

School of Social Work
BSW Program

Self-Study

August 2014

Volume II: Syllabi

Contact:

Charlotte Goodluck, Ph.D.

BSW Program Director

**School of Social Work
BSW Program**

Self-Study

August 2014

**Volume II of III:
Syllabi**

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

Volume II: Syllabi

Table of Contents

SW 301U: Introduction to Social Work Syllabus207

SW 339: Introduction to Oppression and Privilege Syllabus and Rubrics212

SW 340: Advocacy for Policy Change Syllabus and Rubrics..... 221

SW 341: Social Justice Practice Syllabus and Rubrics 228

SW 350: Human Behavior Throughout the Lifespan Syllabus and Rubrics.....248

SW 351: Beginning Generalist Practice Syllabus and Rubrics254

SW 400: Field Seminar & Placement Syllabus and Rubrics269

SW 430: Generalist Practice with Communities and Organizations Syllabus and Rubrics..306

SW 431: Generalist Practice with Individuals and Families Syllabus and Rubrics.....319

SW 432: Generalist Practice with Groups Syllabus and Rubrics331

SW 450: Social Work Research and Evaluation I Syllabus and Rubrics343

SW 451: Social Work Research and Evaluation II Syllabus and Rubrics358

SW 460: Senior Integrated Portfolio Syllabus and Rubrics372

SW 301U Introduction to Social Work Course Syllabus

Instructor: Mindy Holliday, MA, MSW
Email: hollidaym@pdx.edu
Office: ASRC 632
Phone: 503-725-8068

Course Time: Mon. 5:30-9:20pm
Office hours: 3-5 (Mon)
Credits: 4
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 Activities	10 pts
4. D2L Chapter Q & A	20 pts
5. Group Poster Session	20 pts
6. <u>Attendance & Participation</u>	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 be 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.

SW 339: Final Paper re Taping Exercise

	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 one's own cultural rules and biases and uncomfortable identifying possible differences with others.	Shows inconsistent level of awareness of one's own cultural rules and biases and uncomfortable identifying possible differences with others.	Shows minimal awareness of how one's own cultural rules impact one's life and possible role as a social worker.	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.	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 self-description apparent.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice</p>						
3.1. 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	

	Unacceptable – 0	Beginner 2.5	Basic 5.0	Proficient – 7.5	Exemplary – 10	Score/Level
					styles, economy, or beliefs and practices. Can articulate and strategize about how to incorporate this into social work practice.	
	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments</p>					
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	Demonstrates no understanding of the complexity of elements important to members of another culture and related power dynamics present.	Demonstrates inconsistent understanding of the complexity of elements important to members of another culture and related power dynamics present.	Demonstrates partial understanding of the complexity of elements important to members of another culture and related power dynamics present.	Demonstrates adequate understanding of the complexity of elements important to members of another culture and related power dynamics present.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture and related power dynamics present.	
	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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</p>					

	Unacceptable – 0	Beginner 2.5	Basic 5.0	Proficient – 7.5	Exemplary – 10	Score/Level
	oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Practice Behavior: 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					
4.2. 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	Shows no application of skills to address personal bias, privilege mindset, etc.	Inconsistent application of skills to address personal bias, privilege mindset, etc.	Ability to articulate importance of applying skills to address personal bias, privilege mindset, etc.	Ability to articulate and exhibit sufficient skills to address personal bias, privilege mindset, etc.	Ability to articulate, exhibit and appropriately provide multiple examples of current and future efforts to address personal bias, privilege mindset, etc.	
Standards 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: 4.2. 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						
5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression	Does not define or address structural issues nor skills to dismantle it.	Begin to define or address structural issues nor skills to dismantle it.	Able to define structural issues or relevant skills but not both.	Able to define structural issues, describe skills needed to dismantle oppression, and describe opportunities to do so in a specific practice area adequately	Ability to articulate, exhibit and appropriately provide multiple examples of structural violence, skills needed to dismantle oppression, and	

Unacceptable – 0	Beginner 2.5	Basic 5.0	Proficient – 7.5	Exemplary - 10	Score/Level
<p style="text-align: center;">(can give 1 example of each).</p> <p style="text-align: center;">describe opportunities to do so in a specific practice area (can give at least 3 examples of each).</p>					
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p>					
<p>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.</p>					
<p>Practice Behavior: 5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression</p>					

SW339 Introduction to Oppression & Privilege Course Syllabus

Instructor: John C. Wolfe, MSW, LCSW
E-mail: jcwolfe@pdx.edu
Office: ASRC
Phone: 503-702-9259

CRN: 13747
Course Time: 5:30-8:00 PM Tuesday
Office Hours: M & T 4:00 pm
Credits: 3
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%	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 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/ Date	Topic & Objectives	Other	Readings & Assignments	Exercises/Films
Wk 1 9/25	-Introductions & Welcome -Review Course Syllabus -Discuss how this course fits with BSW Program -Discuss CSWE 2008 Competencies & Practice Behaviours	Divide into small groups for discussion and dialogue	Complete & Turn In Today Student Data Forms Mailbox Form	Exercises 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 10/16	Social Identity: Understanding Who We are as Social and Cultural Beings		Multi-Culture Mapping	Culture Chest 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 78,79,80,81,86	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

Adapted from Program on Intergroup Relations and Conflict, University of Michigan, 1994.

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

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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	No indication of evidence for this practice behavior. No written examples/citations.	Demonstrates beginner level of competency. Some beginning articulation of relationship between social policies, social problems, and social work practice and the impact on service users, service providers, and the community. 1 -2 examples/citations	Demonstrates basic level of competency. Basic articulation of relationship between social policies, and social work practice and the impact on service providers, and the community. 3-4 examples/citations	Demonstrates proficient level of competency. Above average articulation of relationship between social policies, and social work practice and the impact on service users, service providers, and the community. 5 examples/citations	Demonstrates exemplary level of competency. Excellent articulation of relationship between social policies, and social work practice and the impact on service users, service providers, and the community. 6 or more examples/citations	
8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes	No indication of evidence for this practice behavior. No written examples/citations.	Demonstrates beginner level of competency. Some beginning articulation of relationship between social policies, social problems, and social work practice and the impact on service users, service providers, and the community. 1 -2 examples/citations	Demonstrates basic level of competency. Basic articulation of relationship between social policies, and social work practice and the impact on service providers, and the community. 3-4 examples/citations	Demonstrates proficient level of competency. Above average articulation of relationship between social policies, and social work practice and the impact on service users, service providers, and the community. 5 examples/citations	Demonstrates exemplary level of competency. Excellent articulation of relationship between social policies, and social work practice and the impact on service users, service providers, and the community. 6 or more examples/citations	

Standards

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 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 practice and the impact on services users, service providers, and the community

Standards

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

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>(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.</p> <p>Practice Behavior:</p> <p>8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes</p>					

SW 340 Advocacy for Policy Change Course Syllabus

Instructor: Elizabeth “Lisa” Norton
E-mail: nortone@pdx.edu
Office: ASRC 676Z
Phone: 541.351.0192

Course Time: Tuesdays, 10:00 AM – 11:50
AM OR 5:30 PM – 7:20 PM
Office Hours: By Arrangement
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
<u>Policy Analysis Project and Poster Presentation</u>	<u>100 pts</u>
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 SATURDAY AT 10:00 PM
Week 1 1/7	Introductions and Class Requirements History and Foundations of Child Welfare Readings: Segal - Chapter 2	Purchase Segal text Assignment #1: Post a Summary on Discussion
Week 2 1/14	Social Welfare Policy and Social Values <i>Orphan Trains</i> video and discussion Readings: 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)	Assignment #2: Complete "Can you balance the Oregon Budget?" activity
Week 3 1/21	Social Justice and Civil Rights Economic Inequality <i>Living Broke in Boom Times</i> (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)	Policy Group Post 1
Week 4 1/28	Delivery of Social Welfare Services Analyzing Social Welfare Policies Readings: Segal – Chapters 4 (EPAS 2.8.1) & 5	Policy Group Post 2
Week 5 2/4	Income Maintenance & Social Security US Economy and income distribution Readings: Segal – Chapters 8 (EPAS 2.8.1) & 9 (EPAS 2.8.1 & 2.8.2)	Policy Group Post 3 Assignment #3
Week 6 2/11	Policies and Programs for Children and Families Readings: Segal – Chapter 10 (EPAS 2.8.1) & 11 (EPAS 2.8.1)	Policy Group Post 4
Week 7 2/18	Health Care Readings: Segal – Chapter 12	Policy Group Post 5
Week 8 2/25	International/Global Perspectives Readings: Segal – Chapter 13 Confederated Tribes of Siletz – Introduction to History and Constitution (on D2L) (EPAS 2.8.1)	Policy Group Post 6
Week 9 3/4	Legislation and Advocacy/Change Agent Readings: Segal – Chapter 14 (EPAS 2.8.2)	Assignment #4 – Individual reflection and peer review assessment
Wk 10 3/11	Poster Presentations	Assignment: Professional Learning Journey posted in TaskStream
Final 3/18	Poster Presentations Reflection on Social welfare issues, policies, programs and practices	

Assignments 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 and 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

	Not Acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
Assignment 1: Gathers and Hunters Engages with others around issues of identity and difference	Does not participate.	Fails to provide a unique definition of social justice, does not identify source, and does not reflect on group process.	Presents one unique definition of social justice but fails to provide source or reflect on team collaboration.	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).	Presents one unique definition of social justice; provides its source(citation given, date was done, respondent described), reflects on process but does not do both). collaboration (comments re how went for team).	Each person in team turns this in separately

Standards

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

SW 341 Mining A Community Success Story

	Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
2.1.4.4 - Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and services users.	Did not complete the assignment.	Community 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.	Missing three elements of an exemplary community success story.	Missing one or two elements of an exemplary community success story.	Community success story: 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 informants) informed the narrative of the community	
		And/Or Missing four elements of an exemplary community success story.				

	Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
					<p>success story provided as an in-class presentation and describes how input gained from key informants was used to refine the final representation and representation of the community success.</p> <p>5. Describes the challenges and benefits of collaborating with group members and key informants in developing the community success story.</p>	
	<p>Standards 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: 4.4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users</p>					
2.1.5.3 Involves and supports service users to build their	Did not complete the assignment.	Community success story reflects a needs-based approach to development	Missing three elements of an exemplary community success	Missing one or two elements of an exemplary community success story.	Community success story: 1. Details the contributions of community	

Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
<p>own power and voice to identify, prioritize, and address social and economic injustices.</p>	<p>and social inclusion, e.g., Key informants are considered experts rather than members of the community.</p> <p>And/Or</p> <p>Missing four elements of an exemplary community success story.</p>	<p>story.</p>		<p>members.</p> <p>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.</p> <p>3. Identifies (even if using a pseudonym to protect confidentiality) at least three people that contributed to the success and describes their contributions.</p> <p>4. Details how input from community members (key informants) informed the narrative of the community success story provided as an in-class presentation and describes how input gained</p>	

Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
				<p>from key informants was used to refine the final representation and of the community success.</p> <p>5. Describes the challenges and benefits of collaborating with group members and key informants in developing the community success story.</p>	
<p>2.1.8.1 Articulates the relationships between social policies, social problems, and social work practice and</p>	<p>Did not complete the assignment.</p>	<p>Language used in description reflects a needs-based approach to development and social inclusion</p>	<p>One element for exemplary is entirely incomplete</p>	<p>One element for exemplary is incomplete</p>	<p>1. Details how community members recognized their individual and collective capacities.</p> <p>2. Describes how community members collaborated to develop a new</p>
	<p>Standards 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: 5.3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices</p>				

	Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
the impact on services users, service providers, and the community.					lens through which to assemble their individual and collective capacities to create new possibilities and ways of including everyone in the community. 3. Discusses personal attributes and skills AND the relationships among people through social, kinship, or association al networks that were mobilized to inspire positive action for change.	
	<p>Standards 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 structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p> <p>Practice Behavior: 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</p>					
2.1.8.2 Analyzes, formulates and collaborates	Does not complete the assignment.	Presentation and visual representation focuses on community	Missing two elements detailed for exemplary	Missing one element detailed for exemplary.	Promotes change by providing a representation of a community	

Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
with service users, colleagues, and/or other community organizations to promote policy changes.	problems instead of strengths and capacities			<p>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:</p> <ol style="list-style-type: none"> 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 	

Not Acceptable -0	Beginner-2.5	Basic-5	Proficient-7.5	Exemplary-10	Score/Level
<p>Standards 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 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 changes</p>					

developing the presentation and visual representation of the community success and each group members contribution is clear and seems equitable.
4. Presenters engage with the audience (and each other) in a non-defensive and professional manner.

