examine forces that maintain this problem and identify resources and challenges in the community. Imagine, describe or participate in a sustainable intervention that would enhance the assets or strengths of this community and improve outcomes for its members. (Kirst pp. 344-48)

During the final two weeks of class each group will present, using an electronic poster board or 6-8 power point slides, providing an overview of your community and the issue or concern, highlighting important facts, debates, controversies, service gaps, and your proposed intervention. The aim is to educate, inform and hopefully activate your colleagues.

Your group will utilize academic resources, governmental publications as well as key informants from the community and your group members. To accomplish this you will need to interview community-based stakeholders; at least one of who is a community member impacted by the issue or concern. The expectation is that you not only understand the problem intellectually, but also from the personal standpoint through active listening and interviewing key stakeholders and consumers, including your own group members, to inform and synthesize your assessment. Your presentation will demonstrate collaboration among your members to gather and analyze this information and interviews.

SW 431 Gen Practice with Individuals & Families Assignt # 1 Social Created Is taskstream History/Social Assessment

Score/Level	Exemplary 10	Proficient 7.5	Basic 5	er 2.5	Beginner 2.5	0	Unacceptable 0	
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	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Leve
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what data is	basic information	the individual or	ability to determine	complete, and reflects	complete, and reflects complete, and reflects	
ascertain	family.	inaccurate, irrelevant.	needed and to gather	inquiry into all	inquiry into all	
needs and		and/or inconsistent.	and organize the	present and historical	present and historical	
risks (i.e.			data, though	data that is relevant	data that is relevant	
child abuse,			information is at	to the current	to the current	
elder abuse,			times incomplete,	situation. Data	situation. Data	
interpersonal			inaccurate, irrelevant,	appears complete,	appears complete,	
violence) and			inconsistent, OR is		accurate and	
formulates			poorly written such	consistent throughout	consistent throughout consistent throughout	
questions to			that assessment is	the assessment and	the assessment and	
collaboratively			hard to understand.	any inconsistencies	any inconsistencies	
dssess				are explained, where	are explained, where	
individuals,				relevant, assessment	relevant, assessment	
draines,				SHOWS attention to	snows accention to	
organizations				abuse but lacks the	ablise AND	
and				individual or family's	Assessment reflects	
communities				perspective and	the individual or	
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	Standards				issues/problems.	
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	interventions, and com	munities. Practice knowledg to achieve service users' go	ge includes identifying, and bals; using research and te	organizations, and communities: Fractice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes	vidence-based Jating program outcomes	
	and practice effectivene	ess; developing, analyzing,	advocating, and providing	and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting	services; and promoting	
	Sub-Competency: 10b. As	Sub-Competency: 10b. Assessment (2.1.10b)				
	10b.1. Is able to deta	ermine what data is need	ded to ascertain needs a	10b.1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse,	, elder abuse,	
	organizations, and communities	ommunities	ייסווא נס כטוומטטו מנואפוץ מ	organizations, and communities	s, groups,	
10b-2 - Is		Assessment contains	Assessment	Assessment is	Assessment is	
able to assess	done or lacks even	minimai data about	demonstrates an	tnorougn and	tnorougn and	

service users using a	Unacceptable 0 basic information about individual or family	Beginner 2.5 the individual or family and/or is inaccurate irrelevant	Basic 5 attempt to provide a holistic perspective, though information is	Proficient 7.5 complete, and reflects a holistic perspective on the individual or	Proficient 7.5 Exemplary 10 complete, and reflects complete, and reflects a holistic perspective a holistic perspective on the individual or on the individu	Score/Level
perspective, including physical, emotional, social, spiritual, cultural,		and/or inconsistent.	inaccurate, irrelevant, inconsistent, OR is poorly written such that assessment is hard to understand	individual or family's perspective on factors that are important to the current situation.	individual or family's Assessment also perspective on factors reflects the individual that are important to or family's the current situation. perspective on factors that are important to that are important to	
personal and	Standards OR- Portland State	andards OR- Portland State University SSW Practice Behaviors (2012)	e Behaviors (2012)			
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	Sub-Competency: 10b. As Practice Behavior: 10b.2. Is able to assess s cultural, economic, perso	Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective	holistic perspective, inc service users' perspectiv	luding physical, emotior	nal, social, spiritual,	
10b-3 - Conducts and	Assessment was not done or lacks even	Assessment contains minimal data about	Assessment is well written, demonstrates	Assessment is well written, strengths-	Assessment is well written, thorough,	
writes assessments of individuals,	basic information about individual or family.	the individual or family and/or is not strengths-based or	an attempt to be strengths-based and culturally informed,	based and culturally informed; though conclusions and/or	strengths-based, and culturally informed; conclusions and	
families, groups, organizations,		culturally informed. Conclusions and intervention plans are	but information is at times incomplete, inaccurate, irrelevant,	intervention plan are not clearly tied to and/or supported by	intervention plans are supported by the assessment data.	
and communities		not supported by the assessment data. OR	and/or inconsistent. AND/OR Conclusions	the assessment data.		
strengths- based and		written.	plans are not supported by the			
culturally informed with	Standards		assessment data			
adequate information to	Standards OR- Portland State Competency:	andards OR- Portland State University SSW Practice Behaviors (2012) Competency:	e Behaviors (2012)			
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	organizations, and communities that are	ups, organizations, and o	Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan	Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.3. Conducts and writes assessments of in strengths-based and culturally informed with	Sub-Competency: 10b Practice Behavior: 10b.3. Conducts and v strengths-based and c	
	services; and promoting	and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	advocating, and providing	ss; developing, analyzing,	and practice effectiveness; cosocial and economic justice.	plan.
	Jating program outcomes	interventions designed to achieve service users' goals: using research and technological advances: evaluating program outcomes	oals: using research and te	o achieve service users' di	interventions designed to	intervention
Score/Level	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Unacceptable 0	

SW 431 Assign # 2 Service Contract and Interv Plan (Case Presoral or writ

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taskstream

10c.3 - Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention	10c.1 - Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.	resolve problems and enhance capacities
10c.3 - Case presentation Understands was not done or the social work role, factors that impede or could articulate the promote roles of a social work change, and service user responsibility in responsibility for the intervention Case presentation was not done or evidence student could articulate the roles of a social work and/or the individual or family's intervention	Case presentation Case was not done or tho done or tho evidence of how to how prioritize goals, steps prioritize goals, or to a initiate action to achieve the goals. bee Standards OR- Portland State Univ Competency: 10a-d. Engages, assesses (2.1.10 a - d) Professional and evaluation at multiple le organizations, and communi interventions designed to ac and practice effectiveness; oscial and economic justice. Sub-Competency: 10c. In Practice Behavior: 10c.1. Prioritizes needs/1	Unacceptable 0 OR- Portland State Univ Competency: 10a-d. Engages, assesses (2.1.10 a - d) Professional and evaluation at multiple le organizations, and communi interventions designed to ac and practice effectiveness; c social and economic justice. Sub-Competency: 10b. As Practice Behavior: 10b.5. Utilizes different in communities to resolve p
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		Score/Level

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OR- Portland State University SSW Practice Behaviors (2012) OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management)	OR- Portland State University SSW Practice Behaviors (2012) Competency: Compet	steps to implement	Exemplary 10
iλ	· ν — ίχ		Score/Level

SW431 Generalist Social Work Practice with Individuals and Families Course Syllabus

Instructor: Sam Gioia, MSW Course Time: Tuesday 5:30-8:20 PM

Email: gioia@pdx.edu Office Hours: Thursdays 1-5

Office: ASRC 620-H Credits: 3

Phone: please email Pre-requisites: SW 351, SW 430

Course Description

Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course focuses on helping students to develop assessment and intervention skills for working with individual and families. Students will learn how to gather the information that is necessary for a holistic assessment, how to work collaboratively with service users in defining goals, and how to select and facilitate appropriate interventions. Prerequisites: SW 351, SW 430.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(b)—Assessment

- 10b.1 Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities.
- 10b.2 Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective.
- 10b.3 Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.
- 10b.4 Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions.
- 10b.5 Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities.

2.1.10(c)—Intervention

- 10c.1 Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.
- 10c.3 Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.

10c.4 Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management).

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Sheafor, B.W. and Horejsi, C.J. (2012) Techniques and Guidelines for Social Work Practice, Allyn & Bacon:Boston.

The instructor reserves the right to add additional readings if necessary.

Assignments

Attendance	20 points
Social Assessment + genogram + ecomap	40 points
Service Contract and Intervention Plan	40 points
T	otal points: 100 points

Evaluation and Grading

Grading Scheme

100% - 93%	Α	82.9% - 80%	В-	69.9% - 67%	D+
92.9% - 90%	A-	79.9% - 77%	C+	66.9% - 63%	D
89.9% - 87%	B+	76.9% - 73%	C	62.9% - 60%	D-
86.9% - 83%	В	72.9% - 70%	C-	59.9% or Less	F

Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment i.e. arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class.

A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development; thus attendance and participation are expected and you are to inform me if you will be absent. You are responsible for finding out what happened in the class you missed and getting any handouts.

Since this is a practice class you will be actively engaged in practicing social work skills and offering feedback in your small groups. A high percentage of your grade (20%) is attendance so much is

expected. Full participation means:

- bringing your talking points from the assigned chapter to share and turn in
- talking in class
- being on task both in small groups and in large class discussions (talking while the instructor is talking is inconsiderate and counter-productive)
- volunteering in your small group to role play and also offering feedback when you are in the observer role

SW431: Weekly Schedule

Week	Topic	Readings	Assignments
1	Introduction of the Class; Overview of syllabus; Assessment of student abilities and interests		
2	Practice Frameworks for Social Work	Sheafor & Horejsi Chapter 6, p. 58-83: practice frameworks, generalist perspective, ecosystems; strengths perspective	
3	Intake and Engagement	Sheafor & Horejsi Chapter 10, p. 141-162; Intake and engagement; clarifying a client's problem; making a referral; ABC Video: Engagement, Assessment, Intervention, and Evaluation; Practice: Role play ABC video	
4	Data Collection and Assessment	Sheafor & Horejsi Chapter 11, p. 171-218: social assessment report, mapping, assessing strengths; assessing client's social functioning; Case Study: Carletta; Draft of Social History and Social Assessment (paper copy); Practice: Review and revise drafts; Peer Practice: Genogram	
5	Contracting and Planning	Sheafor & Horejshi Chapter 12, p. 226-242; The client need list; written service contacts; target problems; Case Study: Betty & Charlie Bristol; Peer Practice: Genogram	Final Draft of Social History/ Social Assessment
6	Intervention & Monitoring	Sheafor & Horejsi Chapter 13, p. 253-286;Planning an interview, contracting, reframing;Peer Practice: Ecomap	Assignment 1: Social History/ Social Assessment
7	Evaluation and Termination	Sheafor & Horesji Chapter 14, p. 318-342; Measuring change, rating scales, termination of service; Peer Practice: Ecomap & genogram	
8	Vulnerable Groups	Sheafor & Horejsi Chapter 15, p. 353-421; Client's experiencing poverty; client who is an adolescent, grandparent, GLBT, etc; Competency Video: Research-Based Practice; Role Play: Service Contract	
9	Presentations		Assignment 2: Service Contract and Intervention Plan
10	Presentations; End of quarter; Next term; Course Evaluation		Assignment 2: Service Contract and Intervention Plan

Note: Changes may be made in this weekly schedule based on unexpected weather conditions or other unforeseen circumstances beyond the control of the instructor.

Assignments and Directions for Completion

Assignment #1: Social History/Social Assessment (Week 5) - Uploaded to TaskStream

One of the key steps in social work practice is the assessment process. This requires social workers to identify what information is relevant to the presenting situation, gather that information, and write up a social history. Your work on this assignment will allow you to demonstrate the following practice behaviors. Your grade on this assignment will be based in the rubric that is at the end of these assignments.

- Practice Behavior 10b-1- Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities.
- Practice Behavior 10b-2 Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective.
- Practice Behavior 10b-3 Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

Select a case from your field placement where you have or will have sufficient social history to write a social assessment.

Part I:

Complete a social assessment report, as outlined in Sheafor & Horejsi Chapter 11, using the formatting in Section 11.2, Figure 11.1 (pg. 180). Later sections in Chapter 11 will assist you in thinking about important areas (roles, social supports, strengths, etc). of the assessment. Your impression and assessment needs to be supported by the history and formulated from a culturally informed and strengths perspective.

For sections where you don't have complete information, clarify why you don't have the information and whether you think this information could be relevant to the presenting problem.

Part II:

Complete an Ecomap and Genogram as outlined in Sheafor & Horejsi Chapter 11, Section 11.2. These may be handed in as hard copies if you draw them by hand.

