

COURSE SYLLABUS

SOC WORK 729: Advanced Field and Seminar I

Term:

Instructor

**Department of Social Work
University of Wisconsin Oshkosh**

Office:

Office Hours:

Email:

Course Format & Dates:

Course Location:

Time of Class:

I. COURSE DESCRIPTION

UNIVERSITY BULLETIN DESCRIPTION

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced, concentration specific, field practicum. Students integrate and apply the material learned in the classroom and in the foundation internship/BSW Internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. 5 credits

Prerequisite: Completion of the Foundation Curriculum/Admission to the Advanced Standing Curriculum.

II. TEXTS

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:

<http://www.socialworkers.org/pubs/code/code.asp>

National Association of Social Workers – Standards for Cultural Competence. Retrieved from:

http://www.socialworkers.org/sections/credentials/cultural_comp.asp

International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles. <http://ifsw.org/policies/statement-of-ethical-principles/>

Walsh, T. C. (2002). Structure process recording: A comprehensive model that incorporates the strengths perspective. *Social Work Education*, 21(1), 23-34. doi:

10.1080/0261547012106997

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development

and/or mastery of the competencies, e.g. agency mission and goals, annual reports, personnel manuals.

III. MSW GOALS

1. Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond.
2. Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services.
3. Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well being.
4. Engage in teaching, research, and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well being of those in need.

IV. COURSE COMPETENCIES AND ADVANCED YEAR PRACTICE BEHAVIORS

Students are expected to become competent in all nine Practice Competencies and demonstrate all 23 advanced, social work behaviors. Upon completion of this course a student will be competent with the following practice behaviors...

Educational Policy & Accreditation Standards Competency	SW Behaviors	Assignments/ Activities
Competency #1: Demonstrate Ethical and Professional Behavior	<p>A.1.1 Demonstrate leadership and professionalism in social service practice settings</p> <p>A.1.2 Demonstrate initiative in professional growth and development</p> <p>A.2.1 Demonstrate knowledge and understanding of interdisciplinary ethical practice within mental health and/or health care settings.</p> <p>A.2.2 successfully resolve ethical dilemmas encountered in mental health and/or physical health care settings</p> <p>A.3.1 Demonstrate professional, accurate and effective written and oral communication appropriate to the practice setting</p> <p>A.3.2 Demonstrate application of</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion</p>

Educational Policy & Accreditation Standards Competency	SW Behaviors	Assignments/ Activities
	multiple methods of evaluation and assessment of service delivery.	
Competency #2 Engage Diversity and Difference in Practice	<p>A.4.1 Effectively employ social work knowledge and skills with diverse client systems, especially those who are vulnerable and oppressed.</p> <p>A.4.2 Demonstrate cultural competency in all social work contexts.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion</p>
Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice	<p>A.5.1 Identify and attend to resource gaps in relevant practice settings</p> <p>A.9.2 Demonstrate the ability to work collaboratively with a wide array of professional helpers on behalf of client systems.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program Evaluation</p>
Competency #4 Engage in Practice-Informed Research and Research Informed Practice	<p>A.6.1 Critically evaluate practice interventions to determine if theory-based. Best/evidence-based practices are being employed in the practice setting and suggest improvements when warranted.</p> <p>A.6.1 Demonstrate understanding and knowledge of qualitative and quantitative research methodologies and their application within the mental health/health care setting.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program evaluation</p>
Competency #5 Engage in Policy Practice	<p>A.5.2 Advocate for and on behalf of client systems.</p> <p>A.8.2 Actively engage in policy practice to improve client system outcomes for mental health/health care services.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program evaluation</p>