SW 341 Taking Social Justice Action into the World

	Not Acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
Assignment 3- Community Success Story:	Does not complete the assignment.	Student submits an incomplete product or it does not relate to the community success story, and missing one or more of the additional criteria.	Student will submit one of the examples listed in the assignment (or develop a medium agreed upon in advance by the course instructor), but it does not relate to their community success story.	Student will submit one of the examples listed in the assignment (or develop a medium agreed upon in advance by the course instructor).	Student will submit one of the examples listed in the assignment (or develop a medium agreed upon in advance by the course instructor).	
5.2: Works in the service of users and communities to advocate for social and economic justice			Or, missing two or more of the additional criteria.	Meets three of the four additional criteria.	The submission relates to the community success story; meets acceptable professional conventions for the medium; is submitted by due date; makes a brief presentation about product on the last day of class.	

Standards

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

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). Social Work Matters: The Power of Linking Policy and Practice. 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

Assignment #	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. <u>Attendance</u> (see above for details)	20
Total 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.

School of Social Work

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

School of Social Work

	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.

School of Social Work

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

School of Social Work

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."

*-- First lady Michele Obama,
June 16, 2009, referring
to the ABCD Approach. "*

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.

School of Social Work

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 use 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

School of Social Work

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/>

- Peer-Reviewed Journal Articles
- Media Coverage
- Newsletters

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

- Letter to an Editor (textbook, newspaper, 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 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

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
<p>Practice Behavior:</p> <p>3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation</p>	<p>Does not clarify life stage or demographic issues clearly. Does not provide a summary conclusion/synthesis</p>	<p>Incomplete description of life stage and related demographics. Incomplete description of life stage and related demographics.</p>	<p>Provides life stage information or demographic information but not both. Provides a descriptive conclusion but no synthesis.</p>	<p>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.</p>	<p>Provides in depth information about a life stage and demographic information. Provides in depth information about a life stage and demographic information.</p>	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>Practice Behavior:</p> <p>7.2. Critiques and applies knowledge to understand person and environment</p>						
<p>Practice Behavior:</p> <p>7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>	<p>Does not provide description of developmental tasks and issues for the age group. Does not provide any mention of theories.</p>	<p>Incomplete description of developmental tasks and issues for the age group. Provides imprecise information about theories.</p>	<p>Provides overview of developmental tasks but leaves out ecological factors. Provides theories but only those mentioned in class.</p>	<p>Provides basic overview of developmental tasks and context (superficial). Provides preliminary mention of theories mentioned in class and required readings.</p>	<p>Provides in depth 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</p>	

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

SW 350: Human Behavior Through the Lifespan Course Syllabus

Instructor: Michael Hulshof-Schmidt, MSW
Email: hulshof@pdx.edu
Office: ASRC
Phone: please email

Course Time:
Office Hours: by appointment
Credits: 4
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
<hr/>	
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 – D

50 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	Rogers, Chapter 1 for Thursday	Tuesday -review syllabus and assignments -structure of class sessions -intro to Theory Lecture
	HBSE overview		Thursday Plus/Delta Cards
2. Jan 14 and 16	Ecological, Systems, & Strengths	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
	Foundational Psychological Theories		Thursday -small group theory explorations
3. Jan 21 and 23	Sociological Theories	Rogers, Chapter 4 and 5 **After finishing the readings for this week, view Online Videos: (pending, will be linked in D2L)	Tuesday -Sociological theory
	Privilege & Oppression		Thursday -Privilege and Oppression exercises -small group discussions
4. Jan 28 and 30	Pre-pregnancy & Pre-natal	Rogers, Chapter 6 and 7 I will have two additional articles here on D2L	Tuesday -In the Womb Video (in class)
	Infancy & Early Childhood (Birth to 5)		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. Feb 25 and 27	Early Adulthood (23 to 44)	Rogers, Chapter 10 and 11	Tuesday -small groups on themes of adulthood
	Middle Adulthood (45-64)		Thursday -Anyone & Everyone Video (in class)
9. Mar 4 and 6	Late Adulthood (65 to death)	Rogers, Chapter 12	Tuesday -small groups on themes of elderhood
			Thursday -Young at Heart Video (in class)
10. Mar 13	Review	Final Quiz Review Course Summary and Evaluation	Life Span Analysis Focus Paper Due/ I will give you further instructions here.
11. Mar 20	EXAM WEEK		FINAL QUIZ/ We will talk 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

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
2.2- Accepts on Ethics Exam and uses the NASW Code of Ethics.	Score below 70% on Ethics Exam	Score between 70% and 79% on Ethics Exam	Score between 80% and 89% on Ethics Exam	Score between 90% and 95% on Ethics Exam	Score above 96% on Ethics Exam	
<p>Standards</p> <p>OR - Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>2.2. Accepts and uses the NASW Code of Ethics</p>						

SW 351 Self Care Plan

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
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 is absent or incomplete and/or demonstrates no awareness of how stress, life experiences, and personal background impacts self	Self care plan is minimal, and/or demonstrates little awareness of how stress, life experiences, and personal background impacts self	Self care plan covers basic areas, though not comprehensive and/or demonstrates little awareness of how stress, life experiences, and personal background impacts self	Develops a comprehensive self care plan, including plans to address barriers or significant awareness of how stress, life experiences, and personal background impacts self	Develops a comprehensive self care plan, including plans to address barriers and demonstrates significant awareness of how stress, life experiences, and personal background impacts self	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>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</p>						

SW 351 Listens and Communicates

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
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.	Unable to engage and attend to "consumer" with empathy and unconditional positive regard	Attempted to engage and attend to "consumer", but with empathy was unsuccessful in displaying empathy and/or unconditional positive regard	Able to engage and attend to "consumer" and with empathy unconditional positive regard, though responses appeared rehearsed, scripted, and/or could not be maintained when faced with strong emotion or when the interview veered from the expected script.	Strong skill in engaging and attending to "consumer" with empathy and unconditional positive regard, though exhibited some difficulty when strong emotions even when or when interviewed veered from the expected script.	Exceptional skill in engaging and attending to "consumer" with empathy and unconditional positive regard. Demonstrated flexibility and a strong ability to stay present confronted with strong emotions.	
<p>Standards</p> <p>OR - Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10a. Engagement (2.1.10a)</p> <p>Practice Behavior: 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</p>						

SW 351 Successfully prepares

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
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.	Approached the interview without sufficient preparation and planning and therefore was not able to successfully begin the interview and/or provide a clear introduction of self and social work role	Prepared for the interview, but was not able to successfully begin the interview and/or provide a clear introduction of self and social work role without prompting	Prepared for the interview, and successfully began the interview with a self and social work role and function, though presentation was awkward, scripted, and/or required clarification from the "consumer" expected script.	Well prepared for the interview, and successfully began the interview with a self and social work role and function, though became disorganized and unfocused when interviewed from the expected script.	Well prepared for the interview, able in a confident and relaxed manner to provide a clear introduction of self and social work role. Able to maintain focus even when interviewed from the expected script.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10a. Engagement (2.1.10a)</p> <p>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 social work role</p>						

SW 351 Est professional roles

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
1.3- Establishes and maintains professional roles and boundaries.	Did not articulate and maintain professional role and boundaries during the interview.	Did not articulate and maintain professional role and boundaries during the interview.	Articulated the basic professional role and boundaries during the interview, though seems awkward, and /or flustered. required clarification from the "consumer"	Clearly articulated the professional role and boundaries during the interview, though at times became flustered.	Consistently and confidently articulated and maintained professional role and boundaries throughout the interview in a manner that reflects the integration of the social work role.	

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:

1.3. Establishes and maintains professional roles and boundaries

SW 351 Recording Client Contacts

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
3.3- Demonstrates effective, clear, and concise oral and written communication.	Documentation not completed within the allotted time, contains significant grammatical, spelling errors and does not clearly and accurately convey a summary of the contact and the next steps	Documentation not completed within the allotted time or contains significant grammatical, spelling errors or does not contain the core elements of professional	Documentation completed within the allotted time, is grammatically correct, without spelling errors; contains the core elements of professional case notes, though lacks clarity and/or accuracy.	Documentation completed within the allotted time, is clear and accurate and contains the core elements of professional case notes	Documentation completed within the allotted time; is clear, concise, and accurate; contains the core elements of professional case notes; and follows all recommended "best practices".	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>3.3. Demonstrates effective, clear, and concise oral and written communication</p>						

SW 351 Illustrating Prof SW Behaviors

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
1.4-. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures.	Consistently demonstrates unprofessional behavior in terms of attendance, time management, communication, use of technology, and adhering to classroom expectations	Less than 75% of the time demonstrates professional behavior in terms of attendance, time management, communication, use of technology, and adhering to classroom expectations	75% of the time demonstrates professional behavior in terms of attendance, time management, communication, use of technology, and adhering to classroom expectations.	90% of the time demonstrates professional behavior in terms of attendance, time management, communication, use of technology, and adhering to classroom expectations.	Consistently demonstrates exemplary professional behavior in terms of attendance, time management, communication, use of technology, and adhering to classroom expectations.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 1.4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures</p>						
1.2 Examines and critiques performance and makes plans to address learning needs.	Demonstrates no ability to critique performance or identify learning needs and/or unable to develop a plan to address learning needs.	Little ability to examine performance except as a result of external feedback and/or unable to develop a plan to address learning needs.	Demonstrates an ability to critique performance though tends to require external feedback or address a basic learning needs.	Demonstrates an ability to critique performance and develops a plan to address learning needs.	Demonstrates an advanced ability to critique performance, including strengths and learning needs and develops a comprehensive plan to address learning needs.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency: 1. Identifies as a professional social worker and conducts self accordingly (2.1.1)</p>						

Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
<p>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.</p> <p>Practice Behavior:</p> <p>1.2. Examines and critiques performance and makes plans to address learning needs</p>					

SW351 Beginning Generalist Practice Course Syllabus

Instructor: Sam Gioia, LCSW
Email: gioia@pdx.edu
Office: ASRC 620H
Phone: please email

Course Time: T 5:30-8:20 PM
Office Hours: TBA
Credits: 3
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
<hr/>	
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 in-class 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; Professional behavior and taking care of self; Stages of generalist social work practice and overview of case management	Ch 3 Applying the Ecological Model Ch 4 Cultural Competency	Ethics Test #1
2	Social work values and ethics	Textbook-Ch 1 Ethics 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.