Assignment #2: Service Contract and Intervention Plan (Weeks 9 & 10)

Students will develop an intervention plan, identifying the needs and goals, objectives, intervention strategies and present the case to the class. Following the presentation students will work in small "consultation" groups to get feedback and discuss the case

- Practice Behavior 10b-4 Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions.
- Practice Behavior 10b-5 Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities

- Practice Behavior 10c.1 Prioritizes needs/goals, steps to achieve goals, and initiates actions
 to achieve identified goals.
- Practice Behavior 10c.3 Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.
- Practice Behavior 10c.4 Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management).

Part I:

Select a case from your field placement where client goals have been defined. Complete the case presentation outline (next page) and an Ecomap and Genogram. Bring enough copies to class for the instructor and each student in your consultation group. ALSO UPLOAD THESE DOCUMENTS TO TASKSTREAM. This provides a brief discussion of the client and the issues to be discussed.

Part II:

On your assigned day, present your case to the whole class using the outline. Present enough information to allow for a discussion of the key issues, though you are not expected to present everything you know about the case. You will have approximately 10 minutes to present the case. After all the cases have been presented for that day you will break up into your consultation groups in which your colleagues (classmates) will ask questions, engage in discussion, and make constructive suggestions about intervention possibilities.

Outline for Client Information

- 1. Client Introduction and Context: Briefly describe the client (age, identified sex, relationship status, ethnicity, etc), agency context, and your role.
- 2. Presenting Problem/Concern; Precipitating Event: Briefly discuss what brings them to the agency; include client's definition of the problem, as well as relevant information from referral sources and any information about alternative definitions of the problem (DHS, court, family member, agency, school, etc)
- 3. Case Goals and Objectives (Chapter 12): Describe the case goals (maximum 3), making sure to clarify who defined these goals and whether the client agrees with them. Describe the objectives for each goal, making sure they are clear and measurable
- 4. Practice Model (Chapter 6): Describe the practice theory or model that you are using with this case and your rationale for choosing this.
- 5. Issues/Dilemmas/Questions: Identify any issues, dilemmas and/or questions that you would like your "consultation" group to discuss.

Assignment adapted from: Sheafor, B. (2012) Colorado State Senior Seminar, SOWK 492, Pearson Education

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10b-4 works	Group proposal	Group proposal	Group proposal	Group proposal	Group proposal	
with individuals.	did not contain statement of	the purpose and goals of the	purpose and goals of the	purpose and goals of the	purpose and goals of the	
families,	purpose and	group and it is	group, though it	group and how	group and	
groups,	goals.	not clear how	is not clear how	these are tied	articulated how	
organizations		these goals are	these are tied	to client	these are tied	
communitiesas		problem or	problem or	need, though it	problem or	
experts on		need	need.	lacked service	need, using	
their problems,				user voice in	information	
areas or growth/change				tying the goals	Trom services	
and mutually					as the	
centered goals					literature.	
and	Standards					
ווינט אנוונוטוט.	Competency: 10a-d. Engages	, assesses, interv	Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,	s individuals, fam	ilies, groups,	
	groups, organiza implementing ev	kers have the know tions, and communidence-based intervious	levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' using the based interventions designed to achieve service users' based interventions.	ractice with individude includes identify achieve service user	als, families, ing, analyzing, and s' goals; using	
	research and tec developing, analy promoting social	research and technological advances; e developing, analyzing, advocating, and promoting social and economic justice.	research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	n outcomes and prac hip for policies and s	etice effectiveness; services; and	
	Sub-Competency: Practice Behavior:	Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior:	nt (2.1.10b)	•	•	
	communities as identifies client	communities as experts on their problems, areas identifies client centered goals and interventions	communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions	f growth/change,	and mutually	
10b-5 - Selects appropriate intervention	Group proposal Group proposal was not done or was vague on the bow the	Group proposal was vague on how the	Group proposal identified how	Group proposal Gi clearly identified clearly identified clearly interventions	Group proposal Group proposal clearly identified clearly identified	
strategies to help	evidence to	intervention is uniquely	is connected to	that were uniquely	intervention is uniquely	
individuals, families,	appropriateness of the	connected to client system	(individual, family,	connected to client system	connected to client system	
groups, organizations,	intervention.	(individual, family,	community, organization)	(individual, family,	(individual, family,	

	and communities to resolve problems and enhance capacities	
Standards OR- Portland Stat Competency: 10a-d. Engages, a: organizations, and and interactive proce levels. Social worker groups, organization implementing evider research and techno developing, analyzin promoting social and Sub-Competency: Practice Behavior: 10b.5. Utilizes diff organizations, and		Not acceptable 0
andards OR- Portland State University SSW Practice Competency: 10a-d. Engages, assesses, intervenes, and evorganizations, and communities (2.1.10 a - d) and interactive processes of engagement, assessmely levels. Social workers have the knowledge and skill groups, organizations, and communities. Practice himplementing evidence-based interventions design research and technological advances; evaluating pedeveloping, analyzing, advocating, and providing lepromoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.5. Utilizes different intervention strategic organizations, and communities to resolve promoting social and communities to resolve progenizations.	community, organization) needs.	Beginner 2.5
OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, organizations, and communities (2.1.10 a - d) Professional practice and interactive processes of engagement, assessment, intervention, and levels. Social workers have the knowledge and skills to practice with indi groups, organizations, and communities. Practice knowledge includes ide implementing evidence-based interventions designed to achieve service research and technological advances; evaluating program outcomes and developing, analyzing, advocating, and providing leadership for policies a promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.5. Utilizes different intervention strategies to help individual organizations, and communities to resolve problems and enhance	needs, though these were not totally clear and not supported by professional literature.	Basic 5
OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, an implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b) Practice Behavior: 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities	community, organization) needs and uses 1-4 professiona references to support this connection.	Proficient 7.5
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		Score/Level

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10a-3 - Collaboratively develops the purpose and focus of the work.	Collaboratively was not done or att develops the contained no collaboratively de focus of the work. work. Standards OR- Portland Stat Competency: 10a-d. Engages, as organizations, and and interactive proceed levels. Social worker organizations, and collaborative practice Behavior: 10a-3. Collaborative or att done	oup role-play Group role-play Group role- as not done or attempted to collaboratively defined the purpose and oup members. focus of the group, but process was incomplete and/or awkward. from group members awkward. from group members awkward a incomplete clarification awkward. and/or awkward. from group members a did not incled and on the clarification awkward. andards OR- Portland State University SSW Practice Competency: 10a-d. Engages, assesses, intervenes, and evorganizations, and communities. Practice knowledge implementing evidence-based interventions design research and technological advances; evaluating pudeveloping, analyzing, advocating, and providing lepromoting social and economic justice. Sub-Competency: 10a. Engagement (2.1.10a) Practice Behavior: 10a.3. Collaboratively develops the purpose a	oup role-play Group role-play Group role-play Group role-play as not done or attempted to collaboratively defined the illaboratively defined the collaboratively defined the purpose and purpose and purpose and process was and/or scripted incomplete and/or clarification awkward. AND/OR did not confident, and and/or awkward and/or scripted and/or confident, and include all group members. AND/OR did not confident, and include all group client centered, and and/or awkward and/or scripted and/or confident, and include all group members and did not include all group members. AND/OR did not confident, and include all group client centered, and and/or awkward. AND/OR did not confident, and include all group client centered, and and/or awkward. AND/OR did not confident, and include all group client centered, and and or include all group members. AND/OR did not confident, and include all group client centered, and and or include all group client centered, and prough members. AND/OR did not confident, and include all group client centered, and and or include all group members. AND/OR did not confident, and including all group client centered, include all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all group client centered, and evidence of including all group members. AND/OR did not confident, and including all group client centered, and ont include all group members. AND/OR did not confident, and including all group client centered, and ont include all group members. AND/OR did not confident, and including all group client centered, and including all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all group members. AND/OR did not confident, and including all	Group role-play Group role-play collaboratively defined the purpose and focus of the group, though group in a style was scripted was relaxed, AND/OR did not confident, and include all group client centered, members evidence of including all group members sional practice involves the dynamic tervention, and evaluation at multiple actice with individuals, families, groups des identifying, analyzing, and chieve service users' goals; using outcomes and practice effectiveness; nip for policies and services; and	Group role-play collaboratively defined the purpose and focus of the group in a manner that was relaxed, confident, and client centered, showing evidence of including all group members. Ilies, groups, lives the dynamic uation at multiple als, families, groups, lyzing, and goals; using tice effectiveness; ervices; and	
Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.	Sample sessions Sample sessions Sample sessions Sample sessions of group were of group were not done or contained no evidence of how was unclear how goals and to prioritize the goals or the steps or actions would goals. Sample sessions solve group were of group were of group were of group were complete, complete and clearly prioritized goals in achieve goals in each session.	Sample sessions Sample se of group of group identified some attempted goals, though it prioritized was unclear how goals and they were prioritized or what steps or actions would be required in were not each session to and concin	Sample sessions of group attempted to prioritized the goals and identify steps and actions to achieve them, though they were not clear and concise.	Sample sessions of group were complete and goals were clearly prioritized, though specific steps and actions to achieve goals in each session	Sample sessions of group were complete, clearly prioritized goals, steps and actions to achieve goals in each session.	

								phase.	intervention	in the	responsibility		change, and	promote	impede or	factors that	work role,	the social	Understands	10c-3 -															
OR- Portland (Competency: 10a-d. Engage: organizations, and interactive personal woods)	Standards				process.	the group	responsibility for encourage	organization)	community,	family,	(individual,	client system's	work and/or the	roles of a social	articulate the	student could	evidence	contained no	was not done or	Group role-play	identified goals	10c.1. Prioritiz	Sub-Competency: Practice Behavior:	promoting social	developing, anal	research and tec	organizations, ar	levels. Social wo	and interactive p	10a-d. Engages	Competency:	Standards OR- Portland 9			Not acceptable 0
State University S s, assesses, intervand communities of engager rkers have the know			the group.	all members of	participation of	active	· encourage	the group to	initiate steps in	unable to	student was	groups, but	phase with	intervention	roles in the	and service user	of social work	some awareness	demonstrated	Group role-play	Vi	es needs/goals, st	Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior:	promoting social and economic justice.	yzing, advocating, aı	hnological advances	idono based intervi	rkers have the know	rocesses of engager	s, assesses, interv	•	State University S	goals.	achieve the	Beginner 2.5
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aviors (2012) s individuals, fam essional practice involutervention, and eval ractice with individuals		successful.	was not always	the process, but	participate in	actively	members to	support group	empower and	attempted to	groups and	phase with	intervention	roles in the	service user	social work and	awareness of	demonstrated	clearly	Group role-play		als, and initiates a			hip for policies and s	n outcomes and prac	ades identitying, and	ractice with individua	ntervention, and eval	essional practice invo		aviors (2012)	articulated.	were not clearly	Proficient 7.5
ilies, groups, blves the dynamic luation at multiple als, families, groups,		process.	the group	participate in	to actively	group members	supporting the	empowering and	skills in	exceptional	groups and used	phase with	intervention	roles in the	service user	social work and	awareness of	demonstrated	clearly	Group role-play		ctions to achieve				tice effectiveness;	lyzing, and	levels. Social workers have the knowledge and skills to practice with individuals, families, groups,	uation at multiple	ilies, groups,	•				Exemplary 10
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ce knowledge includes identifying, analyzing, and titions designed to achieve service users' goals; using avaluating program outcomes and practice effectiveness; providing leadership for policies and services; and 1 (2.1.10.c) 1 (2.1.10.c)	organizations, and communities. Practice knowledge incluinglementing evidence-based interventions designed to a research and technological advances; valuating program developing, analyzing, advocating, and providing leadersh promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c-5 - Group session Ontent and content included internation on some awareness planned specifics weren't with student could planned specifics weren't with and endings. though specifics weren't specifics and clear AND/OR individuals, planned gendings, though clear AND/OR individuals, process for there were no the skill was not demonstrated in the role-play. Standards Organizations Standards Organizations, and communities (2.1.1.0 a - d) Profess and interactive processes of engagement, assessment, int levels. Social workers have the knowledge and skills to proganizations, and communities (2.1.1.0 a - d) Profess and interactive processes of engagement, assessment, int levels. Social workers have the knowledge inclusion program developing, analyzing, advocating, and providing leadersh promoting social and economic justice. Sub-Competency: 10c.5. Facilitates intentional and planned processes individuals, families, groups and community organized.	Not acceptable Beginner 2.5
and sion sion early ated a proper skill lay. s, amic lay. s, amic lay. with with	organizations, and communities. Practice knowledge includes identifying, an implementing evidence-based interventions designed to achieve service use research and technological advances; evaluating program outcomes and produced promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.3. Understands the social work role, factors that impede or pronservice user responsibility in the intervention phase oup session Group session Group session content included content clearly demonstrated information on process for the need for endings, though planned endings there were no the skill was not demonstrated in demonstrated in the role-play. andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10c. Intervention designed to achieve service use research and technological advances; evaluating program outcomes and programizations, and communities. Practice knowledge includes identifying, and promoting social and economic justice. 10c.5. Facilitates intentional and planned processes for transitions and community organizations.	Basic 5
	alyzing, and alyzing, and rrs' goals; using actice effectiveness; services; and Group session content clearly a demonstrated a process for facilitating planned endings in all 3 sessions AND this skill n was demonstrated in the role-play. In was demonstrated in the role-play. In was demonstrated in the role-play. alyzing, and endings with and endings with	ŢŢ.