Educational Policy & Accreditation Standards Competency	SW Behaviors	Assignments/ Activities
Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities	<p>A. 9.1 Demonstrate knowledge and understanding of the variety of technologies employed in mental health/health care practice, critically examine these in relation to social work values, and suggest improvements when warranted.</p> <p>A.10.1 Demonstrate initiative and effective skills in engaging with client systems.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Seminar class discussion</p>
Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities	<p>A.7.2 Demonstrate knowledge, skill in the application of a wide range of assessment and intervention models relevant to mental health/health care practice, including person-in-environment and the <i>Diagnostic and Statistical Manual of Mental Disorders</i></p> <p>A.10.2 Effectively, systematically, and collaboratively assess client system needs and professionally articulate/document these findings to clients and relevant co-workers.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program evaluation</p>
Competency #8 Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>A.7.1 Demonstrate knowledge and understanding of a wide range of theoretical and practice frameworks relevant to mental health/health care settings, including ecological systems theories and the strengths perspective.</p> <p>A.8.1 Articulate and implement a vision for leadership regarding the promotion of best/evidence-based practice in mental health/health care policy.</p> <p>A.10.3 Effectively and collaboratively identify and employ best/evidenced-based intervention to meet client system needs.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program evaluation</p>

Educational Policy & Accreditation Standards Competency	SW Behaviors	Assignments/ Activities
Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>A.10.4 Effectively, systematically, and collaboratively evaluate client system outcomes and professionally articulate/document these findings with clients and relevant co-workers.</p> <p>A.10.5 Effectively and collaboratively terminate client services when goals have been met.</p>	<p>Field experience SLC Field Log Seminar class discussion Process recordings Case presentation Student facilitated discussion Program evaluation</p>

V. COURSE STRUCTURE AND FORMAT

Completion of Required Field Practicum Hours for Fall Semester

	Hours in Field	Hours in Integrative Seminar	Total
Fall Semester including Interim (SW 729)	221	17	238
Spring Semester, including Interim (SW 733)	221	17	238

Total minimum hours required over two semesters: 476

The Field Practicum/Internship

The combined Field Practicum and Integrative Seminar is the capstone experience for the MSW degree and is completed during the final two semesters of the program. In SW 729 students engage in concentration-specific, professional practice for 13.5 hours per week over a 17-week semester. Students are expected to apply their foundational generalist practice, integrate prior learning and apply MSW course work in order to demonstrate their practice competency in a social service practice setting (Health Care or Mental Health Care). Students will apply theoretical practice models, social work practice methods, and skills to the advanced, agency-based social work experience.

The Integrative Seminar

Students are required to attend a one-hour, weekly Integrative Seminar. The seminar affords students the opportunity to reflect on their practice, problem-solve challenges and learn about other relevant practice settings. Students will also be afforded the opportunity to prepare for WI State Advanced Social Work certification (APSW). Completing extra hours in Field will not compensate for missed time in the Integrative Seminar.

Use of a cell phone or other social media is not allowed during class. Students are expected to be present and engaged for all seminar sessions. Computer use is limited to taking notes and completing in-class assignments. Students are expected to use their UW Oshkosh e-mail address and check it daily. Students can expect the instructor to respond to emails within 24-48 hours unless there are specific circumstances.

Note: In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be purchased at the University Bookstore or viewed by visiting the Social Work Department's Home Page at:

<http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>
<http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>
<http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>

University of Wisconsin System – Policy Statement on Disability

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities.

It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a non-discriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504. The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit or service to beneficiaries of the university's programs.

VII. COURSE ASSIGNMENTS AND STUDENT EVALUATION

General information: The assignments are designed to facilitate development of professional skills. Unless otherwise noted, written assignments will be submitted through the D2L drop-box. All written assignments must adhere to the APA policy, as noted in the Student handbook.

All written assignments are to use the following formatting guidelines, unless otherwise indicated:

1. Submitted as Microsoft WORD
2. Typed using a common serif font (e.g. Times New Roman) #12
3. Double-spaced with one-inch margins
4. Include a cover page that includes the student's name, assignment title, date, course number and instructor
5. All pages are to be numbered in the top right margin
6. Use sub-headings where appropriate (see APA style manual)
7. Use third-person perspective unless otherwise noted
8. Use proper grammar, syntax and apply a professional voice
9. Appropriately apply Microsoft WORD formatting for paragraphs, tabs, tables, page breaks, and bulleted/numbered lists.
10. Use APA format for in-text citations and references (APA 6th edition).
11. Cite primary sources when possible and if not possible provide a proper secondary source citation. Wikipedia will NOT be accepted as a legitimate source of credible information. Only Internet-based reports from governmental, educational (.edu) and research institutes will be considered credible Internet sources. Printed sources should come from peer-reviewed professional journals and published books. Many of these journals are available electronically through the Polk Library. Please cite as printed journal articles if that is the

case.