SW 400 Field Seminar Supervision Log & Reflection (Fall)

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
1.6 - Prepares for and effectively uses supervision and consultation	None to One of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	2.5 - Beginner Two to Three of the following are met in the Supervision Log and Reflection 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	Four of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	Five of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	All of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	

Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>written, reflects a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>written, reflects a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	
<p>Standards</p>					
<p>OR- Portland State University SSW Practice Behaviors (2012)</p>					
<p>Competency:</p>					
<p>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.</p>					
<p>Practice Behavior:</p>					
<p>1.6. Prepares for and effectively uses supervision and consultation</p>					

SW 400 Field Seminar Supervision Log & Reflection (Winter)

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
1.6 - Prepares for and effectively uses supervision and consultation	None to One of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	2.5 - Beginner Two to Three of the following are met in the Supervision Log and Reflection 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	Four of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	Five of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	All of the following are met in the Supervision Log and Reflection: 1. Supervision agenda reflects exceptional preparation by having a list of agenda items that are case or problem based, 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	

Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>written, reflects a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>written, reflects a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	<p>a clear position on the nature of the supervisory relationship that is supported by the data in the reflection grid, and includes a clear plan to address any issues or problems.</p> <p>Identifies any challenges to carrying out the plan.</p>	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>1.6. Prepares for and effectively uses supervision and consultation</p>					

SW 400 Field Seminar Critical Case Reflection (Winter)

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	None of the following are met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	One of the following is met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	2 of the following are met: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	3 of the following are met: 1. Issue/problem is stated clearly and described 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 of the following are met: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	
<p>Standards 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</p>						

SW 400 Field Seminar Critical Case Reflection (Spring)

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	None of the following are met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	One of the following is met in the Critical Case Reflection: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	2 of the following are met: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	Critical Case Reflection is well written and 3 of the following are met: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	Critical Case Reflection is well written and all of the following are met: 1. Issue/problem is stated clearly and described 2. Thoroughly presents own and others' perspectives and assumptions. 3. Synthesis takes into account the complexities of the issue, the differing perspectives, and ideas.	
<p>Standards 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</p>						

SW 400 Field Instructor Evaluation

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
(2.1.1) Identifies as a professional social worker and conducts self accordingly	No evidence or lacks knowledge of skills to advocate with service users.	Discusses need for advocacy in supervision but has taken no action or is reluctant to advocate.	Discusses in supervision plans for advocacy and at least once has executed the plan.	Plans action for advocacy with service users and at least twice has executed the plans.	Consistently advocates with service users and provides leadership in building collaborations with others.	
1.1 Advocates with service users, including working with other agencies to remove barriers						
<p>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: 1.1 Advocates with service users, including working with other agencies to remove barriers</p>						
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Demonstrates resistance or unwillingness to examine and critique performance and does not address learning needs.	Examines and critiques performance only when prompted by others (e.g., field instructor, professor, etc.) or as requires by the agency/school.	Examines and critiques performance on occasion (2 – 3 times) and makes plans to address immediate learning needs.	Routinely examines and critiques performance, identifies short term and long term learning needs and makes plans to address learning needs.	Consistently examines and critiques performance and actively explores outside learning opportunities. Takes responsibility for learning	
<p>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: 1.2. Examines and critiques performance and makes plans to address learning needs</p>						
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Unaware of agency professional roles (broker, counselor, advocate, etc.) and/or of appropriate boundaries.	Can identify different agency roles and potential boundary issues, but limited ability to transfer this knowledge practice and/or new situations.	Articulates different agency roles and potential boundary issues, although follow through has been inconsistent or limited	Evidences the knowledge and skill to identify different agency roles and boundary issues and to act appropriately in varying situations.	Demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them. Works within role and function of agency	
1.3. Establishes and maintains professional						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
roles and boundaries	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: 1.3. Establishes and maintains professional roles and boundaries					
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Frequently does not maintain a professional demeanor, time management and communication interfere with the work, and/or violates agency policies and procedures.	Inconsistent in regard to professional demeanor, time management, communication, and/or adherence to agency policies, procedures, and professional standards.	Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas.	Professional behavior consistently (90%) in accord with agency and professional standards. Communication is clear, concise, accurate, and respectful of others.	Professional behavior always in accord with agency and professional standards, even under stressful circumstances. Communication skills are beyond what is typical for interns.	
1.4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures	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: 1.4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures					
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Does not demonstrate any interest, ability, or awareness of the importance of self- reflection and/or does not engage in learning beyond what is minimally expected.	Understands the importance of self-reflection and ongoing learning, but is not able to demonstrate these skills and/or becomes defensive. Additionally, does not engage in learning beyond what is minimally	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 additional learning opportunities.	Demonstrates initiative in reflecting on practice and identifying additional learning opportunities.	Takes every opportunity to reflect on practice and expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues.	
1.5. Demonstrates ability to self-reflect, self-evaluate and maintain						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
curiosity necessary to be a career-long learner	expected					
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner</p>						
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Doesn't appear to prepare for or utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seemingly pre-occupied, and/or has poor follow-through).	Inconsistently prepares (e.g. no reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.	Consistently prepares and sometimes evidences good follow-through on feedback.	Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback. Good follow through	Consistently prepares for difficult/new material and attends to the supervisory relationship as well as the information on client systems. Excellent follow through.	
1.6. Prepares for and effectively uses supervision and consultation	seemingly pre-occupied, and/or has poor follow-through).					
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 1.6. Prepares for and effectively uses supervision and consultation</p>						
(2.1.1) Identifies as a professional social worker and conducts self accordingly	Unaware of the impact of stress, conflict, and vicarious trauma on self and practice.	Aware of 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.	Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though inconsistent implementation of the plan and/or times overwhelmed.	Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan.	Advanced awareness of the 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.	
1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out,						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
vicarious trauma, and develops and practices a self-care plan	<p>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: 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan</p>					
(2.1.2) Applies social work ethical principles and values to practice	Appears unaware of the values of the profession, how personal values impact practice, and/or allows personal values to interfere with practice.	Appears to have limited knowledge of professional values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values.	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.	Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts.	Independently identifies conflicts between personal and/or professional values implements plans to effectively manage them.	
2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice	<p>Standards 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</p>					
(2.1.2) Applies social work ethical principles and values to practice	Appears to have limited knowledge of the Code of Ethics, how the Code relates to practice and/or ignores ethical dilemmas and makes decisions without attention to ethics.	Appears knowledgeable about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas.	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.	Consistently applies the Code of Ethics, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions.	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.	
2.2. Accepts and uses the NASW Code of Ethics	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>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.</p> <p>Practice Behavior: 2.2. Accepts and uses the NASW Code of Ethics</p>					
(2.1.2) Applies social work ethical principles and values to practice	No evidence of ability to tolerate and/or appears uncomfortable with ethical practice	Aware of ethical dilemmas and able to discuss them but often finds ambiguity stressful, which negatively impacts the helping process.	Tolerates ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives, though still has some difficulty making decisions when there is ambiguity.	Tolerates ambiguities in resolving ethical conflicts, appreciates multiple perspectives, and is able to make decisions even when faced with ambiguity.	Recognizes ethical conflicts and frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development.	
2.3. Tolerates ambiguity in resolving ethical conflicts						
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 2.3. Tolerates ambiguity in resolving ethical conflicts</p>						
(2.1.2) Applies social work ethical principles and values to practice	No evidence or lacks sufficient knowledge of strategies of ethical reasoning and/or is unable or unwilling to differentiate various approaches to reaching principled, ethical decisions.	Appears to have general knowledge of strategies of ethical reasoning, but is limited in applying them to make principled decisions in the practice setting.	Is able to discuss strategies of ethical reasoning and apply them in routine practice situations.	Appears to have a command of strategies of ethical reasoning and can consistently apply them, even in more challenging practice situations.	Often takes a leadership role in initiating discussion of, and applying, strategies of ethical reasoning in all areas of practice.	
2.4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework						
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency: 2. Applies social work ethical principles and values to practice (2.1.2) Social workers have an obligation to conduct</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>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.</p> <p>Practice Behavior: 2.4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework</p>					
(2.1.3) Applies critical thinking to inform and communicate professional judgments	Unaware of various sources of knowledge on which to draw and/or cannot effectively integrate learning from multiple sources into professional practice.	Seems to have a general understanding of multiple sources of knowledge, but has difficulty applying it to improve practice.	On occasion (1 – 3 times) demonstrates an ability to draw upon various sources of knowledge, with consideration given to their relative value.	Consistently applies knowledge from various sources, differentially applying knowledge based on the client system and the weight of evidence to support each perspective.	Consistently applies knowledge from various sources after carefully appraising each. Initiates opportunities to enhance practice by investigating additional sources of knowledge.	
3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments	Does not demonstrate an awareness of models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in the practice setting.	Demonstrates limited ability to analyze models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in a well-planned approach to practice.	Demonstrates on occasion (1 – 3 times), the ability to analyze models but has not routinely used results in a well-planned approach to practice.	Routinely analyzes various models and accurately applies them in a well-planned approach to the practice.	Well informed about various models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area.	
(2.1.3) Applies critical thinking to inform and communicate professional judgments	Does not demonstrate an awareness of models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in the practice setting.	Demonstrates limited ability to analyze models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in a well-planned approach to practice.	Demonstrates on occasion (1 – 3 times), the ability to analyze models but has not routinely used results in a well-planned approach to practice.	Routinely analyzes various models and accurately applies them in a well-planned approach to the practice.	Well informed about various models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area.	
3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention,	Does not demonstrate an awareness of models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in the practice setting.	Demonstrates limited ability to analyze models of assessment, prevention, intervention and/or evaluation and/or is unable to apply them in a well-planned approach to practice.	Demonstrates on occasion (1 – 3 times), the ability to analyze models but has not routinely used results in a well-planned approach to practice.	Routinely analyzes various models and accurately applies them in a well-planned approach to the practice.	Well informed about various models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area.	
	<p>Standards 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: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention,</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
and evaluation	and evaluation					
(2.1.3) Applies critical thinking to inform and communicate professional judgments	Over 75% of communication is not consistent with professional standards (e.g., not accurate, grammatical and/or typographical errors, uses slang or value laden language, and/or deadlines not met).	Over 50% of communication is not consistent with professional standards (e.g., not accurate, grammatical and/or typographical errors, uses slang or value laden language, and/or deadlines not met).	Communication is typically acceptable and deadlines are often (more than 75%) met. There is an on-going need to develop written and oral communication, but improvement is evident.	Oral and written communication is clear, concise, accurate, and deadlines are frequently (over 90%) met.	Oral and written communication is excellent and deadlines are always met. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.)	
3.3. Demonstrates effective, clear, and concise oral and written communication	or value laden language, and/or deadlines not met).	or value laden language, and/or deadlines not met).				
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 3.3. Demonstrates effective, clear, and concise oral and written communication</p>						
(2.1.4) Engages diversity and difference in practice	Little or no ability to understand the impact of social, cultural, spiritual identities, norms, and practices on power and privilege.	Able to identify the oppressed, marginalized and alienated groups, but seldom identifies the impact of social, cultural, spiritual identities, norms, and practices on power and privilege.	Able to identify the impact of social, cultural, spiritual identities, norms, and practices on client systems around these issues.	Able to identify the impact of social, cultural, spiritual identities, norms, and practices on power and privilege and has used that knowledge on 2-3 occasions to engage client systems around how these issues impact their lives.	Has a strong understanding of power and privilege and initiates agency discussions on how diversity/difference and power/privilege relate to agency service delivery.	
4.1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress,						
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
marginalize, alienate, and/or privilege	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: 4.1. 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					
(2.1.4) Engages diversity and difference in practice	Reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse client populations.	Aware of personal biases and values but has difficulty in supervision addressing how they will be managed in the practice setting.	Consistently curious and aware of personal biases and values. Openly discusses in supervision ways to work on eliminating their influence on practice.	Comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness.	Anticipates how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client.	
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						
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 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</p>						
(2.1.4) Engages diversity and difference in practice	Demonstrates little understanding of the impact of identity and difference in shaping life experiences. Seldom, if ever, engages with others around the issues of identity	Understands the impact of identity and difference in shaping life experiences, though seldom engages with others around the issues of identity or difference.	Understands the impact of identity and difference in shaping life experiences and at least once has engaged with others around the issues of identity or difference.	Consistently engages with others, client systems and colleagues, around the impact of identity and	Consistently engages with others around issues of identity and difference and provides leadership in the agency in examining these issues.	
4.3. Engages with others around issues of identity and difference						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>or difference.</p> <p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 4.3. Engages with others around issues of identity and difference</p>					
(2.1.4) Engages diversity and difference in practice	Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals).	Expresses openness to learning from others, but seldom seeks feedback from colleagues and/or service users.	Occasionally (1 – 3 times) seeks information and feedback from others to enhance practice.	Consistently seeks information and feedback from colleagues, service users, and/or other professionals.	Consistently seeks information and feedback from others and demonstrates how information has shaped practice.	
4.4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 4.4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users</p>					
(2.1.5) Advances human rights and social and economic justice	Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact client systems.	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.	Understands the forms and mechanisms of oppression and discrimination and has articulated on 1 – 3 occasions how specific client systems have been negatively impacted.	Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take action.	Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, co-workers, some action to advance human rights and social and economic justice.	
5.1. Understands systemic oppression and privilege and						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
identifies practical steps to dismantle oppression	Standards 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: 5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression					
(2.1.5) Advances human rights and social and economic justice	No evidence, no ability and/or desire to advocate for social and economic justice.	Demonstrates an interest in advocating for social and economic justice. but has not taken the initiative to participate fully in a planned activity.	Participated, at least once, in an activity advocating social and economic justice although did not initiate or plan the activity.	Participates regularly in events to advocate for social and economic justice.	Participates regularly in events to advocate for social and economic justice, and/or provides leadership in planning action.	
5.2. Works in the service of service users and communities to advocate for social and economic justice	Standards 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					
(2.1.5) Advances human rights and social and economic justice	No evidence, no ability and/or desire to work with service users to advocate for social and economic justice.	Demonstrates an interest in supporting service users in advocating for social and economic justice. but has not provided evidence plan.	Has developed plans to involve and support service users in advocating for social and economic justice. once has implemented the	Routinely involves and supports service users in advocating for social and economic justice.	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 issues.	
5.3. Involves and supports service users to build their own power and voice to identify, prioritize, and	Standards 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					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
address social and economic injustices	<p>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.</p> <p>Practice Behavior: 5.3. Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices</p>					
(2.1.6) Engages in research-informed practice and practice-informed research	No evidence or unable to demonstrate how practice experience has informed their scientific inquiry.	Able to discuss how practice experience is a source of knowledge useful in planning scientific inquiry, but unable to formulate a research question.	Able, at least once, to identify how practice experience would shape scientific inquiry and to formulate a research question and plan.	Consistently able, at least monthly, to identify how practice experience would shape scientific inquiry and formulates a research question and plans to carry out research.	Routinely identifies how practice experience shapes scientific inquiry. Formulates a research question, plans, and conducts research that integrates their practice experience	
6.1. Uses practice experience to inform scientific inquiry	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 6.1. Uses practice experience to inform scientific inquiry</p>					
(2.1.6) Engages in research-informed practice and practice-informed research	No evidence or unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users.	Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating such information into practice.	Able to successfully demonstrate, at least once, the ability to use research evidence to inform practice (e.g., in selecting a best-practice assessment instrument or intervention).	Consistently able to demonstrate, at least monthly, the ability to integrate information gleaned from research into practice	Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates discussions and activities to better incorporate research evidence into agency practice.	
6.2. Critically appraises and uses research findings to inform and improve practice, policy, and social service	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior:</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
delivery; chooses and employs appropriate evidence-based interventions	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					
(2.1.7) Applies knowledge of human behavior and the social environment.	Unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment and/or to apply them to client systems.	Understands major conceptual frameworks underlying human behavior, but has provided limited evidence on the use of conceptual frameworks to guide practice.	3 Understands major conceptual frameworks and able to successfully demonstrate, at least once, the ability to apply that knowledge to practice	4 Understands major conceptual frameworks and consistently able to demonstrate the ability to apply that knowledge to designing assessments, interventions and evaluations.	5 Understands a wide range of conceptual frameworks, consistently integrates differential knowledge into designing assessments, interventions and evaluations.	
7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p>					
(2.1.7) Applies knowledge of human behavior and the social environment.	Provides no evidence of being able to critically analyze and apply knowledge of human behavior in the social environment to practice situations.	Critically analyzes some knowledge of human behavior in the social environment and its application to practice, but does so only when prompted.	Critically analyzed, at least twice, knowledge of human behavior in the social environment and its application to practice, applying appropriate to a given client system.	Regularly critically analyzes knowledge of human behavior in the social environment and its application to practice, applying only what is appropriate to a given client system.	Advanced ability to critically analyze knowledge of human behavior in the social environment, applying knowledge to all facets of practice. Surpasses most interns.	
7.2. Critiques and applies knowledge to understand person and environment	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>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.</p> <p>Practice Behavior: 7.2. Critiques and applies knowledge to understand person and environment</p>					
(2.1.8) Engages in policy practice to advance social and economic well-being and to deliver effective social work services	No evidence or demonstrates limited skill and/or interest in policies that impact services users, service providers and the community.	Acknowledges the importance of policies and their impact on service users, service providers and the community, but demonstrates limited skill in articulating information about specific policies.	Able to identify at least one policy that negatively impacts the service users, service providers, and/or the community.	Often (at least 3 times) able to identify policies that negatively impact the service users, service providers, and/or the community.	Routinely identifies policies on multiple levels (agency, profession, community, state, national) that negatively impact service users, service providers, and/or the community.	
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	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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 structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p> <p>Practice Behavior: 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</p>					
(2.1.8) Engages in policy practice to advance social and economic well-being and to deliver effective social work services	No evidence or demonstrates little interest or ability to contribute to efforts to promote policy change.	Engages in discussion around effective policy action, but demonstrates little effort to promote policy change.	Engages in discussion around effective policy action, and at least once, has contributed to an effort to promote policy change.	Engages often in discussion around effective policy action, and at least once has taken a leadership role to promote policy change.	Engages often in discussion around effective policy action, and assumes key leadership roles in planning and executing action to promote policy change.	
8.2. Analyzes, formulates and collaborates	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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 structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
with service users, colleagues, and/or other community organizations to promote policy changes	<p>Practice Behavior: 8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes</p>					
(2.1.9) Responds to contexts that shape practice	No evidence or does not appear to attend to, have an interest in, or incorporate into practice, the changing realities, trends, or other relevant information.	Able to identify changing realities, trends, or other relevant information and their impact on practice, but has not incorporated that knowledge into practice.	Able to identify changing realities, trends, or other relevant information and their impact on practice. Demonstrates, at least once, skill in applying this information to practice.	Able to discover, evaluate and incorporate into practice information about changing realities, trends, or other relevant information with attention to the impact on agency and service users.	Continually aware of changing contexts that shape practice and demonstrates a high level of skill in evaluating its relevance to agency services on an individual and agency-wide level.	
9.1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	<p>Standards OR- Portland State University SSW Practice Behaviors (2012) Competency: 9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding 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: 9.1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p>					
(2.1.9) Responds to contexts that shape practice	Does not appear interested or able to understand the importance of promoting systemic change in the service delivery system	Supports and understands efforts to work toward changes in service delivery, but provides no evidence of efforts to promote change.	Works cooperatively with others to promote changes in service delivery, although has not assumed a leadership role.	Provides leadership, at least once, to develop and implement sustainable changes in service delivery.	Continually provides leadership to promote sustainable changes in service delivery, engaging others in making modifications that qualitatively improve services.	
9.2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the	<p>Standards OR- Portland State University SSW Practice Behaviors (2012) Competency: 9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level	
quality of social services	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						
EP2.1.10(a) – Engagement	Appears to approach work with client systems without sufficient preparation and planning.	Understands the need for effective planning/preparation for work with client systems, but, at times, unable to utilize that knowledge in developing a plan for beginning work with a given client system.	Demonstrates an understanding of good planning/preparation, but not consistently prepared for different client systems (groups, community agencies, families, etc.).	Consistently demonstrates good planning/preparation to begin practice with differential client systems.	Consistently well prepared, beyond what is normally required, for action with client systems as evidenced by the quality of service delivery and planning discussions.		
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	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10a. Engagement (2.1.10a)</p> <p>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 social work role</p>						
EP2.1.10(a) – Engagement	Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (e.g., may mistake sympathy for empathy).	Able to engage and attend to some service users and/or colleagues with unconditional positive regard, but has difficulty in some areas or with specific populations.	Generally engages 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.	Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard.	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.		
10a.2. Listens and communicates with a wide range of service users using unconditional positive regard,							