SW 432 Assignment # 3: Small Group Assessment

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	os, organizations, h adequate	Practice behavior: 10b.3. Conducts and writes assessments of individuals, families, groups, and communities that are strengths-based and culturally informed with a information to support the conclusions and intervention plan	Practice benavior: 10b.3. Conducts and writes assessments of individuals, famil and communities that are strengths-based and culturally information to support the conclusions and intervention plan	or: s and writes asses ss that are strengt support the conclu	10b.3. Conducts ar and communities t information to sup	
	rvices; and	developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b)	nd providing leadershe. nt (2.1.10b)	developing, analyzing, advocating, and providing lepromoting social and economic justice. Sub-Competency: 10b. Assessment (2.1.10b)	developing, analy promoting social Sub-Competenc	
	goals; using ice effectiveness;	implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness;	evaluating program	dence-based interve inological advances;	implementing evi research and tech	
	s, families, groups, zing, and	levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and	edge and skills to pr	kers have the knowld communities. Prac	levels. Social wor	
	les, groups, ves the dynamic ation at multiple	Tua-q. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple	2.1.10 a – d) Profe ent, assessment, inf	, assesses, interve and communities (ocesses of engagem	organizations, a	
				; ;	Competency:	
		viors (2012)	andards OR- Portland State University SSW Practice Behaviors (2012)	tate University S	Standards OR- Portland S	ntervention plan
			perspective.			and
			informed			conclusions
			or culturally	poorly written		the
			strengths based	Assessment is		to support
			not integrate a	data. OR		information
	experience.	conclusions.	discussion does	the assessment		adequate
	the group	support the	AND/OR	supported by		informed with
	evidence from	experience to	the information.	plans are not		culturally
	supported by	from the group	supported by	intervention		based and
	Conclusions are	always evidence	not clearly	Conclusions and		strengths-
	manner.	there is not	conclusions are	informed.		that are
	informed	manner, though	experience, but	or culturally		communities
	and culturally	informed	group	strengths-based		and
	strengths-based	and culturally	concepts to the	and/or is not		organizations,
	concepts in a	strengths-based	dynamics	the group	experience	groups,
	group dynamics	concepts in a	apply the group	the dynamics of	about group	families,
	applies the	group dynamics	an attempt to	information on	information	of individuals,
	and completely	applies the	demonstrates	minimal	lacks even basic	assessments
	written, clearly	well written,	well written,	contains	not done or	writes
	assessment well	assessment is	assessment is	assessment	assessment was	Conducts and
	Group	Group	Group	Group	Group	10b-3 -
Score/Leve	Exemplary 10	Proficient 7.5	Basic 5	Beginner 2.5	Not Acceptable 0	

SW 432 Generalist Practice with Groups Course Syllabus

Instructor: Dawn Williamson, MSW
Course Time: T 5:30-8:20 PM
E-mail: williad@pdx.edu
Office Hours: by appointment

Office: ASRC 676Z Credits: 3

Phone: please email Pre-requisites: SW 431

Course Description

Based on generalist social work practice principles, this course prepares students for practice with groups. The course focuses on helping students to develop assessment and intervention skills for working with client, organizational and community groups. Students will learn how to develop a group proposal, facilitate a group, and assess group dynamics. Prerequisites: SW 431.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.10 Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities

2.1.10(a) - Engagement

10a.3 Collaboratively develops the purpose and focus of the work.

2.1.10(b)—Assessment

10b.3 Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

10b.4 Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions.

10b.5 Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities.

2.1.10(c)—Intervention

10c.1 Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.

10c.3 Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.

10c.5 Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Toseland and Rivas (2012) An Introduction to Group Work Practice (2012), Allyn & Bacon

Electronic articles/resources and additional readings on D2L as per instructor

Assignments

Group Proposal	20
Role Play	40
Small Group Assessment	10
Teamwork Rubric	

Total Points: 70

Evaluation and Grading

Grading Scale	
A = 93-100%	C = 73-76%
A = 90 - 92%	C = 70 - 72%
B + = 87 - 89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B - = 80 - 82%	D = 60-62%
C + = 77 - 79%	F = less than 60%

Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment i.e. arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class.

A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development; thus attendance and participation are expected and you are to inform me if you will be absent. You are responsible for finding out what happened in the class you missed and getting any handouts.

Incomplete

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. You are responsible for contacting the instructor for this request in writing; you will have to complete an agreement of what needs to be done with a due date. I do not give Incompletes for failing grades. If an incomplete is approved, it is your responsibility to complete the necessary paperwork in advance

in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit. The incomplete must be made up within the month following the agreement. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

SW 430 Weekly Schedule

Week	Content	Readings	Assignment
1	Introductions; Overview of		Discussion Question:
	syllabus; Review generalist,		"How has your
	ecosystems and strengths		experience in your
	perspectives; Introduction to		cohort related to your
	group work and overview of		understanding of
	social work practice with		groups?" Think from
	groups		the beginning until
			now.
2	Overview of Group Practice -	Chapter 1 & 2 Introduction	
	Types, Stages, Development	Historical and Theory	
		Developments	
3	Dynamics and Leadership	Chapters 3,4, 5 Understanding	
		Group Dynamics Leadership	
		Leadership and Diversity	
4	Planning and Beginnings	Chapter 6,7,8 Planning the	
		Group The Group Begin	
		Assessment	
5	Middle Stages – Treatment	Chapters 9 & 10 Treatment	
	Groups	Groups: Foundation Methods	
		Groups: Specialized Methods	
6	Middle Stages – Task Groups	Chapter 11 & 12 Task Groups:	
		Foundational Task Groups:	
		Specialized	
7	Endings and Evaluation	Chapters 13 & 14 Ending the	Due: Group Proposal
		Group Work Evaluation	
8	Discussion re Presentation	Group Role Play Preparation	D 0 D 1 D1
9	Group Role Plays		Due: Group Role Play-
			Presentations
10	Group Role Plays		Due: Group Role Play-
			Presentations
			Due: Small Group
			Assessment
11	Course Endings & Evaluation		
	Graduation and Farewells		

Note: Changes may be made in this syllabus and schedule due to unforeseen circumstances within the term.

Assignments and Directions for Completion

These are the course assignments, though your instructor may add additional ones. Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. Work for some of the assignments will be done in class and details of each assignment are on a separate handout. Your work is respected as private, however, if I have concerns about your academic or professional development, I may share it with others who may need to be involved to address these concerns. There is a rubric for each assignment which notes a grade associated with a level of competence. The rubric is attached to the back of the assignments. If the assignment measures more than one practice behavior, the grade will be the average of all ratings. In addition, all members of your group will complete a **Teamwork Rubric**, attached at the back of the assignments, and this will be used to modify grades (up or down) in terms of the final class grade.

Assignment 1 Group Proposal (Week 7) (20 %)

Students will be assigned to a small group of students that will collaboratively write a group proposal for a self help, prevention, support, educational, community task, or organizational task group (6 groups)

- Practice Behavior 10b-4 Works collaboratively with individuals, families, **groups**, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions.
- Practice Behavior 10b-5 Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities

Assignment 2 Group Role Play (Weeks 9 & 10) (40%)

Students will be assigned to small groups, as noted in #1, and will do a role-play demonstration of the first meeting of the group that was proposed in #1.

- Practice Behavior 10a-3 Collaboratively develops the purpose and focus of the work.
- Practice Behavior 10c.1 Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.
- Practice Behavior 10c-3 Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.
- Practice Behavior 10c-5 Facilitates intentional and planned processes for transitions and endings with individuals, families, **groups** and community organizations

Assignment 3 Small Group Assessment (Week 10 or 11) (10 %)

Students will write an assessment of their small group experience, integrating the concepts from the course. It will be due the week after their role-play.

• Practice Behavior 10b-3 - Conducts and writes assessments of individuals, families, **groups**, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan.

SW 450 SW Research & Evaluation I

3-1. Seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	
No indication of evidence for this practice behavior. No initiative or no ability to seek out, embrace, synthesize, and integrating conflicting ideas and information in coming to professional judgments. Logic and reasoned discernment not evident in professional judgments. Indicates instructor's significant concern about this area; student deemed not competent to practice social work in this area, at this area, at this area, at this level, at this time.	Unacceptable
Demonstrates beginner level of competency. Some beginning ability and initiative in seeking out, embracing, and integrating conflicting ideas and information in coming to professional judgments. Logic and reasoned discernment flawed in professional judgments. May imitate others in attempting to performance is below the expected level; student provides inconsistent evidence of competency.	Beginner 2.5
Dem basic composition initial seek emb syntl and confl and line confl and line confl and line confl and seek profe judg Basic line line line line line line seek disce profe judg synt synt scho citati litera and selec	Basic 5
	Proficient 7.5
	Exemplary 10
	Score/Level

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		level, at this time.	area, at this	work in this	to practice social	not competent	student deemed	this area;	this student in	concern about	significant	instructor's	Indicates	inquiry.	inform scientific	experience to	practice	able to use	experience. Not	their practice	Cannot describe	draw from.	experience to	no practice	behavior. Has	practice	evidence for this	No indication of	information in co	3.1. Demonstrates a	requires the synt	discernment. The	3. Applies critic Social workers at	Competency:	Standards OR- Portland S	O O O O O O O O O O O O O O O O O O O
			competency.			student provides	expected level;	below the	performance is	Student	behavior.	perform this	attempting to	imitate others in	question. May	research		but can't	areas of inquiry	can formulate	experience, and	practice	articulate their	ability to	Some beginning	competency.	beginner level of basic level of	Demonstrates	information in coming to professional judgments	lor: es an ability to seek	hesis and communic	ey use critical thinkin	c al thinking to into Te knowledgeable abo		State University S	Beginner 2.5
														inquiry.	informs their	their practice	a clear to state how	research. Able	critique, and do	understand,	experience to	can use practice	experience, and	practice	Able to describe	competency.	basic level of	Demonstrates	judgments	Practice Benavior: 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and	requires the synthesis and communication of relevant information.	discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also	 Applies critical thinking to inform and communicate professional judgments (2.1.3) 		andards OR- Portland State University SSW Practice Behaviors (2012)	Basic 5
												practice.	part of her/his	as an integral	independently	behavior	this practice	skill to perform	demonstrates	inquiry. Student	inform scientific	experience to	practice	ability to use	Above average	of competency.	proficient level	Demonstrates	L	esize, and integrate o	rmation.	ativity and curiosity.	ate professional ju logic, scientific inquir		viors (2012)	Proficient 7.5
ilei/ ilis iliquily.	how the student's practice informs	thorough explanation of	clear and	skill. Provides	mastery of this	Demonstrates	demonstration.	the required	behavior beyond	extends this	behavior;	engages in this	Proactively	questions.	generate further	uses that to	consumers and	feedback from	Articulates	research.	experience to	practice	application of	thorough in	Thoughtful and	of competency.	exemplary level	Demonstrates		conflicting ideas and		Critical thinking also	y, and reasoned			Exemplary 10
																																				פנטומ/ בפעפו

	area, at this level, at this time.	not competent to practice soci	this area;	this student in	significant	instructor's	Indicates	evidence-based	interventions. appropriate			ate	employs and social		vice		`		_	6		appraises practice	ally		
במוכא נוומ		ent social	a a a a	dent in weaknesses of	<u>-</u>		tions. evidence-based s interventions.	sed			_		al practice policy.								N _o	practice for tills begilliler level of	,	OR- Portland State University SSW Practice Behaviors (2012) Competency: 6. Engages in research-informed practice and practice-informed research (workers use practice experience to inform research, employ evidence-based interversal evaluate their own practice, and use research findings to improve practice, policy, service delivery. Social workers comprehend quantitative and qualitative research scientific and ethical approaches to building knowledge. Practice Behavior: 6.1. Uses practice experience to inform scientific inquiry	0 0000000000000000000000000000000000000
) -: F. C. (1)	practice	Applies research	arguments.	01	assess strengths	Basic ability to	evidence-based	appropriate	l and employ	and to choose	service delivery;	and social		nd			and		and ability to	Basic interest in	competency.	Demonstrates	SSW Practice Behavi d practice and practice inform research, employ e research findings to im apprehend quantitative are building knowledge.	Casic
as all lillegiai – ti			Ъ	weaknesses of si			evidence-based e interventions, ir			_	livery;		practice policy p	nd		ch	appraise and a					of competency. o	_	iors (2012) e-informed research evidence-based interprove practice, policy nd qualitative research	
נופ ופלמוופמ	- M	arguments. Proactively engages in this	weaknesses of	strengths and	thorough in	Thoughtful and	evidence-based interventions.	appropriate	employ	or to choose and	service delivery;	and social	practice, policy,	inform and	findings to	use research	appraise and	critically	ability to	interest in and	Excellent	of competency.	Demonstrates	` _	raciii piai y 10