12. Assignments will specify the minimum number of sources that must be reviewed and cited.
13. Label files using the following format: lastname_assignmenttitle_date[051812]

Assignments and Percentage of Overall Course Grade/Grading

SW 729 is graded on a Pass/Fail basis. Students must earn the equivalent of a grade of “**B**” (**85%**) or better in order to successfully pass this course. Eighty percent of the grade will be based on performance at the social service agency. The other 20% will be based on seminar activities and required assignments.

Seminar Attendance and Participation

Student engagement in the Integrative Seminar will account for 8% of the grade. Students are required to attend all seminar sessions, actively participate, complete assignments with a grade of B or better, and demonstrate leadership during discussions. All absences must be made up via additional assignments and not in the Field placement.

Class Participation: Social Work requires professionals to be engaged, assertive and active. Students are expected to read assigned texts, ask questions, answer questions, actively listen to peers and verbally demonstrate their understanding of the course content. Class participation is mandatory and full credit can only be earned by active engagement with peers and the instructor during class sessions. Failure to do this will result in a reduced grade for the seminar requirement.

Student facilitated discussion: each week a student will share an excerpt from their Field log (see appendix I) during the Seminar. Students are responsible to protect client confidentially and only use the client’s first name.

Process Recordings: Students are required to complete two process recordings during the semester (due week 8 and week 17). This learning tool requires the student to critique an interview *with a client* by identifying and analyzing thoughts and emotional reactions/responses to the encounter with the client. Social work values and standards are applied as a guideline for this analysis. The Walsh (2002) reading, posted on D2L will inform this assignment. The written process recording should be 4-5 pages in length and include reflection on specific practice competencies, and social work principles of ethical practice. A suggested outline is posted on D2L. (See Appendix II)

Case Presentation: Students will present one case study in seminar class from their case-load. Offering a brief overview of the client demographics, the student will present a summary of the following in a PowerPoint format:

I. Assessment

- a. Why did this individual/group present to the agency and what the client(s) viewed as their challenges?
- b. Describe the bio/psych/social/cultural/spiritual assessment factors of this case.
- c. Did you, as the social worker, identify additional needs? If so, what were they?
- d. What did the client identify as his/her strengths?
- e. What strengths did you as the social worker identify in this client?
- f. Describe in detail how the following theories could be applicable to your client and this case:

- i. Erikson's theory of psych/social development
- ii. Attachment theory
- iii. Person in Environment perspective
- iv. Cognitive Behavioral Theory

II. Intervention

- a. What type of intervention(s) did you offer and how does this relate to evidence-based practice (EVP)?
- b. Why did you come to choose this particular intervention?
- c. Was the client involved in the process? Why or why not?
- d. Discuss the response of your intervention.

III. Outcome and Evaluation

- a. What was the outcome of this case?
- b. How does this outcome relate to the EVP research?
- c. Would you have done anything differently and if so, why?
- d. Describe in a reflection, how you feel about your ability to work with clients.

Students need to include a reference page for their presentation.

Student Learning Contract (SLC)

Students develop a learning contract (2% of total grade) by the end of the third week of the Fall semester. The learning contract must address each of the nine competencies and all 23 Advanced Practice behaviors. The learning contract will detail the tasks, activities and projects that will be performed during the Field Practicum. Students are to include date/time frames to which the tasks are to be accomplished and indicate HOW they will be measuring each behavior. These tasks and activities will be documented on the SLC Form and submitted to the D2L dropbox by the end of the third week of the fall semester. Student contracts that are not completed and approved by the due date will automatically result in a 2% drop in the grade for SW 729.

Student practice competency is evaluated at the end of the semester via a Qualtrics survey and discussion with the student, Agency Field supervisor, and the Field Instructor. Students are evaluated on the following scale:

- 1: Student does not demonstrate competency; student needs to take initiative to improve practice competency.
- 2: Student demonstrates limited practice competency.
- 3: Student is developing competency that is approaching that of a beginning level MSW professional.
- 4: Student demonstrates competency at a beginning level MSW professional.