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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	<p>Standards 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: 10a. Engagement (2.1.10a) Practice Behavior: 10a.3. Collaboratively develops the purpose and focus of the work</p>					
EP2.1.10(a) – Engagement	Appears in supervision and in practice to be unaware of the need to develop the purpose and focus of the work.	Able, in discussion a mutually agreeable focus for work with the client system, but an actual plan and has demonstrated limited ability to carry this into practice.	Attempts to collaboratively develop a focus for work with the client system, but an actual plan and desired outcomes are seldom identified in a timely manner and/or appear to lack sufficient client input.	Routinely able to collaboratively develop a plan for work with the client system, but not always done in a timely manner.	Consistently 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.	
10a.3. Collaboratively develops the purpose and focus of the work	<p>Standards 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: 10a. Engagement (2.1.10a) Practice Behavior: 10a.3. Collaboratively develops the purpose and focus of the work</p>					
(2.1.10b) Assessment	No evidence or limited skill in	Able to discuss in supervision the	Demonstrates basic ability to determine	Consistently able to determine what data	Consistently able to determine what data is	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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	determining what client system data is needed for assessment and/or how to formulate questions to gather data.	data needed of specific client system, but has been unsuccessful in gathering the data on a consistent basis. Data have been inaccurate, irrelevant, and/or incomplete.	what data is needed for assessment and to gather and organize the data, though information is incomplete or inaccurate or relies on structured tools to organize the process.	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 relationship skills.	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.	
(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	1 No evidence or appears not to understand how to conduct an assessment using a holistic perspective and/or minimizes its importance.	2 Understands the importance of using a holistic perspective in assessment, but is unable to assess client system in a holistic manner.	3 Demonstrates, at least once, skill in assessing a client system from a holistic perspective, though not consistently able to include all dimensions and requires supervision to identify gaps.	4 Routinely, at least 3 times, able to assess a client system from a holistic perspective, consistently including all dimensions.	5 Consistently, at least 5 times, able to assess a client system from a holistic perspective, consistently including all dimensions.	
<p>Standards 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</p>						
<p>Standards OR- Portland State University SSW Practice Behaviors (2012) Competency:</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
public, and service users' perspective	<p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior:</p> <p>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</p>					
(2.1.10b) Assessment	No evidence or unable to assess client from a strengths-based, culturally informed perspective	Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives	Able, at least once, to conduct a client assessment from a strengths-based culturally informed perspective, though written assessments inconsistently reflect this perspective and/or plan is not supported by the assessment, and/or completed in a timely manner.	Routinely, at least 3 times, conducts client assessments from a strengths-based, culturally informed perspective, able to convey that perspective in the written assessment and completes assessments in a timely manner.	Consistently, at least 5 times, able to conduct client assessments from a strengths-based, culturally informed perspective, able to convey that perspective in the written assessments, plans are supported by the assessment and the assessment is completed in a timely manner.	
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	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior:</p> <p>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</p>					
(2.1.10b) Assessment	No evidence or has difficulty identifying client	Has limited skill in developing goals and objectives	Has demonstrated, at least once, the ability to	Has demonstrated, at least three times, the ability to	Works very effectively with various types of client systems in mutually	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>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</p>	<p>centered goals and objectives. Appears unclear about how goals differ from objectives and/or how to collaboratively develop either with the client system (individual, family, group, organization, and/or community).</p>	<p>and/or develops goals and objectives that are not mutually defined with the client system, at times, inhibits rather than facilitates, further work with the client system.</p>	<p>collaboratively develop goals and objectives with the client system. Goals and objectives are relevant, clear, and comprehensive.</p>	<p>collaboratively develop goals and objectives with the client system. Goals and objectives are relevant, clear, and comprehensive.</p>	<p>developing goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client system in each step of the process.</p>	
<p>Standards 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.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</p>						
<p>(2.1.10b) Assessment 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to</p>	<p>No evidence or limited ability to select an intervention strategy appropriate to the client system (individual, family, group, organization, and/or community) needs.</p>	<p>Has knowledge of various intervention strategies, but has difficulty making the connection between client system need and an effective intervention strategy.</p>	<p>Has been able, at least twice, to appropriately connect client needs to an intervention strategy, though more practice needed.</p>	<p>Routinely demonstrates an ability to identify and use intervention strategies appropriate to client needs.</p>	<p>Consistently demonstrates an ability to identify and use intervention strategies appropriate to client needs, choosing from among a repertoire of strategies based on client system need.</p>	
<p>Standards</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
resolve problems and enhance capacities	<p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior: 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities</p>					
(2.1.10.c) Intervention and Ending	No evidence or unaware of client system	Articulates client system goals, but has shown no ability to prioritize	Articulates and prioritizes client system goals and on 1-2 occasions has initiated some action to achieve identified goals.	Routinely able to articulate, prioritize, and initiate action to achieve client system goals.	Routinely able to articulate, prioritize, and initiate action to achieve goals of various client systems. Provides leadership in achieving agency and/or community goals.	
10c.1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior: 10c.1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals</p>					
(2.1.10.c) Intervention and Ending	No evidence or does not integrate prevention interventions into work with service users.	Able to identify prevention interventions, though does not implement them unless suggested	Has demonstrated initiative, at least twice, in integrating prevention interventions that support service users.	Routinely integrates prevention interventions in work with service users. Good follow-through in designing and implementing	Actively investigates and consistently integrates prevention interventions in work with service users and takes a leadership role in promoting opportunities to expand prevention	
10c.2. Implements prevention						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
interventions that enhance service user capacities		by supervisor and/or under-utilizes prevention as an intervention strategy.		plans.	interventions.	
	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.2. Implements prevention interventions that enhance service user capacities</p>					
(2.1.10.c) Intervention and Ending	Unaware or unable to articulate the roles of a social work as broker, advocate, mediator, etc. and/or client system (individual, family, group, organization, and/or community) responsibility for the intervention process.	Aware of social work and service user roles in the intervention phase, but is unable to negotiate, advocate and mediate with client system.	Has demonstrated the ability, at least twice, to negotiate, advocate and/or mediate with client systems. Comfort level with these skills in and/or skills in balancing the social worker and client system role are still developing.	Routinely and effectively negotiates, advocates and mediates on behalf of and with client systems.	Highly skilled in this area, with exceptional skills in empowering and supporting service users to negotiate and advocate for their needs.	
10c.3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase						
	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
(2.1.10.c) Intervention and Ending	<p>Sub-Competency: 10c. Intervention (2.1.10.c) Practice Behavior: 10c.3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase</p>					
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)	No evidence or unable to identify, access and/or collaborate with service users, resources in the agency, and the community to carry out an intervention plan.	able to identify relevant resources in the agency and community, but is unable to collaborate with service users and those resources to carry out an intervention plan.	able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems.	able to plan and facilitate processes for transitions and endings. Appropriately facilitates the process for the client system as well as with colleagues and community partners.	Effectively integrates work around transitions and endings and able to use them as an opportunity for both client system and worker growth.	
	<p>Standards 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)</p>					
(2.1.10.c) Intervention and Ending	No evidence or does not acknowledge assessment and evaluation as an on-going process and therefore does not monitor and evaluate interventions.	Recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions.	Able, at least 2-3 times, to use supervision to discuss and evaluate their own practice, though does not contribute on a larger basis to the evaluation of programs or services of the agency.	Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice and evaluate own contributions to agency dialogue on evaluation of programs and services.	Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice, utilizing information to modify practices. Provides leadership in program or agency discussion around evaluation.	
10c.5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community	<p>Standards 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,</p>					

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
organizations	<p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior:</p> <p>10c.5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations</p>					
(2.1.10 d) Evaluation	No evidence or does not acknowledge assessment and evaluation as an on-going process and therefore does not monitor and evaluate interventions.	Recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions.	Able, at least 2-3 times, to use supervision to discuss and evaluate their own practice, though does not contribute on a larger basis to the evaluation of programs or services of the agency.	Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice and contribute to agency dialogue on evaluation of programs and services.	Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice, utilizing information to modify practices. Provides leadership in program or agency discussion around evaluation.	
10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Sub-Competency: 10d. Evaluation (2.1.10 d)</p> <p>Practice Behavior:</p> <p>10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies</p>					

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

Instructor: TBA
Email: N/A
Office: ASRC
Phone: N/A

Course Time: Tuesday 3:30-5:00 PM
Office Hours: TBA
Credits: 4
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 PRACISIS 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 PRACISIS 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 PRACISIS 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 PRACISIS 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)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
<p>1-1. Advocates with service users, including working with other agencies to remove barriers.</p> <p>Organizational assessment (f, g, h, i, j, l)</p>	<p>No evidence in the ability to advocate with services users, including working with other agencies to remove barriers.</p>	<p>Below average ability in collaboration and advocacy with service users and working with other agencies to remove barriers.</p>	<p>Average ability in collaboration and advocacy with service users and another agency, to remove barriers and increase access.</p>	<p>Above average ability in collaboration and advocacy with service users and another agency, to remove barriers and increase access.</p>	<p>Strong ability in collaboration and advocacy with services users and multiple agencies, to remove barriers and increase access.</p>	
<p>Work not submitted or did not address (f, g, h, i, j, l)</p>	<p>Included vague relation to agencies in advocating with a service user.</p>	<p>Included 1 agency in advocating with a services user.</p>	<p>Included 2 to 3 agencies in advocating with a services user.</p>	<p>Included 3 or more agencies in advocating with a service user.</p>	<p>With great detail addresses (f, g, h, i, j, l)</p>	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Practice Behavior:</p> <p>1.1 Advocates with service users, including working with other agencies to remove barriers</p>						
<p>9-1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p>	<p>No evidence in the ability to continuously discovering and appraising the changing context of practice.</p>	<p>Below average ability in continuously discovering and appraising the changing context of practice.</p>	<p>Average ability in continuously discovering and appraising the changing context of practice.</p>	<p>Above average ability in continuously discovering and appraising the changing context of practice.</p>	<p>Strong ability in continuously discovering and appraising the changing context of practice.</p>	
<p>Work not submitted or did not address (a, b, g, k, j)</p>	<p>Vaguely or partially addresses (a, b, g, k, j)</p>	<p>Adequately addresses (a, b, g, k, j)</p>	<p>Fully addresses (a, b, g, k, j)</p>	<p>With great detail addresses (a, b, g, k, j)</p>		
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding 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.</p>						

	Unacceptable 0 (F)	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
Organizational assessment (a, b, g, k, j)	<p>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</p>					
9-2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	No evidence of leadership.	Below average ability in leadership.	Average ability in leadership.	Above average ability in leadership.	Strong ability in leadership.	
Organizational assessment (d, f, h, l)	Work not submitted or did not address (d, f, h, l)	Vaguely or partially addresses (d, f, h, l)	Adequately addressed (d, f, h, l)	Fully addresses (d, f, h, l)	With great detail addresses (d, f, h, l)	
	<p>Standards OR- Portland State University SSW Practice Behaviors (2012) Competency: 9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding 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</p>					
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.	No evidence of the ability to conduct and write assessments.	Below average ability in conducting and writing assessments.	Average ability in conducting and writing assessments.	Above average ability in conducting and writing assessments.	Strong ability in conducting and writing assessments	
	P.R.E.P.A.R.E not included.	P.R.E.P.A.R.E is vague or partially included.	Beginning ability to applying P.R.E.P.A.R.E. to their organizational change.	Applies P.R.E.P.A.R.E to the change portion of the paper.	Thoroughly applies P.R.E.P.A.R.E with great detail to the change portion of the paper.	
	Work not submitted or did not address (a, b, c, d, e, g, i, k)	Vaguely or partially addresses (a, b, c, d, e, g, i, k)	Adequately addressed (a, b, c, d, e, g, i, k)	Fully addresses (a, b, c, d, e, g, i, k)	With great detail addresses (a, b, c, d, e, g, i, k)	
	<p>Standards 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.</p>					

	Unacceptable 0 (F)	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
Organizational assessment (a, b, c, d, e, g, i, k)	<p>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</p>					

SW 430 Gen Practice with Comm & Organizations Assignt II

	Unacceptable 0 (F) Assign 2	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
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.	No evidence in the ability to collaboratively assess organizations and communities.	Below average ability to collaboratively assess organizations and communities.	Average ability to collaboratively assess organizations and communities.	Above average ability to collaboratively assess organizations and communities.	Above average ability to collaboratively assess organizations and communities.	
10b-4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on	Work not submitted or not addressed in the assignment.			Demonstrates strong skill to perform this practice behavior as an integral part of his/her practice.	Demonstrates strong skill to perform this practice behavior as an integral part of his/her practice.	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>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</p>						
	No evidence in the ability to work collaboratively with organizations, and communities as experts on	Below average ability in working collaboratively with organizations, and communities as experts on	Average ability in working collaboratively with organizations, and communities as experts on	Above average ability in working collaboratively with organizations, and communities as experts on	Strong ability in working collaboratively with organizations, and communities as experts on	

	Unacceptable 0 (F) Assign 2	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
their problems, areas of growth/change, and mutually identifies client centered goals and interventions.	of growth/change. No evidence in the ability to mutually identify organizational and community centered goals.	of growth/change. Below average ability in mutually identifying organizational and community centered goals.	growth/change. Average ability in mutually identifying organizational and community centered goals.	of growth/change. Above average ability in mutually identifying organizational and community centered goals.	growth/change. Strong ability in mutually identifying organizational and community centered goals.	
Work not submitted or not addressed in the assignment	Student provides in consistency of evidence of competency.	Student provides in consistency of evidence of competency.	Demonstrates strong skill to perform this practice behavior as an integral part of his/her practice.	Demonstrates strong skill to perform this practice behavior as an integral part of his/her practice.	Exemplary level of competence as she/he proactively engages in this behavior.	
<p>Standards 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.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</p>						
10c-2. Implements prevention interventions that enhance service user capacities.	No evidence in the ability to implement prevention interventions.	Below average ability to implement prevention interventions.	Average ability to implement prevention interventions.	Above average ability to implement prevention interventions.	Strong ability to implement prevention interventions. Exemplary level of competence as she/he	
Work not submitted or	Student provides	Student provides	Demonstrates strong skill to	Demonstrates strong skill to	Exemplary level of competence as she/he	