10d-1. Evaluates their own practice and contributes to the evaluations of their programs and agencies.	
Standards OR- Portland Stat Competency: 6. Engages in rese workers use practice evaluate their own p service delivery. Soc scientific and ethical Practice Behavior: 6.2. Critically apprais social service deliver No indication of De evidence for this be practice or to able to evaluate ab her/his own practice or to contribute meaningfully to an evaluation of be a program or an evaluation of be a program or significant concern about this student deemed to practice social ex work in this area, at this ev	Unacceptable 0
expected level; student provides inconsistent evidence of evidence of competency. Competency: Continually: Competency: Competency:	Beginner 2.5
practice Beha practice and practiform research, employs expression basic level of competency. Basic ability to evaluate her/his own practice. Basic ability to evaluate nor agency evaluation.	Basic 5
part of her/his practice. Applies research findings to several aspects of student's own practice. viors (2012) ce-informed researcy evidence-based informed qualitative researcy evidence-based inter Demonstrates proficient level of competency. Above average ability to evaluate own practice. Above average ability to contribute to evaluation of program or agency. Student demonstrates skill to perform this practice behavior independently as an integral part of her/his practice.	Proficient 7.5
demonstration. Demonstrates mastery of this skill. Fully integrates research with own practice. continually critiquing performance. Strong interest in learning and changing own practice and program based on experience and evidence. Proactively engages in this behavior; extends this behavior beyond the required demonstrates mastery of this skill. Able to meaningfully	Exemplary 10
	Score/Level

Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10 Score/Level
time.	competency.			contribute to many aspects of program and agency evaluation.
Standards OR- Portland Competency:	andards OR- Portland State University SSW Practice Behaviors (2012) Competency:	SW Practice Beha	viors (2012)	
10a-d. Engago organizations interactive proc	10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.	<pre>nes, and evaluate 2.1.10 a - d) Profe assessment, interve</pre>	s individuals ssional practic ention, and ev	, famili e involv aluation
Social workers organizations,	Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and	nd skills to practice vice knowledge inclu	with individual: Ides identifying	s, famili 3, analyz
implementing e research and te	implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectivene	ntions designed to a evaluating program	ichieve service i outcomes an	users' ز d practic
developing, and promoting social	developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	nd providing leadersh end providing leadersh	nip for policies	and ser
Sub-Competency: Practice Behavior:	Sub-Competency: 10d. Evaluation (2.1.10 d) Practice Behavior:	(2.1.10 d)		
10d.1. Evalua	es their own practic			
		10d.1. Evaluates their own practice and contributes to the evaluations of their prog	to the eval	uations

SW 450 Social Work Research and Evaluation I Course Syllabus

Instructor: Maria Talbott, Ph.D. Course Time: R 8:30-11:20 AM E-mail: through D2L (preferred) or Office Hours: by appointment

talbottm@pdx.edu Credits

Office: ASRC 620R Pre-requisites: Admission to major

Phone: 503-725-5008

Course Description

The importance of social work research and evaluation to practice and policy. Focuses on why evaluation is critical to effective, accountable social work practice, why social workers should fully use evaluation and research evidence in their professional practice, and why they should contribute to the knowledge base of the profession. Covers qualitative and quantitative research, including different ways to develop research designs and program evaluations. Covers critical consumption of research as well as conducting evaluations of social programs, policies, and one's own practice. Focuses on research and evaluations that are relevant to social work practice, that empower and promote social and economic justice, that advance human and social well-being, and that encourage respect for difference and cultural and social diversity. Includes surveys, experimental and quasi-experimental designs, single system designs, focus groups, and interviews. Covers early phases of the research process: conceptualization, design, sampling, measurement, and data collection. Emphasizes ethical issues in social research and evaluation and the protection of human subjects. Prerequisite: Admission to major.

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.3 Apply critical thinking to inform and communicate professional judgments

3.1 Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments.

2.1.6 Engage in research-informed practice and practice-informed research

- 6.1 Uses practice experience to inform scientific inquiry.
- 6.2 Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions.

2.1.10a-d Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities; 2.1.10d Evaluation

10d-1. Evaluates their own practice and contributes to the evaluations of their programs and agencies.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Grinnell, R. M., Williams, M., & Unrau, Y A. (2014). Research Methods for Social Workers, 10th Edition. Kalamazoo: Pairbond.

or

Grinell, R.M., Williams, M., & Unrau, Y.A. (2010.) Research Methods for BSW Students, 8th Edition. Kalamazoo: Pairbond.

The two editions are slightly different, but either one, along with the supplemental materials provided in class meetings, will cover the required material for the class. Additional readings are required (see below). They will be made available through electronic reserve on the PSU Library website.

Assignments

The final grade will be determined as follows:

In-class questions	5%
Homework 1	15%
Homework 2	15%
Homework 3	15%
First proposal/single case design assignment	20%
Second proposal/single case design assignment	30%
Attendance and participation	(variable)

Evaluation and Grading

Attendance

Students are expected to attend all classes on time and in their entirety. Attendance will be taken during every class session. Students are responsible for signing the list. Excused absences must be reported to the instructor by phone or e-mail at least one hour <u>before</u> the class meeting, except in cases of unforeseen emergencies. Students who have an excused absence (e.g., illness) for up to two classes will not be penalized. If you aren't sure if your absence will be excused or not, please discuss it with the instructor. Attendance is required, but will only directly affect the grade if the student has any unexcused absences, or has more than two excused absences, or is more than 15 minutes late to class more than once.

Students are responsible for any changes in class activities or assignments that may be announced when they are absent. If you must miss a class it is advisable to contact a class member prior to the next scheduled class. If you still have questions after that, contact me.

Participation

Students are expected to develop their knowledge through discussion and debate. Students are expected to take part in discussions, and play an active role in class exercises. Our goal is to deal

with major course issues in class meetings; online discussions will primarily be used to discuss issues we don't have time to discuss in class, and to continue discussions begun in class. Class participation should demonstrate:

- 1) evidence of having read the required materials,
- 2) raising relevant issues,
- 3) evidence of reflecting on one's own and other's ideas,
- 4) ability to apply and integrate knowledge from the course, and
- 5) thoughtfulness, originality, and/or creativity.

Of course, while disagreeing is fine, both in-class and on-line discussions should be respectful, constructive, and appropriate. Regarding quantity of participation, students should participate actively and frequently; but should not dominate discussions, or speak so often and so much that the participation of others is reduced. Class participation will only be taken into account in the grading in cases of very little participation or exemplary participation.

If any case material is shared in class, students and the instructor are responsible to make sure the information about the case is masked, to safeguard confidentiality.

In-class Questions

Once per session (usually at the end of class), students will be given a question in class and asked to write a response and submit the answer. The question will deal with the content addressed that week. Students will be given feedback about their answers, and they will be given one point per week if they make a credible attempt to answer the question.

More than 2 excused absences per term will result in 0 points for the third and any additional absences, unless there is a long-lasting emergency situation. Unexcused absences will result in 0 points for that day's question, as will answers that are not serious attempts to answer the question.

Written Homeworks and Assignments

Assignments and homeworks are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. The assignments and homeworks will be based on information covered in class readings and class meetings. Papers are to be in a word processing format and double-spaced. Pages should be numbered. For assignments, page numbers provided are approximate. Some variation is acceptable. Methods for citing and listing references should be consistent, thorough, and clear (APA format is a good choice, but is not required.)

Assignments and homeworks are to be submitted to the relevant drop box on D2L. If D2L isn't working, assignments can be sent as attachments to emails to me.

Any issues about late homeworks and assignments will be dealt with individually. Late work will lower the grade. The homeworks and assignments must be completed before the next class. If the homework or assignment is not submitted before the material is gone over either on D2L or in class, the student should discuss the situation with the instructor. The student may be allowed to complete a substitute homework, for a lower grade. If a student has ongoing reasons for not completing homework on time, the student should discuss her or his situation with the instructor.

Grading criteria for assignments.

The assignments and homeworks will be graded primarily on the basis of the student's demonstration of mastery of the relevant practice behaviors. Grading criteria include demonstration of mastery of the course material, clarity, thoroughness, organization, logic, depth, and creativity. Criteria include selection of appropriate content, inclusion of relevant material from class, and demonstration of knowledge about research and evaluation, including appropriate use of research terminology. Assignments that are redundant or include unnecessary or irrelevant material will be marked down.

SW 450 Weekly Schedule

Week	Topic	Reading	Assignment
1	Introduction to the course; Why social work research and evaluation? Introduction to ethics and politics, and critical consumption of social work research and evaluation		
2	Conceptualization: Using social work practice to formulate research questions and hypotheses; Introduction to single case studies and evaluation studies	Grinnell, Williams, & Unrau, Ch. 1 and Ch. 2 Stid, D. (2012). The social services industrial complex. Research on Social Work Practice, 22, 453-454.	Oct. 10: Submit in writing the name of your research proposal or single system design partner(s), and the focus of your study.
3	Operationalization and measurement, including reliability and validity; Creating data collection instruments; Informed consent	Ch Measurement or Measuring Variables, and Ch Measuring Instruments; also pp. 67-70 in the 10 th edition, or pp. 49-54 in the 8 th edition; Evaluating the effectiveness of an intervention <i>Child and Adolescent Social Work Journal</i> , 29, 357-372.	Oct. 22, 10 PM: Homework #1 due
4	Different kinds of studies; Single-subject designs; Evaluation studies; Choosing evidence-supported interventions	Ch The Quantitative Research Approach, and Ch Single Subject Designs OR Case-level Research Designs; Schudrich, W. (2013). Implementing a modified version of parent management training Journal of Evidence-based Social Work, 9, 421-432.	
5	Methods of data collection: Surveys, interviews, focus groups, existing data, others Culturally responsive, empowering research that respects diversity and promotes social and economic justice;	Grinnell, Williams, & Unrau, Chapter on Collecting Quantitative Data and Chapter on Selecting a Data Collection Method; Strier, R. (2007). Anti-oppressive research in social work: A preliminary definition. <i>British Journal of Social Work</i> , 37, 857-871.	Nov. 5, 10PM, Homework #2 Due
6	Qualitative research and evaluation	Grinnell, Williams, & Unrau, Ch. On The Qualitative Research Approach and Ch on Collecting Qualitative Data;	Nov. 12, 10 PM: First Single System or Evaluation Proposal Assignment due

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		Wright, M.d.Z. (2011). Client satisfaction and the helping/healing dance. <i>Qualitative Social Work</i> , 11, 644-660.	
7	Ethics and Politics; Pretest of rough drafts of questionnaires: every student should bring to class a copy of a rough draft of their questionnaire—these will be used in class.	Grinnell, Williams, & Unrau, Ch. 3: Research Ethics, and Ch Positivistic Proposals and Reports OR Quantititative Proposals and Report	
8	Sampling; Introduction to analyzing single case study data;	Grinnell, Williams, & Unrau, Ch Selecting Research Participants, and Ch Interpretative Proposals and Reports OR Qualitative Proposals and Reports; Walls, N. E., Freedenthal, S., & Wineski, H. (2008). Suicidal ideation and attempts among sexual minority youth receiving social services. Social Work, 53(1), 21-29.	November 26, 10PM, Homework 3 due
9	Thanksgiving: No class: Happy Thanksgiving! Catch up on readings this week.		
10	Experimental and quasi- experimental research and evaluation; Some student presentations	Grinnell, Williams, & Unrau, Ch Group Designs or Group-Level Research Designs; Striley, C. W., Nattala, P., Abdallah, A. B., Dennis, M. L., & Cottler, L. B. (2013). Enhanced case management versus substance abuse treatment alone among substance abusers with depression. Social Work Research, 37(1), 19-25.	Dec. 8, 10PM: Second Single Case Study or Evaluation Proposal Paper Due
11	Student presentations; Review and wrap-up		

Assignments and Directions for Completion

Homeworks

For the three homeworks, students will answer a set of questions that will be sent out (via D2L email or posted on D2L course content) several days in advance (#1 will be sent out on Thursday Oct. 17, #2 on Thursday Thursday Oct. 31, and #3 will be sent out on Thursday Nov. 21), usually in the late afternoon or evening. The homeworks are due the following Tuesday evenings. Homework assignments will be related to the material covered in the text and class and are an opportunity for you to apply the content and receive feedback on your understanding. To develop critical faculties, many of the homeworks will include questions asking students to critique parts of different studies. For objective questions, grading will be determined by providing the correct answers. (Also see grading criteria listed above.)

Evidence-Based Practice (EBP) Exercise & Evaluation Research Proposal Assignments

There are two assignments that will be used to score the rubric measuring all 4 practice behaviors assigned to this class: 3.1, 6.1, 6.2, 10.d.1. Students will design an evaluation study. The study should be mixed methods, and may be a single subject design ("Option A") or a program evaluation ("Option B"). Students may choose whether to write a proposal for a group design or to conduct a real or pseudo single case design. We'll go over this choice in class.

Each student will submit two assignments related to this study. The first assignment will cover the first parts of the proposal or single subject design and the second assignment will include an amended version of the first assignment, as well as the rest of the parts of the assignment. Students must upload the second assignment onto Task Stream.

Class Presentations

Each student will also make an oral presentation to the class about their proposal or single case design. These presentations are required but ungraded. The presentation will take place the last two weeks of class. There will be maximum time limits for the presentations (probably 5 minutes).

Evidence-Based Practice (EBP) Exercise & Evaluation Research Proposal Assignments

Option A: Single subject design

Students who choose to do a single case design should obtain approval of the instructor for their projects before collecting data, because the instructor acts in place of the PSU Committee for the Protection of Human Subjects for this class. If any student at any time is feeling that this project is causing them or anyone else any problems, please contact the instructor immediately. For the single case design assignments, the student is <u>not</u> expected to conduct a methodologically perfect study, but <u>is</u> expected to understand and explain the limitations and flaws of the study he or she does conduct. The student will <u>not</u> be graded on the basis of conducting a <u>successful</u> intervention, but on the basis of demonstrating an understanding of research in single case studies. Throughout, the student should explain the <u>reasons</u> for doing the things she or he does.

First Single Subject Design Assignment. Due Nov. 12. Approximately 5-6 pages long. The first assignment will include:

- (1) study hypothesis, including identification of independent and dependent variables. Also the significance of and rationale for the hypothesis (and the rationale will include your relevant practice experience, as well as a review of relevant literature). This section will include a description of the client system and a conceptualization of the client's problem. Include a statement of the client's goals and your goals (if different).
- (2) explicit consideration and selection of an evidence-supported intervention using relevant social work literature, with attention to the relevance of the evidence to their particular agency and/or service user,
- (3) discussion with service user about the evidence and selection of evidence-supported intervention,
- (4) measures, with a rationale for the measures used. At least one measure should be an established measurement instrument or scale obtained from the relevant literature, and at least a few questions should be created by the student (or permission obtained from the instructor to waive this requirement). The validity and reliability of the measures should be addressed.
- (5) qualitative component,
- (6) method of data collection, and rationale for it.

And an assessment of strengths and weaknesses of all of the above aspects of the planned study. And a reference list.

And an appendix with a *draft* of a data collection instrument with informed consent notification and, if needed, informed consent form.

Second Assignment on Single Subject Design. Due Dec. 8. Approximately 9-10 pages long The second assignment_should begin with an amended version of the first assignment. It should be amended to include any changes suggested by the instructor, and wording and content should be changed to reflect all further developments in the study. This section may need to be amended from the first report to include any issues that arose later in the project and issues that were learned about since the first assignment.

The second assignment must be uploaded onto Task Stream.

The second assignment will include:

- (1) study hypothesis, including identification of independent and dependent variables. Also the significance of and rationale for the hypothesis (and the rationale will include your relevant practice experience, as well as a review of relevant literature). This section will include a description of the client system and a conceptualization of the client's problem. Include a statement of the client's goals and your goals (if different).
- (2) explicit consideration and selection of an evidence-supported intervention using relevant social work literature, with attention to the relevance of the evidence to their particular agency and/or service user; also, did the intervention proceed as planned?
- (3) discussion with service user about the evidence and selection of evidence-supported intervention,
- (4) measures, with a rationale for the measures used. At least one measure should be an established measurement instrument or scale obtained from the relevant literature, and at least a few questions should be created by the student (or permission obtained from the instructor to waive this requirement). The validity and reliability of the measures should be addressed.

- (5) qualitative component, including a narrative description of what took place during the study,
- (6) method of data collection, and rationale for it.

The second assignment will also include these sections:

- (7) design, including attention to a baseline and its importance, even if you didn't have a baseline, and a rationale for the design
- (7a) findings so far, including a visual presentation of the findings. This should include at least one chart-. The visual significance of the findings should be described. The clinical significance of results of study should also be addressed.
- (8) implications for the service user and for your own practice, as well as any other implications,
- (9) ethical issues, including informed consent procedures and any potential harm that could or did result from this study, and reasons why these decisions were made as they were.
- (10) issues of diversity and justice, relevant to the research study;
- (11) assessment of strengths and weaknesses of all aspects of the study. This should include attention to any relevant developments in any aspect of the study that occurred since the first assignment.

And a reference list.

And an appendix with a blank copy of the final data collection instrument with informed consent notification, and, if needed, informed consent form.

Evidence-Based Practice (EBP) Exercise & Evaluation Research Proposal Assignments:

Option B: Evaluation proposal

For the evaluation proposal assignments, the student is <u>not</u> expected to plan a methodologically perfect study, but <u>is</u> expected to understand and explain the limitations and flaws of the study he or she does plan. The student should plan a study that is somewhat feasible. Throughout, the student should explain the <u>reasons</u> for proposing the methods she or he proposes.

First Evaluation Proposal Assignment. Due Nov. 12. Approximately 5-6 pages long. The first assignment will include:

- (1) study hypothesis, including identification of the independent and dependent variables. Also the significance of and rationale for the hypothesis (and the rationale will include your relevant practice experience, as well as a review of relevant literature),
- (2) explicit consideration and selection of an evidence-supported intervention using relevant social work literature, with attention to the relevance of the evidence to your particular agency and/or service users,
- (3) plan for a discussion with service users about the evidence and selection of evidence-supported intervention,
- (4) measures, with a rationale for the measures used. At least one measure should be an established measurement instrument or scale obtained from the relevant literature, and at least a few questions should be created by the student (or permission obtained from the instructor to waive this requirement). The validity and reliability of the measures should be addressed.
- (5) qualitative component,
- (6) method of data collection, and rationale for it.

And an assessment of strengths and weaknesses of all of the above aspects of the planned study. And a reference list.

And an appendix with a *draft* of a data collection instrument with informed consent notification and, if needed, informed consent form.

Second Assignment on Evaluation Proposal. Due Dec. 8. Approximately 9-10 pages long The second assignment should begin with an amended version of the first assignment. It should be amended to include any changes suggested by the instructor, and wording and content should be changed to reflect all further developments in the study. This section may need to be amended from the first report to include any issues that arose later in the project and issues that were learned about since the first assignment. The second assignment must be uploaded onto Task Stream.

The second assignment will include:

- (1) study hypothesis, including identification of the independent and dependent variables. Also the significance of and rationale for the hypothesis (and the rationale will include your relevant practice experience, as well as a review of relevant literature),
- (2) explicit consideration and selection of an evidence-supported intervention using relevant social work literature, with attention to the relevance of the evidence to your particular agency and/or service users,
- (3) plan for a discussion or report of actual discussion with service user(s) about the evidence and selection of evidence-supported intervention,
- (4) measures, with a rationale for the measures used. At least one measure should be an established measurement instrument or scale obtained from the relevant literature, and at least a few questions should be created by the student (or permission obtained from the instructor to waive this requirement). The validity and reliability of the measures should be addressed.
- (5) qualitative component,
- (6) method of data collection, and rationale for it.

The second assignment will also include these sections:

- (7) design, and a rationale for the design
- (8) possible implications for the service users and for your own practice, as well as any other implications,
- (9) ethical issues, including informed consent procedures and any potential harm that could result from this study, and reasons why these decisions were made as they were.
- (10) issues of diversity and justice, relevant to the research study;
- (11) assessment of strengths and weaknesses of all aspects of the study. This should include attention to any relevant developments in any aspect of the study that occurred since the first assignment.

And a reference list.

And an appendix with a blank copy of the final data collection instrument with informed consent notification, and, if needed, informed consent form.

6.1. Uses practice experience to inform scientific inquiry	
No indication of evidence for this practice behavior. Has no practice experience to draw from. Cannot describe their practice experience. Not able to use practice experience to inform scientific inquiry. Indicates instructor's significant concern about this area; student deemed not competent to practice social work in this area, at this area, at this inea, at this inea.	Inappropriate
Demonstrates beginner level of competency. Some beginning ability to articulate their practice experience, and can formulate areas of inquiry but can't articulate connections between evaluation data and practice implications. May imitate others in attempting to perform this behavior. Student performance is below the expected level; studente of competency.	Begining 2.5
Demonstrates basic level of competency. Able to describe practice experience, and can use practice experience to understand, critique, and do research. Can make elementary connections between social work research and evaluation data and practice and practice informs. Able to state how their practice informs their inquiry.	Basic 5
Demonstrates proficient level of competency. Above average ability to use practice experience to inform scientific inquiry. Student demonstrates skill to perform this practice behavior independently as an integral part of her/his practice. Uses practice experience to inform data analysis and interpret research findings.	Proficient 7.5
Demonstrates proficient level of competency. Above average ability to use inform scientific experience to inquiry. Student demonstrates skill to perform this practice behavior of her/his practice. Uses practice experience to inform data analysis and interpret research findings. Still. Provides clear and thorough explanation of how the student's practice informs her/ his inquiry. Able to draw thoughtful and careful implications for practice from research and careful exemplary	Exemplary 10
	Score/Level

practice
ability to use
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this area; ev student deemed ar not competent im to practice social att work in this pe area, at this be level, at this stime. Standards OR- Portland Stat Competency: 6. Engages in rese workers use practice, a delivery. Social work and ethical approach practice Behavior: 6.2. Critically apprais 6.2. Critically apprais	Inappropriate 0
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Applies research findings to own practice SW Practice Behaves and practice and quantitative and quanch findings to improve paguantitative and quanch findings to information of the property of the p	Basic 5
is area; evidence and Applies research evidence and udent deemed arguments. May findings to own arguments. Practice social attempting to perform this behavior. The performance is behavior student provides inconsistent evidence of competency. The performance is below the evidence of expected level; competency. The performance is behavior behavior behavior student provides inconsistent evidence of competency. The performance is behavior of her/his independently as behavior behavior behavior behavior behavior behavior behavior competency. The performance is behavior behavior behavior behavior behavior behavior behavior behavior of her/his independently as behavior behavior behavior behavior behavior behavior behavior behavior of her/his independently as behavior behavior behavior behavior behavior behavior of her/his composition of her/his mastery of this skill. Fully some practice. Able to make connection between data and implications connection between data and implication of a make the practice behavior of the practice behavior. The performance is behavior of her/his behavior behavior behavior of her/his behavior behavior behavior of her/his behavior behavior behavior of her/his appraches to building knowledge. The practice behavior of her practice, policy, and social service behavior. The practice behavior of her practice, policy, and social service of the practice of the practice, policy, and social service of the practice of the practice. The practice behavior of the practice of the practice of the practice of the practice of the practice. The practice behavior of the practice of the practice of the practice of the pra	Proficient 7.5
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	Score/Level

	Evaluates their own practice and contributes to the evaluations of their programs and agencies	
Standards OR- Portland S Competency: 10a-d. Engages organizations, i interactive proce. Social workers ha organizations, an implementing evi and technologica analyzing, advoce economic justice.	No indication of evidence for this practice behavior. Not able to evaluate ies her/his own practice or to contribute meaningfully to an evaluation of a program or agency. Indicates instructor's significant concern about this area; student deemed not competent to practice social work in this area, at this level, at this time.	Inappropriate 0
OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a - d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using researce and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	Demonstrates beginner level of competency. Some beginning abilities to evaluate her/his own practice. Able to contribute in beginning ways to a program or agency evaluation. May imitate others in attempting to perform this behavior. Student performance is below the expected level; student provides inconsistent evidence of competency.	Begining 2.5
NW Practice Behavines, and evaluates ines, and evaluates in 2.1.10 a - d) Profess assessment, intervent d skills to practice with ice knowledge include tions designed to ach g program outcomes eadership for policies	Demonstrates basic level of competency. Basic ability to evaluate her/his own practice. Basic ability to contribute to a program or agency evaluation.	Basic 5
iors (2012) individuals, familie individuals, familie ional practice involve tion, and evaluation a th individuals, familie es identifying, analyzi nieve service users' g and practice effective and services; and pr	Demonstrates proficient level of competency. Above average ability to evaluate own practice. Above average ability to contribute to evaluation of program or agency. Student demonstrates skill to perform this practice behavior independently as an integral part of her/his practice.	Proficient 7.5
s, groups, ss the dynamic and at multiple levels. is, groups, ing, and oals; using research eness; developing, omoting social and	Demonstrates proficient level of exemplary level of competency. Above average ability to evaluate own evaluation of program or agency. Student of her/his practice. an integral part of her/his mastery of this skill. Able to meaningfully contribute to many aspects of program and agency evaluation. Demonstrates skill. Able to meaningfully contribute to many aspects of program and agency evaluation.	Exemplary 10
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Sub-Competency: Practice Behavior: 10d.1. Evaluates tl and agencies	Inappropriate 0
Sub-Competency: 10d. Evaluation (2.1.10 d) Practice Behavior: 10d.1. Evaluates their own practice and cont and agencies	Begining 2.5
2.1.10 d) and contributes t	Basic 5
Sub-Competency: 10d. Evaluation (2.1.10 d) Practice Behavior: 10d.1. Evaluates their own practice and contributes to the evaluations of th and agencies	Proficient 7.5
f their programs	Exemplary 10 Score/Level
	Score/Level

SW 451 Social Work Research and Evaluation II Course Syllabus

Instructor: Sandra Leotti, MSW Course Time: Thursdays 8:30-11:20 AM

Email: sleotti@pdx.edu Office Hours: TBA

Office: ASRC 676Z Credits: 3

Phone: 503-725-47102 Pre-requisites: SW 450

Course Description

This course focuses on analyzing data to improve social work practice, programs, and policy. It is a continuation of the research and evaluation process introduced in SW 450. The course covers later phases of the research process, including: data analysis, formulation of implications of findings, and dissemination. Covers critical consumption of research findings as well as conducting data analysis. Covers qualitative and quantitative data analysis, including descriptive statistics, hypothesis testing, and thematic analysis. Includes data analysis of single system designs as well as larger studies. Focuses on research and evaluations that are relevant to social work practice, that empower and promote social and economic justice, that advance human and social well-being, and that encourage respect for difference and cultural and social diversity. Emphasizes ethical issues in data analysis and dissemination. Pre-requisite: Admission to major: SW450

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council on Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

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

- 6.1 Uses practice experience to inform scientific inquiry.
- 6.2 Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions
- 2.1.10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities; 2.1.10d Evaluation

10d.1-Evalutes their own practice and contributes to the evaluations of their programs and agencies.

Populations at Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

Weinbach, R., W., and Grinnell, R. M. (2010). *Statistics for Social Workers.* 8th (or any) edition. San Francisco: Allyn & Bacon. Students are encouraged to obtain older editions at lower cost if they so choose.

Krysik, J. & Finn, J. (2010). Research for Effective Social Work Practie, 3rd edition. New York, NY: Routledge. This is an online text available for free through the library website. We will only have a few suggested readings from this book. You will need to login to PSU in order to access it. It can be found at:

http://orbis.eblib.com.proxy.lib.pdx.edu/patron/FullRecord.aspx?p=484728&userid=LoYrIlgeadN K2Zrqg0AKYw%3d%3d&tstamp=1389132090&id=FF5EFF19161F48C99ECD7308CDE95A10F 61C0803&conl=PSU

Additional readings are also required. The readings will be made accessible to the class, through D2L or electronic reserve.

Assignments

Points will be given for the above assignments as follows:

Attendance & Participation	20 points
NIH Online Training (Due: Jan 23 rd)	10 points
Qualitative Analysis Exercise (Due: Feb 6 th)	10 points
Article Critique Paper (Due: Feb 13 th)	30 points
Data Analysis Paper (Due: March 14 th)	30 points
TOTAL	100 points

Evaluation and Grading

Final Course Grades are assigned according to the following:

A = 93-100%	C = 73-76%
A = 90 - 92%	C = 70 - 72%
B + = 87 - 89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B - = 80 - 82%	D = 60-62%
C + = 77-79%	F = less than 60%

Grading criteria for assignments.

Your assignments have been designed to strengthen and demonstrate the desired skills and abilities mentioned above. They will be graded primarily on the basis of the student's demonstration of mastery of the relevant practice behaviors. Grading criteria include demonstration of mastery of the course material, clarity, thoroughness, organization, logic, depth, and creativity. Criteria include selection of appropriate content, inclusion of relevant material from class, and demonstration of knowledge about research and evaluation, including appropriate use of research terminology. Please use actual terminology and concepts from the course and its readings and be sure to cite your sources, even if this feels awkward. Remember: do not use unsubstantiated internet sources or

Wikipedia. Additionally, plagiarism will be taken seriously so be sure to cite your sources appropriately. Assignments that are redundant or include unnecessary or irrelevant material will be marked down.

Additionally, your ability to advocate and promote social justice as a social worker is greatly strengthened by your ability to write clearly and thoughtfully. Therefore, please pay attention to basic grammar and punctuation. I will take off points for poorly written papers and sloppy work. If you need help with your writing, I encourage you to take advantage of the Writing Center and I encourage you to work closely with your colleagues by asking each other to review work and provide feedback. Asking and providing others feedback about our writing only improves the end product. APA formatting and citations are required for all assignments. For a quick guide see: http://www.lib.pdx.edu/guides/resources.php?category=49&item_id=1821; or http://owl.english.purdue.edu.

I am also more concerned about what you know at the end of the course than how you do initially, and am happy to have you redo/add to an assignment if you are unhappy with your first try or wish to try and raise your grade. This will be possible for all assignments except for the final one. Please consult with me within 2 days of receiving your grade if you would like to do revisions to an assignment.

All assignments are due on the date specified in the syllabus. On days that assignments are due, I would rather you come to class and participate even if the assignment isn't done; you can get it to me later in the day. Except with prior approval, late assignments will be dropped 2 points per day.

Policy for Incompletes.

Incompletes will be considered only in emergencies, and if you have conferred with me about your special circumstances before the final week of class. Incompletes will not be assigned in place of missing assignments. If you do not ask for an incomplete in advance, you will not automatically receive one. Missing assignments will receive zero credit and the calculated grade will be turned in. See the University Bulletin for conditions that must be met to qualify for an Incomplete.

SW 451 Weekly Schedule

Week	Topic	Readings	Assignment
1	Introductions and Course Overview; Purpose of research and it's importance in effective social work practice; What can data really tell us?; Ethical issues in social work research and protecting		
	human subjects		
2 (no class)	There will be no class this week but you will be responsible for the material from the for the required readings. We will discuss them on week 3. I recommend you use class time to meet with another student (or group of students) to discuss the readings and review the material from SW450. Review of Key concepts in 450; Evidence based practice and practice based evidence	Required Readings: Weinbach & Grinnell (2010). Chapter 1 (should serve as a good review of key topics in SW450) and Chapter 11; Cross & Green (2010). Practice based evidence: Building effectiveness from the ground up; Holmes, et al. (2006). Deconstructing the Evidence Based Discourse in Health Sciences: Truth, Power, and Facism Recommended Readings: Proctor, E. (2007). Implementing Evidence Based Practice in Social Work Education: Principles, Strategies, and Partnerships. Additionally, see this website for any review of SW 450 topics needed: http://www.socialresearchmethods.net/kb/contents.php	
3	Review Material from Week 2; Descriptive vs. Inferential Statistics; Distributions Levels of Measurement Measures of Central Tendency	Weinbach & Grinnell (2010). Chapters 2, 3, and 4; Ryan, L., & Golden, A. (2006). "Tick the box please": A reflexive approach to doing quantitative social research.	DUE: NIH Certificate
4	Hypothesis Testing; Choosing a statistical test; Critical Statistics and critical inference	Weinbach & Grinnell (2010). Chapters 5 and 6; Ferraro, K. (2008). Invisible or Pathologized? Racial Statistics and Violence Against Women of Color.	
5	Qualitative Research: Analysis and Rigor Qualitative Analysis Exercise	Required Readings: Connolly, M. (2003). Qualitative Analysis: A Teaching Tool for Social Work Research; Daley, A. (2010). Reflections on reflexivity and critical reflection as critical research practices; Fossey, et al. (2002). Understanding and Evaluating Qualitative Research; Leitz &	DUE: Qualitative Analysis Exercise

6	Wrap up Qualitative Research; Review and Interpretation of Published Research; Introduction to SPSS; Lab time last half of class	Zayas. (2010). Evaluating Qualitative Research for Social Work Practitioners; Sharp & Pain. (2010) A Study of Incarcerated Women and Their Children; Tolman, et al. (2003). Sowing the Seeds of Violence in Heterosexual Relationships. Recommended Readings: Bradley, E.H., Curry, L.A., & Devers, K. J. (2007). Qualitative data analysis for health services research: Developing taxonomy, themes, and theory; Shek, Tang, & Han. (2005). Evaluation of Evaluation Studies Using Qualitative Research Methods in the Social Work Literature. Required Readings: Graue. (2006). The Transformative Power of Reviewing; Stanley. (2007). When Counter Narratives Meet Master Narratives in the Journal Editorial Review Process. Recommended: You may also want to read at least one other article (other than the one you chose for your assignment) on the suggested list for the article review assignment. The more research articles you read, the better prepared you will be to complete your upcoming assignments.	DUE: Article Critique Due
7	Meet in Lab; T-tests; ANOVA; Using SPSS for Data Analysis; Ethical, cultural, and oppression issues in data collection and analysis	Weinbach & Grinnell (2010). Chapter 7; Scott, J. (2010). Quantitative methods and gender inequalities; Strier. (2007). Anti- oppressive Research in Social Work: A preliminary Definition.	
8	Meet in Lab; Cross tabs & Chi-Square; Using SPSS for Data Analysis; Quantitative Analysis and Feminist Perspectives	Weinbach & Grinnell (2010). Chapter 8; Browne, K. (2008). Selling my queer soul or queerying quantitative research?; Spierings, N. (2012). The inclusion of quantitative techniques and diversity in the mainstream of feminist research.	
9	Meet in Lab; Correlation & Regression; Using SPSS for Data Analysis; Presentation and dissemination of data and results	Weinbach & Grinnell (2010). Chapter 9; Krysik & Finn (2010). Chapter 13; Crocker, D. (2010). Counting woman abuse: A cautionary tale of two surveys. Recommended Reading:	

		Lustig, D. (2009). Good mothers/Teen	
		mothers: Claiming rights and responsibilities.	
10	Relating Findings to Practice	Required Readings:	Due: Data
	Research for social justice and	Cross et al. (2011). Defining Youth Success	Analysis
	equity; Course Overview and	Using Culturally Appropriate Community	Paper
	Wrap-up	Based Participatory Research Methods;	
		Malahik et. al. (2003). Masculinity Scripts,	
		Presenting Concerns, and Help Seeking:	
		Implications for Practice and Training; Sue, et.	
		al. (2007). Racial Micro-aggressions in	
		Everyday Life: Implications for Clinical	
		Practice.	

Assignments and Directions for Completion

1. Attendance, in-class assignments, and participation in class activities

Weekly and full class attendance and participation are factored into your final grade. Students are expected to attend all classes on time and in their entirety. Attendance will be taken during every class session. Students are responsible for signing the list. I pay attention to who is in class and how engaged you are. If you find class time or other course components un-useful, I expect you to tell me and work with me to make it better, and not just skip class. However, I realize that things come up that are sometimes out of our control. Please let me know if you need to miss class and I will provide you with the class assignment(s) you missed in order for you to get your attendance and participation points for that day. I expect them to be completed and turned in by the following weeks session. You can only make up points for two missed class sessions. Students are responsible for the information presented in class as well as any changes to assignments that may be announced when they are absent. If you must miss a class it is advisable to contact a class member prior to the next scheduled class. If you still have questions after that, contact me. *Participation in class* is more than attendance. Students are expected to take part in all class discussions and play an active role in class exercises.

I use class time to engage you in activities that extend and augment your learning and allow you to apply and examine course readings and topics. This may include informal quizzes depending on the material for that week. Class time will provide you with the opportunity to apply analysis skills and test your comprehension of the material. Classroom discussions and activities will revolve around the readings so it is important to you come prepared and can demonstrate that you have read the material. If you are unprepared or cannot engage in/complete the activities this will affect your grade.

Class participation will be evaluated by:

- 1) evidence of having read the required materials,
- 2) the extent to which critical questions and comments are raised in class,
- 3) evidence of reflecting on one's own and other's ideas.
- 4) ability to apply and integrate knowledge from the course,
- 5) overall engagement in the class session.

Discussions of articles during class. There will be several article critiques that will take place in class. Students are to read the research articles and come to class prepared to discuss the strengths and weaknesses of the research studies. You will also, at times, work with a "pair partner" to discuss and take notes (during class time) about these articles; your notes will then be shared with the whole class during large-group discussions.

2. Protection of Human Subjects

This assignment requires you to complete an online tutorial on protection of human subjects in research provided by NIH Department of Extramural Research. You are responsible to review and complete the NIH Human Subjects On-line Training. You will have to register, take the tutorial, print the certificate. This assignment is Pass (10 points)/no pass: Pass is based on turning in a certificate of completion. The NIH On-line Training can be found here: http://phrp.nihtraining.com/users/login.php. Due in class on Jan 23rd

3) Qualitative Analysis Exercise

This assignment will begin in class on Feb 6th. A 1-2 page write up will be due on Feb 9th by 5pm via D2L dropbox. You will receive detailed instructions for this assignment in class. Note that the qualitative readings for that week will be crucial to your successful completion of this activity. There following two assignments will be used to score the rubric measuring practice behaviors assigned to this class. Students must upload these assignments onto Task Stream.

4) Article Critique

This assignment will relate to 6.1 and 6.2 practice behaviors. Students will critique a published article of an empirical social work research study that is an *evaluation* of an intervention, a program, or a policy. The study will not be a single subject design. The study will employ mixed methods.

Students will identify the major hypotheses and variables of the study. Students will assess the strengths and weaknesses of the study regarding its:

- (1) conceptualization,
- (2) design,
- (3) sampling,
- (4) measures,
- (5) method of data collection, and
- (6) clarity and organization.

The critique will *emphasize* assessing the rigor and the strengths and weaknesses of:

- (7) data analysis and presentation,
- (8) distinguishing clinical significance and statistical significance,
- (9) implications for and relevance to their own social work practice and their agency's practices, and to social work practice and policy more generally,
- (10) issues of diversity and justice, and
- (11) ethical issues.

These topics will be assessed, if relevant, for both quantitative and qualitative aspects of the study. See attached for specific outline of the assignment.

You may use one of the suggested articles (see attached), or you may choose to find an article from a peer-reviewed journal that relates to a topic of interest to you. If you choose your own article, you will need prior approval. Please send me the name and link to the article for approval, via email by Feb 3rd.

Article Critiques should be typed, 12-point font, double-spaced and 4-6 pages long. They are due by class time on Feb 13th. Please upload this assignment to TaskStream. I should be able to tell that you are engaging with the course material. Be sure to use course terminology and to cite your sources. Please use headers, and APA formatting.

5) Data Analysis Paper

This assignment will related to 10d.1 practice behavior. Students will conduct an analysis of data. (These will not be data from a single subject design.) You will be provided data and background information from an evaluation project. A research question will be identified. The quantitative analysis will include descriptive and inferential statistics. Students will describe their data analysis, present it, and assess its strengths and weaknesses. You will get a more detailed outline of this assignment by the fourth week of the term. You will need to use SPSS for this assignment but you are not required to purchase the software. SPSS is available for free in the computer lab in the SSW. We will also utilize some of our in class lab time to work on this assignment.

Data Analysis papers should be typed, 12-point font, double-spaced and 4-6 pages long. They are due by 5pm via TaskStream on March 14th. Be sure to use course terminology and to cite your sources. Please use headers, and APA formatting.

SW 460 Lifelong Learning Plan and Reflection Unacceptable 0 Beginner 2.5 Basic 5

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				Takes care a opportunity to	
demonstrate any	importance of self-	reflection skills and	initiative in	reflect on practice and expand	
professional interest, ability, or	reflection and	utilizes new sources	reflecting on	knowledge, skills and values	
awareness of the	ongoing learning,	of knowledge,	practice and	through reading,	
importance of self-	but is not able to	though still	identifying	workshop/conference/meeting	
reflection and/or	demonstrate these	dependent on the	additional learning	attendance and discussion	
does not engage in	skills and/or	school, the agency	opportunities.	with colleagues. Several	
learning beyond	becomes defensive.	and/or the field	Several examples (2	examples (2 or more) of how	
what is minimally	Additionally, does	instructor to identify		you will be operationalizing	
expected. No life	not engage in	areas for reflection	will be	your lifelong plan in your first	
long learning plan	learning beyond	and additional	operationalizing	year of social work.	
completed.	what is minimally	learning	your lifelong plan in		
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	learning plan is very		social work.		
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Competency: 1. Identifies as a profession lits midentifies as a profession lits midentifies.	rofessional social work	er and conducts self ac	cordingly (2.1.1) Social	workers serve as representatives of	
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proressiona social worker and conducts self accordingly (2.1.1)	av dc dc co	St color ex y less than a very less than	av dc dc co	awareness of the ongoing learning, importance of self-but is not able to reflection and/or demonstrate these dependent on the additional learning beyond what is minimally expected. No life long learning plan what is minimal with 1 at least) of how you expected. Lifelong opportunities. learning plan is very several examples (2 social work minimal with 1 will be operational your lifelong your lifelong your lifelong opportunities. Standards OR- Portland State University SSW Practice Behavior: 1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessar.	Interest, ability, or reflection and awareness of the ongoing learning, of knowledge, practice and importance of self-but is not able to though still reflection and/or skills and/or skills and/or skills and/or skills and/or the field what is minimally had is minimally learning beyond what is minimally learning plan learning plan in expected. No life not engage in long learning plan in expected. Lifelong learning plan is very Several examples (2 social work. minimal with 1 at least) of how you example. Standards OR- Portland State University SSW Practice Behavior: 1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a car

SW 460 Updated Self Care Plan

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ď	with stress, a crisis, and ir conflict and a understands d the signs of a burn-out, h vicarious e trauma, and p develops and practices a e self-care uplan.	-
OR- Portland State Competency: 1. Identifies as a profession's history. Their own profession Practice Behavior: 1.7. Copes with streamed develops and profession and develops and profession behavior:	with stress, absent or crisis, and incomplete conflict and and/or understands demonstrates no the signs of awareness of burn-out, how stress, life vicarious experiences, and trauma, and personal develops background and impacts self. No practices a evidence of an self-care updated self plan. reflection plan is presented.	Unacceptable- 0
OR- Portland State University SSW POR- Portland State University SSW PCompetency: 1. Identifies as a professional social www. workers serve as representatives of the proprofession's history. Social workers commit their own professional conduct and growth. Practice Behavior: 1.7. Copes with stress, crisis, and conflict and develops and practices a self-care plan	Self care plan is minimal, and/or demonstrates little awareness of how stress, life experiences, and personal background impacts self. Your self care plan and reflection is minimally updated.	Beginner-2.5
OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self ac workers serve as representatives of the profession, its mission, and its c profession's history. Social workers commit themselves to the professior their own professional conduct and growth. Practice Behavior: 1.7. Copes with stress, crisis, and conflict and understands the signs of land develops and practices a self-care plan	Self care plan covers basic areas, though not comprehensive and/or demonstrates little awareness of how stress, life experiences, and personal background impacts self. Your self care plan and reflection is updated but at a basic level.	Basic-5.0
OR- Portland State University SSW Practice Behaviors (2012) Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Practice Behavior: 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan	Develops a care plan an self care plan, including plans to address barriers or significant awareness of how stress, life background personal background reflection is updated to a proficient level. DevelopYour self care plan and proficient level. DevelopYour self care plan and proficient level. DevelopYour self care plan and plan and proficient level. DevelopYour self care plan and proficient level. DevelopYour self care plan and proficient level. DevelopYour self care plan and plan and reflection is updated to a exemplary le	Proficient-7.5
gly (2.1.1) Social ues. They know the ancement and to t, vicarious trauma,	DevelopYour self care plan and reflection is updated but at a basic level.s a comprehensive self care plan, including plans to address to address demonstrates significant awareness of how stress, life experiences, and personal background impacts self. Your self care plan and reflection is updated to a exemplary level.	Exemplary-10
		Score/Level

Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	.0 Score/Level
principled, ethical decisions.			examples)		
Standards OR- Portland Sta	andards OR- Portland State University SSW Practice Behaviors (2012)	Practice Behavio	rs (2012)		
Competency: 2. Applies social v	vork ethical principl	es and values to p	Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an	al workers have an	
obligation to conduction knowledgeable abou	ct themselves ethically ut the value base of th	and to engage in ethere profession, its ether	obligation to conduct themselves ethically and to engage in ethical decision making. Social workers knowledgeable about the value base of the profession, its ethical standards, and relevant law.	. Social workers are levant law.	
Practice Behavior: 2.4. Identifies and a framework	: analyzes ethical dilemi	nas and critically ap	Practice Behavior: 2.4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework	on making	

SW 460 Generalist Social Work Framework Reflection

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											communication. significant	oral and written contains	and concise	effective, clear, within the	Demonstrates	3.3-		100
Standards OR- Portland Stat Competency: 3. Applies critical t Social workers are k discernment. They u also requires the syr Practice Behavior: 3.3. Demonstrates e	or reflection.	work framework	generalist social or reflection.	summary of the	convey a	accurately	clearly and	and does not	spelling errors	grammatical,	significant	contains	allotted time,	within the	not completed	Documentation	Unacceptable-	Circialist
OR- Portland State University SSW Practice Behaviors (2012) Competency: 3. Applies critical thinking to inform and communicate professional judgments (2.1.3 Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Practice Behavior: 3.3. Demonstrates effective, clear, and concise oral and written communication			or reflection.	work framework reflection,	generalist social framework and	elements of the social work	contain the core	or does not	spelling errors	grammatical,	significant	contains	allotted time or	within the	not completed	Documentation	Beginner-2.5	OW TOO CONCINION OF COMMISSION OF CONCINCION OF COMMISSION OF COMISSION OF COMMISSION
SSW Practice Behind of the principles of augmented by crumunication of relevant concise oral and	accuracy.	clarity and/or	though lacks	reflection,	framework and	social work	contain the core of the generalist social work	core elements	contains the	spelling errors;	correct, without	grammatically	allotted time, is	within the	completed	Documentation	Basic-5.0	2
aviors (2012) :ate professional judge f logic, scientific inque eativity and curiosity nt information.					reflection.	framework and	social work	of a generalist	core elements	contains the	accurate and	clear and	allotted time, is	within the	completed	Documentation	Proficient-7.5	
udgments (2.1.3) Jiry, and reasoned /. Critical thinking	the generalist framework.	thinking about	outstanding	Shows	reflection.	framework and	social work	of a generalist	core elements	contains the	and accurate;	clear, concise,	allotted time; is	within the	completed	Documentation	Exemplary-10 Score/Level	
																	Score/Level	

	10d. Evaluation (2.1.10 d)		10c. Intervention and Ending (2.1.10.c)
Standards OR- Portland S Competency: 10a-d. Engages,	Portfolio is not completed with any of the competencies indicated. No evidence presented re the portfolio or reflection of material.	Competency: 10a-d. Engages, as organizations, and interactive processes Social workers have organizations, and coimplementing eviden and technological ad analyzing, advocatine economic justice. Sub-Competency: Practice Behavior: 10c.5. Facilitates ii individuals, familie	Portfolio has no narrative about ending in the BSW Program or ending relationships in the cohort.
andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals,	Portfolio has 2-3 of the competencies displayed. Shows beginner coverage of the material via the portfolio and indicates beginner integration and reflectoin of the material to support the assignment.	OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, organizations, and communities (2.1.10 a - d) Professional practice interactive processes of engagement, assessment, intervention, and evaluates organizations, and communities. Practice knowledge includes identifying implementing evidence-based interventions designed to achieve service and technological advances; evaluating program outcomes and practice analyzing, advocating, and providing leadership for policies and services economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.5. Facilitates intentional and planned processes for transition individuals, families, groups and community organizations	Portfolio has beginner about narrative about ending in the BSW Program or ending relationships in the cohort.
W Practice Behav	Portfolio has 4-5 of the competencies displayed. Shows basic coverage of the material via the portfolio and indicates basic integration and reflectoin of the material to support the assignment.	NW Practice Behaves, and evaluates 2.1.10 a – d) Profest assessment, interver d skills to practice we ice knowledge includ tions designed to ac g program outcomes eadership for policies on (2.1.10.c) lanned processes to	Portfolio has basic narrative about ending in the BSW Program or ending relationships in the cohort.
andards OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,	Portfolio has 6-7 of the competencies displayed. Shows proficient coverage of the material via the portfolio and indicates proficient integration and reflection of the material to support the assignment.	OR- Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10 a – d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations	Proticient /.5 Portfolio has proficient narrative about ending in the BSW Program or ending relationships in the cohort.
s, groups,	Portfolio has 10 of the competencies displayed. Shows excellent coverage of the material via the portfolio and indicates excellent integration and reflection of the material to support the assignment.	es the dynamic and at multiple levels. as, groups, ing, and joals; using research eness; developing, romoting social and endings with	Portfolio has excellent narrative about ending in the BSW Program or ending relationships in the cohort.
			Score/Level

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or printing and committee (2.4.10) and the professional profession involves the despendence	Beginner 2.5
1 10 Deserve	Basic 5
	Proficient 7.5 Exempla
) +b) d;	Exemplary 10
	Score/Level

economic justice. analyzing, advocating, and providing leadership for policies and services; and promoting social and and technological advances; evaluating program outcomes and practice effectiveness; developing, implementing evidence-based interventions designed to achieve service users' goals; using research Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and **organizations, and communities (2.1.10 a - d)** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.

Sub-Competency: 10d. Evaluation (2.1.10 d)

Practice Behavior:

and agencies 10d.1. Evaluates their own practice and contributes to the evaluations of their programs

SW 460 Presentation of Portfolio

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	Unacceptable- 0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
3.3-	Presention is	Presentation is	Documentation	Documentation	Documentation	
effective, clear,	9	clarity,	within the	within the	within the	
and concise		inconcise oral	allotted time, is	allotted time, is	allotted time; is	
oral and written		and written	grammatically	clear and	clear, concise,	
communication.		communication.	correct, without	accurate and	and accurate;	
		LIttle if any	spelling errors;	contains the	contains the	
		discussion	contains the	core elements	core elements	
		about the	core elements	of professional	of professional	
		competencies is	of professional	presentation;	presentation,	
		professionally	presentation	well developed,	excellent	
		presented. Not	however is only	competencies	commication,	
		little if any	level of	concise manner, are covered.	are covered.	
		reflection or	understanding,	accurate, and	and presents in	
		evidence of	clarity, and	educationally.	a meaningful	
		reflection.	presentation.	Strong evidence	way as to	
			Some	of reflection and educate others	educate others	
			about the	the	integration of	
			competencies is	competencies.	the	
			professional		competencies	
			presented.		for a generalist	
			Some evidence		social worker.	
			of reflection but		Show high level	
			slight attention		of reflection in	
			to this aspect of		the	
			the		presentation.	
			presentation.			
	Standards OR- Portland S	tate University S	andards OR- Portland State University SSW Practice Behaviors (2012)	aviors (2012)		
	Competency: 3. Applies critic	al thinking to info	Competency: 3. Applies critical thinking to inform and communicate professional judg	ate professional j	udgments (2.1.3)	
	Social workers ar discernment. The	e knowledgeable at y use critical thinking	Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the control and communication of colors in formation.	logic, scientific inquestivity and curiosity	iry, and reasoned . Critical thinking	
	Practice Behavior:	or:	Practice Behavior:			
	J.J. Delliolistiate	s ellective, cledi, d	3.3. Delibilisti ates ellective, clear, alia colicise olar alia writteri collillialiication	MIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	CI	

SW460 Senior Integrated Portfolio Course Syllabus

Instructor: Charlotte Goodluck, MSW, Ph.D.

E-mail: goodluck@pdx.edu

Course Time: Tuesday 8:20-11:30

Office Hours: To Be Discussed

Office: ASRC 620G Credits: 3

Phone: (503) 725.5004 Co-requisites: SW432

Course Description

This course facilitates students' integration of past learning, both formal and informal, into a generalist social work practice framework. The interrelated nature of HBSE, social welfare policy, practice, field, and research is emphasized. Students create an integrated competency-based (10 competencies) portfolio documenting their personal and professional achievements throughout the social work program. This course provides the opportunity to synthesize and (apply holistically) the components (knowledge, values, and skills) of a beginning competent generalist social worker preparing for entry-level professional social work career.

Co-requisite: SW432

Course Objectives and Competencies

This course is designed to support student learning by practicing and demonstrating competencies established for generalist social work by the Council of Social Work Education in 2008 (CSWE). The student will be assisted in developing the following social work competencies and practice behaviors:

2.1.1 Identifies as a professional social worker and conducts self accordingly

- 1.5 Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner.
- 1.7 Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan.

2.1.2 Applies social work ethical principles and values to practice

- 2.3 Tolerates ambiguity in resolving ethical conflicts.
- 2.4 Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework.

2.1.3 Applies critical thinking to inform and communicate professional judgments

3.3 Demonstrates effective, clear, and concise oral and written communication

2.10.a-d Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities

2.1.10c-Intervention

10c.5 Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations

2.1.10d-Evaluation

10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies

Populations-at-Risk Statement

Students with Disabilities Statement

Academic Honesty and Integrity Statement

Required Texts

The required materials for this course are:

A TaskStream subscription, which you will use to create your portfolio for the course.

In addition, the instructor will provide you with links to various articles and resources throughout the term.

Assignments

Assignment	Points	Location
Pre-survey	10	Google survey
Lifelong learning /professional development plan and reflection (PB 1.5)	10	TaskStream
Update and revise self care plan and reflection (P.B. 1.7)	10	TaskStream
Ethical Toolkit plan and reflection (P.B. 2.3, 2.4)	20	TaskStream
Generalist Social Work Practice Framework (P.B. 3.3)	10	TaskStream
Complete portfolio (P.B. 10.c-5, and 10.d-1)	140	TaskStream
Student presentations of portfolio (P.B. 3.3)	10	Classroom
Attendance (5 points per class) (10 classes X 5: 50)	50	Classroom
Total	260	

Evaluation and Grading

Course grades are based on points achieved:

260-234: 100%- 90% 233-208: 89%-80% 207-182: 79%-70% 181-156: 69%- 60% 155-0: 59% and below Final course grades are based on the following percentage distribution:

A: 93-100 %	C+: 77, 78, 79
A-: 90, 91, 92	C: 73, 74, 75, 76
B+: 87, 88, 89	C-: 70, 71, 72
B: 83, 84, 85, 86	D+: 67, 68, 69
B-: 80, 81, 82	D: 63, 64, 65, 66
D-: 60, 61, 62	

Incomplete Grade/Process/Documentation

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons for an incomplete are acceptable to this instructor, and a formal agreement is reached. You are responsible for contacting the instructor for this request in writing. You will have to complete an agreement in writing of what needs to be done with a due date. I do not give Incompletes for failing grades. If an incomplete is approved, it is your responsibility to complete the necessary paperwork in advance in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

Attendance and Participation

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off your cell phones (text messaging during class is not acceptable), not talking to other student(s) during lecture(s) or when a classmate is speaking, and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the instructor alike.

Being in class is part of the work for this course. If you miss two class sessions (five hours) of class, your grade may be lowered. If you miss three or more class sessions (7 hours or more), you may not get credit for this course. Please communicate with me in writing about your circumstances in order to facilitate the best options for dealing with attendance. If you are having major life issues, please be in touch with our BSW Student advisor, Sam Gioia, to learn about various resources to enable you to continue in your studies or to work out a plan with him about other options.

I will take attendance after the class break during each class meeting. You will earn 5 pts for each week you are present for a total of 50 points toward your final grade. (5x10=50). You will earn 5 points for each week in D2L grade portion of the course.

Rubrics for Assignments

Rubrics are located in TaskStream with the practice behaviors identified. Grading will be a combination of what is received on the rubrics and other aspects of developing the complete portfolio, which will be discussed in the course during the term.

SW 460 Weekly Schedule

Week	Topic	Notes/Readings	Assignments due during class session
1	Course Overview; Introductions What is a portfolio?; Why is this important?; Selection of evidence for competencies and practice behaviors; Organization of the Course/Lab and Content	Syllabus Small Group	Take pre-survey (google survey)
2	Writing a Narrative and submitting; Evidence/Artifacts/Assignments; Story Board Practice	Discussion on Competencies and Practice Behaviors; Examples	
3	Update Self-care Plan & Reflection	Article on Self- Care	Upload evidence for competencies 1, 2, 3
4	Lifelong Learning/Professional; Development Plan & Reflection	Article on Lifelong Learning	Upload evidence for competencies 4, 5, 6; Upload Self-care plan and reflection
5	Ethical Toolkit Plan and Reflection	Article on Ethics	Upload evidence for competencies 7, 8, 9; Upload Lifelong Learning/ Professional Development plan and reflection
6	Generalist Social Work Practice Framework	Article on Generalist Social Work	Upload evidence for competencies 10a, 10b, 10c; Upload Ethical Toolkit plan and reflection; Discuss your Oral Presentation/Tips
7	Digital Identity	Career Center Guest speaker will present resources	Upload evidence for competencies 10d; Prepare and practice portfolio presentation; Upload Generalist Social Work Practice Framework
8	Student presentations of portfolios	None	During weeks 8, 9, or 10 you will need to present your complete portfolio to the class. You will have 10 minutes for your presentation. Make sure you have a questions so your peers can answer it for your presentation. Peer Evaluation forms will be collected for your presentation and your portfolio.

			Upload a paper with your name on it to TaskStream so you can get graded for this presentation.
9	Student presentations of portfolios	None	During weeks 8, 9, or 10 you will need to present your complete portfolio to the class. You will have 10 minutes for your presentation. Make sure you have a questions so your peers can answer it for your presentation. Peer Evaluation forms will be collected for your presentation and your portfolio. Upload a paper with your name on it to TaskStream so you can get graded for this presentation.
10	Student presentations of portfolios Evaluations; End of your BSW course work!; Happy Graduation! Good byes.	None	During weeks 8, 9, or 10 you will need to present your complete portfolio to the class. You will have 10 minutes for your presentation. Make sure you have a questions so your peers can answer it for your presentation. Peer Evaluation forms will be collected for your presentation and your portfolio. Upload a paper with your name on it to TaskStream so you can get graded for this presentation.

Schedule may change due to unforeseen circumstances. Check D2L for updates.

Assignments and Directions for Completion

1. Pre-Survey

This assignment will consist of a short online survey of general questions about your knowledge, familiarity with portfolios, technology, etc. The questions will take you about 5-10 minutes to answer. Your responses will assist the instructors to have a better understanding of where you are in relationship to the goals and objectives of this course. It will be conducted in Google survey for your ease of completion.

2. Lifelong Learning/Professional Development Plan and Reflection

As a professional social worker you will be continuing to learn throughout your social work career. This is a requirement of our Code of Ethics (NASW). We want you to write a 1 page plan discussing your ideas for your continued learning of social work knowledge, values, and skills. Include a definition of "lifelong learning" from a research based article in social work. Your paper may include your ideas for continuing education, where you will potential get CEU's, review the State of Oregon's requirements for BSW registration and see how many hours are required for continuing education; if by chance you are leaving Oregon go to the website for the state you are thinking of moving to and see what their requirements are for BSW. Each state is different so include the website and their requirements for documentation. List ideas for training, workshops, conferences, college courses, NASW workshops, estimate the cost for doing this for at least one year. Include in this narrative at least three quotes from the article for this assignment to support your thinking and document.

3. Update and Revise Self-Care Plan and Reflection

In Beginning Generalist Social Work Practice, a course you took in your junior year in the spring was in preparation of entering field in your senior year. You were asked to write a comprehensive Self-Care Plan, now we want you to take that document and update it based on thinking about the next months ahead of you in your first social work position. So refine it and update for the next year post graduation. I want you to include the first one and then show how you updated it to reflect the next year. Your role from being a student to a person with a professional career is an important status change and the stressors will be different and more significant. If by chance you have applied to a MSW Program you will need to address those changes in addition. Since you don't know if you will be accepted you need to have two plans: one if you get a social work position and one if you continue as a graduate student.

4. Ethical Toolkit Plan and Reflection

As a beginning professional social worker you will encounter various ethical and value dilemmas. We want you to be prepared for these questions by developing a lists of at least 5 sources of information, contacts, organizations, and/or websites to help you navigate these sorts of questions and dilemmas. This assignment must also include a ½ page description about how you might use the toolkit and in what type of ethical issue may arise for your in your first social work position.

5. Generalist Social Work Practice Framework: "What is your generalist social work practice framework?"

Using your personal statement that you wrote when you applied to the BSW Program we want you to review and reflect on the questions you responded to and then think about the course, experiences, activities, cohort, other courses at PSU. Write a 1 page narrative about what you think your answer is to the following question: "What is your generalist social work practice framework?" . You may include theories, models, concepts, to expand your thinking but the work must be done in your own words. It must reflect your personality, interests and making it both personal reflection and professional. There is no "correct" version but it must make sense, be based on your social work learning, and the integration of the themes and ideas you have learned about as a student in the BSW Program. In the future your potential employers will ask you what is a generalist social worker and what do they do? This narrative will give you a safe place to address these questions and develop a statement that will serve that purpose. Being able to explain to those who are not familiar with social work and generalist are key factors in selling yourself to the employer. We understand writing something short is much harder since you have to really think about what you will be writing to make sense and be authentic to your own beliefs and experiences.

6. Portfolio of Competencies with evidence for each competency

One of the major aspects of this course is to develop a Professional Social Work Portfolio to demonstrate your integration of all the competencies during your two year educational experience with the BSW Program. As you know you have been uploading different assignments on TaskStream for two years, beginning with SW339 Introduction to Oppression and Privilege to your senior year. In some courses you had one assignment and in other course you had many more. This part of this course will require you to demonstrate to yourself and to different audiences that you have learned the competencies by the following. We want you to reflect on the courses and select at least one or if you want more than one assignment to demonstrate what you learned for that competence. You must include a narrative for each competency about what you think it is related to your own understanding of the competency, include more than one assignment such as an activity from field, workshops, other courses in your undergraduate education, pictures, other images, quotes, poetry, stories, videos, and three social work references which influenced your thinking about this competency area. Discussion of the competency is key; this is not just uploading your TaskStream history from your social work courses; it is gong beyond that from clip and paste or description to reflection and metacognition (thinking about thinking) about the competency itself.

7. Student Presentations of Portfolio

You are being asked to develop a Portfolio so after that is prepared we want you to give a brief presentation (10-15 minutes) to share your portfolio with your classmates. You will need to be thoughtful about what aspects of your portfolio you want to share to make it your presentation and not just routine. You have so much to share because this has been a transformational educational experience of bringing everything together to show others what you have learned and the meaning of it to you as a beginning professional social worker. How you make it "yours" will add to your own creativity and innovation without losing its purpose.

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