At the end of the Fall semester, students must demonstrate progress in all competency areas, working toward a *minimum* rating of "3" by the Field Instructor as indicated on the Evaluation of Student Mastery of Advanced Level Competencies evaluation. The evaluation in the Field accounts for 80% of the student's grade in SW 729.

At the conclusion of each semester the student and the Agency Field supervisor will also rate the student's level of practice competency, using the above scale.

Field Logs, Attendance and Participation at the Agency

Students must complete all required hours (221) in the Field in order to pass SW 729. The Field Log provides a mechanism for documenting completed hours and their relationship to practice competency. *Students may not use a particular theory more than twice in one semester.* Field logs must be submitted to the D2L dropbox by the stated due date and include the Field Agency supervisor's signature. Late field logs will result in a reduced grade at the rate of 1% for every day that it is submitted late. Field logs that are incomplete will be returned and students are expected to make the appropriate modifications within 72 hours and re-submit them. A student who has more than 3 incomplete field logs in one semester will receive a 5% reduction in grading for this section. Complete Field logs demonstrate maintenance of a regular field schedule, connect experiences and learning opportunities to the practice competencies, and document required field hours (10% of the total grade). Complete Field Logs demonstrate professional practice competency.

Competent completion of required field hours accounts for 80% of the total grade. Deficiencies in field hours from one semester cannot carry over into the next semester unless students have received prior approval. Students who do not complete all logs will not receive a passing grade in SW 729.

VIII. SUMMARY OF STUDENT EVALUATION REQUIREMENTS:

Student Learning Contract	2%
Seminar Participation	8%
Completion of Field Logs	10%
Completion of Field Hours	80%
Total	100%

IX. 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	59 and lower

X. COURSE AND FACULTY EVALUATION

Students will complete SOS forms at the end of the semester, an evaluation of the Field placement and any other course evaluation forms/materials needed.

TOPICAL OUTLINE AND COURSE SCHEDULE*

Dates	Content/Activities	Readings & Assignments
Session #1	Review Syllabus & course format Review EPAS and Practice Behaviors Competency – #1 Self-care plan	Field Manual
Session #2	Competency – #1 Mission and goals of the agency and the role of the social worker.	Reading: Walsh (2002); Field Manual Assignments: Field Log

Dates	Content/Activities	Readings & Assignments
	Review SLC Student facilitated discussion	
Session #3	Competencies – #2 & #5 Organizational culture: vertical, horizontal, implicit and explicit rules and norms Student facilitate discussion Case presentation	Assignments: Field Log Finalize SLC
Session #4	Competencies – #1, #6, #7, and #8 Ethical decision-making in practice Student facilitated discussion Case presentation	Reading: NASW Code of Ethics; IFSW Code of Ethics Assignments: Field Log
Session #5	Competencies – #3, #5, & #9 Populations served, outcome measures for services and gaps in service Program Evaluation Project Intro Student facilitated discussion Case Presentation	Reading: NASW Cultural Competency Standards Assignments: Field Log
Session #6	Competencies – #7 & #8 Theory and practice with HBSE: Reality centered Student facilitated discussion Case presentation	Assignments: Field Log
Session #7	Competencies – #2, #6, #7, and #8 Engagement, assessment and intervention Transference and countertransference Student facilitated discussion Case Presentation	Assignments: Field Log
Session #8	Competency – #5 Agency policy and change Student facilitated discussion Case presentation	Assignments: Field Log Process Recording #1 due
Session #9	Competencies – #4 and #9 Research related to the context of agency practice Student facilitated discussion Case presentation	Assignments: Field Log
Session #10	Competencies – #2, #3, #6, #7, #8, and #9 Issues in field – content and practice Student facilitated discussion Case presentation	Assignments: Field Log
Session #11	Competencies – #1, #6, #7, #8, & # 9 Student facilitated discussion Case Presentation	Assignments: Field Log