Unacceptable 0 (F) Assign 2	Beginner 2.5 (D)	Basic 5 (C)	Proficient 7.5 (B)	Exemplary 10 (A)	Score/Level
not addressed in the assignment.	inconsistene evidence of competency.		perform this practice behavior as an integral part of his/her practice.	proactively engages in this behavior.	
<p>Standards</p> <p>OR - Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior: 10c.2. Implements prevention interventions that enhance service user capacities</p>					

SW 430 Generalist Practice with Communities and Organizations Course Syllabus

Michael Taylor, MSW, Ph.D.
Email: motaylor@pdx.edu
Office Location: ASRC 620M
Phone: (503) 725-8589

Course Time:
Office Hours: Tuesdays 2-5pm or by appt.
Credits: 3
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 Edition, 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:
 - Arriving to class on time,
 - Coming back from breaks on time,
 - Turning off your cell phones, not text messaging,
 - Not talking to another student(s) during lecture(s) or when a classmate is speaking
 - 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; Generalist Practice with Organizations and Communities; The Manifestation of Racial, Gender, and Sexual Orientation Oppression	Access e-Course Reserves and read Kirst Chap. 1 and 2 prior to next class,	
2	Generalist Practice with Organizations and Communities; Using Micro Skills in the Macro Environment	Kirst-Ashman: Ch. 1 & 2	Due: Turn in interest card and post picture and interests to D2L by class time.
3	-Group Skills for Organizational and Community Change -Understanding Organizations	Kirst-Ashman: Ch. 3 & 4	Form Community Study groups in class; Due: Post introductions to Community Study group on D2L and organize communication
4	-Decision Making for Organization Change	Kirst-Ashman: Ch. 5	Due: Draft of Organizational Assessment for Peer Review in class.
5	Project Implementation and Program Development; Understanding Neighborhoods and Communities	Kirst-Ashman: Ch. 7 & 8; Waller, M. (2001)...pp. 290-297.	Due: Assignment I Organizational Assessment
6	Macro Practice in Communities; Advocacy and Social Action with Populations at Risk	Kirst-Ashman: C 9 & 10 Chehimi, S., Cohen, L. & Valdovinos, E. (2011).pp 71-89	
7	Ethics and Ethical Dilemmas in Macro Practice; Developing and Managing Agency Resources	Kirst-Ashman: Ch 12 & 14	
8	-Stress and Time Management	Kirst-Ashman: Ch 15	Peer Review for group project participation in class and complete confidential survey on D2L
9	Holiday		
10	-Final Class: Community Assessment and Intervention		Due: Assignment 2: Community Assessment and Intervention -Group Presentations of Community Project
Finals Week	Complete group, peer, and course evaluations in class or online		Due: Assignment 2: 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. Learn 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 e-document, 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 History/Social Assessment

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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	Assessment was not done or lacks even basic information about individual or family.	Assessment contains minimal data about the individual or family and/or is inaccurate, irrelevant, and/or inconsistent.	Assessment demonstrates an ability to determine the basic data that is needed and to gather and organize the data, though information is at times incomplete, inaccurate, irrelevant, inconsistent, OR is poorly written such that assessment is hard to understand.	Assessment is thorough and complete, and reflects student's thorough inquiry into all present and historical data that is relevant to the current situation. Data appears complete, accurate and consistent throughout the assessment and any inconsistencies are explained. Where relevant, assessment shows attention to evaluating risk of abuse, but lacks the individual or family's perspective and definition of the issues/problems.	Assessment is thorough and complete, and reflects student's thorough inquiry into all present and historical data that is relevant to the current situation. Data appears complete, accurate and consistent throughout the assessment and any inconsistencies are explained. Where relevant, assessment shows attention to evaluating risk of abuse. AND Assessment reflects the individual or family's perspective and definition of the issues/problems.	
<p>Standards 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</p>						
10b-2 - Is able to assess	Assessment was not done or lacks even minimal data about	Assessment contains minimal data about	Assessment demonstrates an	Assessment is thorough and	Assessment is thorough and	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective.</p>	<p>basic information about individual or family.</p>	<p>the individual or family and/or is inaccurate, irrelevant, and/or inconsistent.</p>	<p>attempt to provide a holistic perspective, though information is at times incomplete, inaccurate, irrelevant, inconsistent, OR is poorly written such that assessment is hard to understand</p>	<p>complete, and reflects a holistic perspective on the individual or family but lacks the individual or family's perspective on factors that are important to the current situation.</p>	<p>complete, and reflects a holistic perspective on the individual or family. AND Assessment also reflects the individual or family's perspective on factors that are important to the current situation.</p>	
<p>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</p>	<p>Assessment was not done or lacks even basic information about individual or family.</p>	<p>Assessment contains minimal data about the individual or family and/or is not strengths-based or culturally informed. Conclusions and intervention plans are not supported by the assessment data. OR Assessment is poorly written.</p>	<p>Assessment is well written, demonstrates an attempt to be strengths-based and culturally informed, but information is at times incomplete, inaccurate, irrelevant, and/or inconsistent. AND/OR Conclusions and intervention plans are not supported by the assessment data</p>	<p>Assessment is well written, strengths-based and culturally informed; though conclusions and/or intervention plan are not clearly tied to and/or supported by the assessment data.</p>	<p>Assessment is well written, thorough, strengths-based, and culturally informed; conclusions and intervention plans are supported by the assessment data.</p>	
<p>Standards 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</p>						
<p>Standards 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</p>						
<p>Standards 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</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
intervention plan.	<p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior:</p> <p>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</p>					

SW 431 Assign # 2 Service Contract and Interv Plan (Case Present

oral or writ

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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.	Case presentation was not done or contained no evidence of client centered goals and interventions. Appears unclear about how to collaboratively develop goals and interventions with the individual or family.	Case presentation identified problems, goals and interventions, though they are not clearly articulated, not integrated, and/or not clearly developed with the individual or family.	Case presentation clearly identified problems, goals and interventions, though it is not clear if they were mutually developed with the individual or family and/or they appeared to be defined by external factors (agency, social worker, family, mandated, etc.)	Case presentation clearly identified problems, goals and interventions, which appeared to be mutually developed with the individual or family, though some of the goals and interventions are driven by external factors (agency, social worker, family, mandated, etc.)	Case presentation clearly identified problems, goals and interventions and articulated how they were collaboratively developed with individual or family to develop goals and interventions, even when pressured by external factors (agency, social worker, family, mandated, etc.).	
<p>Standards</p> <p>OR - Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior:</p> <p>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</p>						
10b-5 - Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to	Case presentation was not done or contained no evidence of how to select an intervention appropriate to the individual or family.	Case presentation identified some interventions, though they were incomplete and not connected to the unique characteristics of the individual or family.	Case presentation clearly identified interventions, though they appeared to reflect the standard agency services and not connected to the unique characteristics of the individual or family.	Case presentation clearly identified interventions that were client directly and uniquely connected to the individual or family's needs.	Case presentation clearly identified interventions that were uniquely connected to the individual or family's needs. Interventions were comprehensive, client directed, and reflect creativity.	
Standards						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
resolve problems and enhance capacities	<p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior: 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities</p>					
10c.1 - Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.	Case presentation was not done or contained no evidence of how to prioritize goals, steps to achieve goals, or initiate action to achieve the goals.	Case presentation identified some goals, though it was unclear how they were prioritized, the steps to achieve them, or what actions had been initiated.	Case presentation attempts to prioritize the goals and the steps to achieve them, though it is confusing and incomplete.	Case presentation clearly prioritized goals and steps to achieve goals, though there was no action initiated to achieve the goals.	Case presentation clearly prioritized goals, steps to achieve goals, and described actions that were taken to achieve the goals.	
	<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior: 10c.1. Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals</p>					
10c.3 - Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention	Case presentation was not done or contained no evidence student could articulate the roles of a social work and/or the individual or family’s responsibility for the intervention process.	Case presentation demonstrated some awareness of social work and service user roles in the intervention phase, but student is unable to negotiate, advocate and/or collaborate with individual or family to	Case presentation demonstrated an awareness of the social work role and the need to negotiate, advocate and collaborate with the individual or family, though student is still unable to take these steps to	Case presentation clearly demonstrated an awareness of the social work role and student is attempting to empower and support the individual or family to negotiate and advocate for their needs.	Case presentation clearly demonstrated an awareness of the social work role and exceptional skills in empowering and supporting the individual or family to negotiate and advocate for their needs and has taken	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>phase.</p>	<p>implement plan.</p>	<p>implement plan.</p>	<p>implement plan.</p>	<p>implement plan.</p>	<p>steps to implement plan</p>	
<p>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).</p>	<p>Case presentation was not done or contained no evidence student could identify, access and/or collaborate with service users, resources in the agency, and the community to carry out an intervention plan.</p>	<p>Case presentation demonstrated how to carry out the intervention plan, but there is no evidence of successful collaboration with the agency/community resources or individual or family to implement the plan.</p>	<p>Case presentation clearly demonstrated the ability to collaborate with agency/community resources to carry out the intervention plan, though there is no evidence that the individual or family to empower them to be part of the process.</p>	<p>Case presentation clearly demonstrated the ability to collaborate with the service user and agency/community resources to carry out the intervention plan, but there was inconsistent attention to the individual or family's perspective and power in the process.</p>	<p>Case presentation clearly demonstrated the ability to collaborate with the service user and agency/community resources to carry out the intervention plan. Clearly supports service users' perspective and power in the process.</p>	
<p>Standards 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)</p>						

SW431 Generalist Social Work Practice with Individuals and Families Course Syllabus

Instructor: Sam Gioia, MSW
Email: gioia@pdx.edu
Office: ASRC 620-H
Phone: please email

Course Time: Tuesday 5:30-8:20 PM
Office Hours: Thursdays 1-5
Credits: 3
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
<u>Service Contract and Intervention Plan</u>	<u>40 points</u>
Total points: 100 points	

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

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 & Horejsi 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 & Horejsi 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

SW 432 Assignment # 1: Group Proposal

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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.	Group proposal was not done or did not contain statement of purpose and goals.	Group proposal was vague on the purpose and goals of the group and it is not clear how these goals are tied to client problem or need	Group proposal identified purpose and goals of the group, though it is not clear how these are tied to client problem or need.	Group proposal clearly identified purpose and goals of the group and how these are tied to client problem or need, though it lacked service user voice in tying the goals to the need.	Group proposal clearly identified purpose and goals of the group and articulated how these are tied to client problem or need, using information from services users, as well as the professional literature.	
<p>Standards</p> <p>OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>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</p>						
10b-5 - Selects appropriate intervention strategies to help individuals, families, groups, organizations,	Group proposal was not done or contained no evidence to justify the appropriateness of the intervention.	Group proposal was vague on how the intervention is uniquely connected to client system (individual, family, organization)	Group proposal identified how the intervention is connected to client system (individual, family, community, organization)	Group proposal clearly identified interventions that were uniquely connected to client system (individual, family, organization)	Group proposal clearly identified how the intervention is uniquely connected to client system (individual, family,	

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
and communities to resolve problems and enhance capacities		community, organization) needs.	needs, though these were not totally clear and not supported by professional literature.	community, organization) uses needs and uses 1-4 professional references to support this connection.	community, organization) needs and uses at least 5 professional references, as well as service user voice, to support this connection.	
<p>Standards</p> <p>OR - Portland State University SSW Practice Behaviors (2012)</p> <p>Competency:</p> <p>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.</p> <p>Sub-Competency: 10b. Assessment (2.1.10b)</p> <p>Practice Behavior:</p> <p>10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities</p>						

SW 432 Assignment # 2: Group Session Content and Role Play

	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.	Group role-play was not done or contained no collaboratively work with the group members.	Group role-play attempted to collaboratively define the purpose and focus of the group, but process was incomplete and/or awkward.	Group role-play collaboratively defined the purpose and focus of the group, though style was awkward and/or required clarification from group members and did not include all group members.	Group role-play collaboratively defined the purpose and focus of the group, though style was scripted AND/OR did not include all group members	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.	
<p>Standards 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: 10a. Engagement (2.1.10a) Practice Behavior: 10a.3. Collaboratively develops the purpose and focus of the work</p>						
10c.1 - Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals.	Sample sessions of group were not done or contained no evidence of how to prioritize goals or the steps or actions to achieve goals.	Sample sessions of group identified some goals, though it was unclear how they were prioritized or what steps or actions would be required in each session to	Sample sessions of group attempted to prioritize 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.	

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	achieve the goals.			were not clearly articulated.		
	<p>Standards 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.</p> <p>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</p>					
10c-3 - Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase.	Group role-play was not done or contained no evidence student could articulate the roles of a social work and/or the client system's (individual, family, community, organization) responsibility for encourage the group process.	Group role-play demonstrated some awareness of social work and service user roles in the intervention phase with groups, but student was unable to initiate steps in the group to encourage active participation of all members of the group.	Group role-play demonstrated awareness of social work and service user roles in the intervention phase with groups and awkwardly attempted to initiate steps in the group to encourage active participation of all members of the group.	Group role-play clearly demonstrated awareness of social work and service user roles in the intervention phase with groups and attempted to empower and support group members to actively participate in the process, but was not always successful.	Group role-play clearly demonstrated awareness of social work and service user roles in the intervention phase with groups and used exceptional skills in empowering and supporting the group members to actively participate in the group process.	
<p>Standards 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,</p>						

	Not acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10c-5 - Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations	<p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior: 10c.3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase</p>	<p>Group session content and role-play were not done or contained no evidence student could articulate a process for planned endings.</p> <p>Group session content and role-play demonstrated some awareness planned of the need for planned endings, though there were no specifics and this skill was not demonstrated in the role-play.</p>	<p>Group session content included some information on planned endings, though specifics weren't clear AND/OR the skill was not demonstrated in the role-play.</p>	<p>Group session content clearly demonstrated a process for facilitating planned endings in all 3 sessions AND this skill was demonstrated in the role-play.</p>	<p>Group session content clearly demonstrated a process for facilitating planned endings in all 3 sessions AND this skill was demonstrated in the role-play.</p>	
	<p>Standards OR - Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10c. Intervention (2.1.10.c)</p> <p>Practice Behavior: 10c.5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations</p>					

SW 432 Assignment # 3: Small Group Assessment

	Not Acceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>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</p>	<p>Group assessment was not done or lacks even basic information about group experience</p>	<p>Group assessment contains minimal information on the dynamics of the group and/or is not strengths-based or culturally informed. Conclusions and intervention plans are not supported by the assessment data. OR Assessment is poorly written</p>	<p>Group assessment is well written, demonstrates an attempt to apply the group dynamics concepts to the group experience, but conclusions are not clearly supported by the information. AND/OR discussion does not integrate a strengths based or culturally informed perspective.</p>	<p>Group assessment is well written, applies the group dynamics concepts in a strengths-based and culturally informed manner, though there is not always evidence from the group experience to support the conclusions.</p>	<p>Group assessment well written, clearly and completely applies the group dynamics concepts in a strengths-based and culturally informed manner. Conclusions are supported by evidence from the group experience.</p>	
<p>Standards 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.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</p>						

SW 432 Generalist Practice with Groups Course Syllabus

Instructor: Dawn Williamson, MSW
E-mail: williad@pdx.edu
Office: ASRC 676Z
Phone: please email

Course Time: T 5:30-8:20 PM
Office Hours: by appointment
Credits: 3
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 syllabus; Review generalist, ecosystems and strengths perspectives; Introduction to group work and overview of social work practice with groups		Discussion Question: "How has your experience in your cohort related to your understanding of groups?" Think from the beginning until now.
2	Overview of Group Practice - Types, Stages, Development	Chapter 1 & 2 Introduction 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 Groups	Chapters 9 & 10 Treatment 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 Group Work Evaluation	Due: Group Proposal
8	Discussion re Presentation	Group Role Play Preparation	
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

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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 student in this area; student deemed not competent to practice social work in this area, at this level, at this time.	Demonstrates beginner level of competency. Some beginning ability and initiative in seeking out, embracing, synthesizing, 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 perform this behavior. Student performance is below the expected level; student provides inconsistent evidence of competency.	Demonstrates basic level of competency. Basic ability and initiative in seeking out, embracing, synthesizing, and integrating conflicting ideas and information in coming to professional judgments. Basic ability to use logic and reasoned discernment in professional judgments. Synthesizes and integrates three scholarly citations in literature review and rationale for selection of EBP	Demonstrates proficient level of competency. Above average ability and initiative in seeking out, embracing, synthesizing, and integrating conflicting ideas and information in coming to professional judgments. Uses logic, scientific inquiry, and reasoned discernment very capably in making professional judgments. Student demonstrates skill to perform this practice behavior independently as an integral part of her/his practice. Synthesizes and integrates five scholarly citations in literature review and rationale for selection of EBP	Demonstrates exemplary level of competency. Excellent ability and initiative in consistently seeking out, embracing, synthesizing, and integrating conflicting ideas and information in coming to professional judgments. Uses logic, scientific inquiry, and reasoned discernment to come to careful, well-thought out professional judgments. Proactively engages in this behavior; extends this behavior beyond the required demonstration. Demonstrates mastery of this skill. Synthesizes and integrates six scholarly citations in literature review and rationale for selection of EBP	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>Standards 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</p>					
6-1. Uses practice experience to inform scientific inquiry.	No indication of evidence for this practice behavior. Has no practice experience to draw from.	Demonstrates beginner level of competency. Some beginning ability to articulate their practice experience, and can formulate areas of inquiry but can't articulate a clear research question. May imitate others in attempting to perform this behavior.	Demonstrates basic level of competency. Able to describe practice experience, and understand, critique, and do research. Able to state how their practice informs their inquiry.	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.	Demonstrates exemplary level of competency. Thoughtful and thorough in application of practice experience to research. Articulates feedback from consumers and uses that to generate further questions. Proactively engages in this behavior; extends this behavior beyond the required demonstration. Demonstrates mastery of this skill. Provides clear and thorough explanation of how the student's practice informs her/ his inquiry.	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>Standards OR- Portland State University SSW Practice Behaviors (2012) 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</p>						
<p>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.</p>	<p>No indication of evidence for this practice behavior. No ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Indicates instructor's significant concern about this student in this area; student deemed not competent to practice social work in this area, at this level, at this time.</p>	<p>Demonstrates beginner level of competency. Some beginning interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Beginning ability to assess strengths and weaknesses of evidence and arguments. May initiate others in attempting to perform this behavior. Student performance is below the</p>	<p>Demonstrates basic level of competency. Basic interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Basic ability to assess strengths and weaknesses of evidence and arguments. Applies research findings to own</p>	<p>Demonstrates proficient level of competency. Above average interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Proficient in assessing strengths and weaknesses of evidence and arguments. Student demonstrates skill to perform this practice behavior independently as an integral</p>	<p>Demonstrates exemplary level of competency. Excellent interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Thoughtful and thorough in ability to assess strengths and weaknesses of evidence and arguments. Proactively engages in this behavior; extends this behavior beyond the required</p>	

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
		<p>expected level; student provides inconsistent evidence of competency.</p>		<p>part of her/his practice. Applies research findings to several aspects of student's own practice.</p>	<p>demonstration. Demonstrates mastery of this skill. Fully integrates research with own practice.</p>	
	<p>Standards OR- Portland State University SSW Practice Behaviors (2012) 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: 6.2. Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions</p>					
<p>10d-1. Evaluates their own practice and contributes to the evaluations of their programs and agencies.</p>	<p>No indication of evidence for this practice behavior. Not able to evaluate her/his own practice or to contribute meaningfully to an evaluation of a program or agency.</p>	<p>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.</p>	<p>Demonstrates basic level of competency. Basic ability to contribute to a program or agency evaluation. May imitate others in attempting to perform this behavior.</p>	<p>Demonstrates proficient level of competency. 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.</p>	<p>Demonstrates exemplary level of competency. 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 demonstration. Demonstrates mastery of this skill. Able to meaningfully</p>	

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.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Sub-Competency: 10d. Evaluation (2.1.10 d)</p> <p>Practice Behavior: 10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies</p>					

SW 450 Social Work Research and Evaluation I Course Syllabus

Instructor: Maria Talbott, Ph.D.
E-mail: through D2L (preferred) or
talbottm@pdx.edu
Office: ASRC 620R
Phone: 503-725-5008

Course Time: R 8:30-11:20 AM
Office Hours: by appointment
Credits: 3
Pre-requisites: Admission to major

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

Grinnell, 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 before 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. <i>Research on Social Work Practice</i> , 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... <i>Journal of Evidence-based Social Work</i> , 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

		Wright, M.d.Z. (2011). Client satisfaction and the helping/healing dance. <i>Qualitative Social Work, 11</i> , 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 Quantitative 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. <i>Social Work, 53</i> (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. <i>Social Work Research, 37</i> (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 e-mail or posted on D2L course content) several days in advance (#1 will be sent out on Thursday Oct. 17, #2 on 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 not expected to conduct a methodologically perfect study, but is expected to understand and explain the limitations and flaws of the study he or she does conduct. The student will not be graded on the basis of conducting a successful intervention, but on the basis of demonstrating an understanding of research in single case studies. Throughout, the student should explain the reasons 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 not expected to plan a methodologically perfect study, but is 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 reasons 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.

SW 451 Article Critique

	Inappropriate 0	Beginning 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
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 student in this area; student deemed not competent to practice social work in this area, at this level, at this time.	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; student provides inconsistent evidence of competency.	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 policy implications. Able to state how their practice informs their inquiry.	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 experience to inform data analysis and interpret research findings.	Demonstrates exemplary level of competency. Thoughtful and thorough in application of practice experience to research. Articulates feedback from consumers and uses that to generate further questions. Proactively engages in this behavior; extends this behavior beyond the required demonstration. Demonstrates mastery of this skill. 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 evaluation data. Exemplary	

	Inappropriate 0	Beginning 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
					ability to use practice experience in data analysis and the interpretation of research findings.	
	<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 6.1. Uses practice experience to inform scientific inquiry</p>					
6.2.	<p>Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions</p>	<p>No indication of evidence for this practice behavior. No ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Indicates instructor's significant concern about this student in</p>	<p>Demonstrates beginner level of competency. Some beginning interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; and to choose and employ appropriate evidence-based interventions.</p>	<p>Demonstrates basic level of competency. Basic interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; and to choose and employ appropriate evidence-based interventions. Basic ability to assess strengths and weaknesses of</p>	<p>Demonstrates proficient level of competency. Above average interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Proficient in assessing strengths and weaknesses of</p>	<p>Demonstrates exemplary level of competency. Excellent interest in and ability to critically appraise and use research findings to inform and improve practice, policy, and social service delivery; or to choose and employ appropriate evidence-based interventions. Thoughtful and thorough in ability to assess strengths and</p>

Inappropriate 0	Beginning 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
<p>this area; student deemed not competent to practice social work in this area, at this level, at this time.</p>	<p>evidence and arguments. May imitate others in attempting to perform this behavior. Student performance is below the expected level; student provides inconsistent evidence of competency.</p>	<p>Applies research findings to own practice</p>	<p>evidence and arguments. Student demonstrates skill to perform this practice behavior independently as behavior beyond an integral part of her/his practice. Applies research findings to several aspects of student's own practice. Able to critique the connection between data and implications drawn by others.</p>	<p>weaknesses of evidence and arguments. Proactively engages in this behavior; extends this behavior beyond the required demonstration. Demonstrates mastery of this skill. Fully integrates research with own practice. Able to make thoughtful critiques the connection between data and implications drawn by others.</p>	

Standards

OR - Portland State University SSW Practice Behaviors (2012)

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:

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

SW 451 Data Analysis

	Inappropriate 0	Beginning 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies	No indication of evidence for this practice behavior. Not able to evaluate her/his own practice or to contribute meaningfully to an evaluation of a program or agency.	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	Demonstrates basic level of competency. Basic ability to evaluate her/his own practice. Basic ability to contribute to a program or agency evaluation.	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.	Demonstrates exemplary level of competency. 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 demonstration. Demonstrates mastery of this skill. Able to meaningfully contribute to many aspects of program and agency evaluation.	

Standards

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.

Inappropriate 0	Beginning 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
Sub-Competency: 10d. Evaluation (2.1.10 d) Practice Behavior: 10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies					

SW 451 Social Work Research and Evaluation II Course Syllabus

Instructor: Sandra Leotti, MSW
Email: sleotti@pdx.edu
Office: ASRC 676Z
Phone: 503-725-47102

Course Time: Thursdays 8:30-11:20 AM
Office Hours: TBA
Credits: 3
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-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

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.

Krysiak, J. & Finn, J. (2010). *Research for Effective Social Work Practice, 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.ebib.com.proxy.lib.pdx.edu/patron/FullRecord.aspx?p=484728&userid=LoYrIlgeadNK2Zrqq0AKYw%3d%3d&stamp=1389132090&id=FF5EFF19161F48C99ECD7308CDE95A10F61C0803&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

		<p>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.</p> <p>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.</p>	
6	<p>Wrap up Qualitative Research; Review and Interpretation of Published Research; Introduction to SPSS; Lab time last half of class</p>	<p>Required Readings: Graue. (2006). The Transformative Power of Reviewing; Stanley. (2007). When Counter Narratives Meet Master Narratives in the Journal Editorial Review Process.</p> <p>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.</p>	<p>DUE: Article Critique Due</p>
7	<p>Meet in Lab; T-tests; ANOVA; Using SPSS for Data Analysis; Ethical, cultural, and oppression issues in data collection and analysis</p>	<p>Weinbach & Grinnell (2010). Chapter 7; Scott, J. (2010). Quantitative methods and gender inequalities; Strier. (2007). Anti-oppressive Research in Social Work: A preliminary Definition.</p>	
8	<p>Meet in Lab; Cross tabs & Chi-Square; Using SPSS for Data Analysis; Quantitative Analysis and Feminist Perspectives</p>	<p>Weinbach & Grinnell (2010). Chapter 8; Browne, K. (2008). Selling my queer soul or queering quantitative research?; Spierings, N. (2012). The inclusion of quantitative techniques and diversity in the mainstream of feminist research.</p>	
9	<p>Meet in Lab; Correlation & Regression; Using SPSS for Data Analysis; Presentation and dissemination of data and results</p>	<p>Weinbach & Grinnell (2010). Chapter 9; Krysik & Finn (2010). Chapter 13; Crocker, D. (2010). Counting woman abuse: A cautionary tale of two surveys.</p> <p>Recommended Reading:</p>	

		Lustig, D. (2009). Good mothers/Teen mothers: Claiming rights and responsibilities.	
10	Relating Findings to Practice Research for social justice and equity; Course Overview and Wrap-up	Required Readings: Cross et al. (2011). Defining Youth Success Using Culturally Appropriate Community 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.	Due: Data Analysis Paper

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. The 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	Proficient 7.5	Exemplary 10	Score/Level
1. Identifies as a professional social worker and conducts self accordingly (2.1.1)	Does not demonstrate any interest, ability, or awareness of the importance of self-reflection and/or does not engage in learning beyond what is minimally expected. No life long learning plan completed.	Understands the importance of self-reflection and ongoing learning, but is not able to demonstrate these skills and/or becomes defensive. Additionally, does not engage in learning beyond what is minimally expected.. Lifelong learning plan is very minimal with 1 example.	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 additional learning opportunities.	Demonstrates initiative in reflecting on practice and identifying additional learning opportunities. Several examples (2 or more) of how you will be operationalizing your lifelong plan in your first year of social work.	Takes every opportunity to reflect on practice and expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues. Several examples (2 or more) of how you will be operationalizing your lifelong plan in your first year of social work.	

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:

1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner

SW 460 Updated Self Care Plan

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
<p>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.</p>	<p>Self care plan is absent or incomplete and/or demonstrates no awareness of how stress, life experiences, and personal background impacts self. No evidence of an updated self care and reflection plan is presented.</p>	<p>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.</p>	<p>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.</p>	<p>Develops a comprehensive self care plan, including plans to address barriers or significant awareness of how stress, life experiences, and personal background impacts self. Your self care plan and reflection is updated to a proficient level.</p>	<p>DevelopYour self care plan and reflection is updated but at a basic level.s a comprehensive self care plan, including plans to address barriers and 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.</p>	

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:

1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan

SW 460 Ethical Toolkit Plan and Reflection

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
2. Applies social work ethical principles and values to practice (2.1.2)	No evidence of ability to tolerate and/or appears uncomfortable with ethical principles ambiguity.	Aware of ethical dilemmas and able to discuss them but often finds ambiguity stressful, which negatively impacts the helping process.	Tolerates ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives, though still has some difficulty making decisions when there is ambiguity.	Tolerates ambiguities in resolving ethical conflicts, appreciates multiple perspectives, and is able to make decisions even when faced with ambiguity.	Recognizes ethical conflicts and frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development.	
	No evidence of an ethical toolkit or reflection.	Ethical toolkit is very basic with little reflection demonstrated. (1 example)	Ethical toolkit is at the basic level with some examples and some reflection (2 examples)	Ethical toolkit is at the proficient level with some examples and some reflection (3 examples)	Ethical toolkit is at the exemplary level with several examples and with a high level of reflection (3 or more examples)	
<p>Standards 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: 2.3. Tolerates ambiguity in resolving ethical conflicts</p>						
2. Applies social work ethical principles and values to practice (2.1.2)	No evidence or lacks sufficient knowledge of strategies of ethical reasoning and/or is unable to differentiate various approaches to reaching	Appears to have general knowledge of strategies of ethical reasoning, but is limited in applying them to make principled decisions in the practice setting. (1 example)	Is able to discuss strategies of ethical reasoning and apply them in routine practice examples)	Appears to have a command of strategies of ethical reasoning and can consistently apply them, even in more challenging practice situations. (3	Often takes a leadership role in initiating discussion of, and applying, strategies of ethical reasoning in all areas of practice. (3 or more examples)	

Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
principled, ethical decisions.			examples)		
Standards 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: 2.4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework					

SW 460 Generalist Social Work Framework Reflection

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
3.3- Demonstrates effective, clear, and concise oral and written communication.	Documentation not completed within the allotted time, contains significant grammatical, spelling errors and does not clearly and accurately convey a summary of the generalist social work framework or reflection.	Documentation not completed within the allotted time or contains significant grammatical, spelling errors or does not contain the core elements of the generalist social work framework or reflection.	Documentation completed within the allotted time, is grammatically correct, without spelling errors; contains the core elements of the generalist social work framework and reflection, though lacks clarity and/or accuracy.	Documentation completed within the allotted time, is clear and accurate and contains the core elements of a generalist social work framework and reflection.	Documentation completed within the allotted time; is clear, concise, and accurate; contains the core elements of a generalist social work framework and reflection. Shows outstanding thinking about the generalist framework.	
<p>Standards OR- Portland State University SSW Practice Behaviors (2012)</p> <p>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.</p> <p>Practice Behavior: 3.3. Demonstrates effective, clear, and concise oral and written communication</p>						

SW 460 Portfolio with Evidence

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
10c. Intervention and Ending (2.1.10.c)	Portfolio has no ending in the BSW Program or ending relationships in the cohort.	.Portfolio has beginner narrative about ending in the BSW Program or ending relationships in the cohort.	.Portfolio has basic narrative about ending in the BSW Program or ending relationships in the cohort.	Portfolio has proficient narrative about ending in the BSW Program or ending relationships in the cohort.	Portfolio has excellent narrative about ending in the BSW Program or ending relationships in the cohort.	
<p>Standards 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.</p> <p>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</p>						
10d. Evaluation (2.1.10 d)	Portfolio is not completed with any of the competencies indicated. No evidence presented re the portfolio or reflection of material.	.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.	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.	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.	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.	
<p>Standards OR - Portland State University SSW Practice Behaviors (2012) Competency: 10a-d. Engages, assesses, intervenes, and evaluates individuals, families, groups,</p>						

	Unacceptable 0	Beginner 2.5	Basic 5	Proficient 7.5	Exemplary 10	Score/Level
	<p>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.</p> <p>Sub-Competency: 10d. Evaluation (2.1.10 d)</p> <p>Practice Behavior:</p> <p>10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies</p>					

SW 460 Presentation of Portfolio

	Unacceptable-0	Beginner-2.5	Basic-5.0	Proficient-7.5	Exemplary-10	Score/Level
3.3- Demonstrates effective, clear, and concise oral and written communication.	<p>Presentation is not done.</p>	<p>Presentation is done but lacks clarity, inconcise oral and written communication. Little if any discussion about the competencies is professionally presented. Not well developed, little if any reflection or evidence of reflection.</p>	<p>Documentation completed within the allotted time, is grammatically correct, without spelling errors; contains the core elements of professional presentation however is only at the basic level of understanding, clarity, and presentation.</p>	<p>Documentation completed within the allotted time, is clear and accurate and contains the core elements of professional presentation; well developed, competencies are covered in a concise manner, accurate, and educationally.</p>	<p>Documentation completed within the allotted time; is clear, concise, and accurate; contains the core elements of professional presentation, excellent communication, competencies are covered, and presents in a meaningful way as to of reflection and educate others about the integration of the competencies for a generalist social worker. Show high level of reflection in the presentation.</p>	

Standards

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

SW460 Senior Integrated Portfolio Course Syllabus

Instructor: Charlotte Goodluck, MSW, Ph.D.
E-mail: goodluck@pdx.edu
Office: ASRC 620G
Phone: (503) 725.5004

Course Time: Tuesday 8:20-11:30
Office Hours: To Be Discussed
Credits: 3
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
<hr/>		
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. ($5 \times 10 = 50$). 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. <i>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.</i>

			<i>Upload a paper with your name on it to TaskStream so you can get graded for this presentation.</i>
9	Student presentations of portfolios	None	<p>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. <i>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.</i></p>
10	Student presentations of portfolios Evaluations; End of your BSW course work!; Happy Graduation! Good byes.	None	<p>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. <i>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.</i></p>

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 going 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.

School of Social Work
Portland State University
PO Box 751
Portland, OR 97207-0751

503-725-4712
Toll free: 1-800-547-8887

www.pdx.edu/ssw