Dates	Content/Activities	Readings & Assignments
Session #12	Competencies – #1, #6, #7, #8, & # 9 Case Presentations	Assignments: Field Log
Session #13	Competencies – #1, #6, #7, #8, & # 9 Case Presentations	Assignments: Field Log
Session #14	Competencies – #1, #6, #7, #8, & # 9 Case Presentations	Assignments: Field Log
Session #15	Competencies – #1, #6, #7, #8, & # 9 Student facilitated discussion Case Presentations	Assignments: Field Log Semester evaluation
Session #16	Competencies – #1, #6, #7, #8, & # 9 Student facilitated discussion Case Presentations	Assignments: Field Log Semester evaluation
Session #17	Competencies – #1, #6, #7, #8, & # 9 Case Presentations SOS evaluations	Assignments: Field Log Process Recording #2 due Semester evaluation

*The instructor reserves the right to alter the schedule and/or assignments as needed.

Bibliography

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- Nurius, P. S., Kemp, S. P., & Gibson, J. W. (1999). Practitioners' perspectives on sound reasoning. *Administration in Social Work, 23*(1), 1-27. doi: 10.1300/J147v23n01_01
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- Trippany, R. L., White, V. E., & Wilcoxon, S. A. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling, 82*(1), 31-37. doi: 10.1002/j.1556-6678.2004.tb00283.x
- Turner, F. J. (ed). (2011). *Social work treatment: Interlocking theoretical approaches*. (5th ed.). New York, NY: Oxford University Press, Inc.

Appendix I

University of Wisconsin - Oshkosh SW 729: Advanced Field and Seminar I Log of Professional Experiences in the Field

The field log provides a concrete means for the student to:

- Account for professional activity in the field practicum;
- Demonstrate professional development related to contracted learning experiences and the 9 advanced-year competencies;
- Reflect on professional growth and development;
- Provide information that facilitates dialogue between the student and Field instructor;
- Document for the Field supervisor, concerns, dilemmas and issues as they arise in the agency setting.

Students will complete a weekly log using the format provided below. Logs are expected to be no more than 2 pages in length (single spaced). Due dates are noted in the syllabus and on D2L. Logs must be signed by the Agency Field supervisor. Every log submitted by the student should reflect a unique experience with the client system context and provide an example of professional development.

Student	
Concentration	
Agency Supervisor	
Field Instructor	

Log # _____ From: ____/____/20__ through ____/____/20__.

The reported activities account for _____ hours and bring my cumulative total to _____.

Describe one intrapersonal/interpersonal strength or challenge that you experienced this week at the Field agency (150-300 words—please be very specific in your description/reflection). Respond to the following prompts:

1. In what way was the experience a strength/challenge for you?
2. In your assessment how was this experience a strength/challenge/learning experience for others (e.g., client, co-worker)?
3. Describe the social context of the experience.
4. Cite the practice framework (e.g., theory, model, etc...) that best facilitates resolution of the practice challenge or that supports the strength(s) you experienced. Relate this practice framework to your overall practice this week and explain how it is relevant to the practice context.
5. Identify at least one other practice framework that might also be relevant in this week's practice context. Justify your choice.
6. Identify at least two strengths of your client system that you observed this week.
7. Identify at least two practice behaviors that relate to the experience and that you enhanced as a result of this week's experiences.

(Include narrative here)

Activity and Related Competency-Advanced Practice Level

Briefly list additional activities completed this week and indicate their relationship to the SLC and Advanced-Practice-behaviors:

Practice Behavior	Learning Contract Related Tasks/Outcomes	Specific activity/task during this weekly log period

(Expand this chart as needed.)

Required Signatures:		Date:
Student		
Agency Field Supervisor		
Field Instructor		

Appendix II

Process Recording Format (suggested)

Event: Briefly provide a description of the context in which the event took place. Note the circumstances and who was present.

Description of what transpired/occurred	Student's reflection: Describe your reaction to the interview/encounter.	Instructor Feedback

(Expand table as needed)

Summary of the Process Recording

- a. Identify one area for professional growth related to the situation. Link this to practice competency.
- b. Identify the social work ethical principles that can be applied to the situation.
- c. What did you learn from this experience? Identify activities for self-care.

Instructor Feedback: