

COURSE SYLLABUS

Social Work 733 ADVANCED FIELD AND SEMINAR II

Term:

Instructor:

**Social Work Department
University of Wisconsin Oshkosh**

SW Office:

Office Hours:

Email:

Course Format & Dates:

Course Location:

Class Time:

I. COURSE DESCRIPTION

UNIVERSITY BULLETIN DESCRIPTION

This course is a continuation of the SW 729 course and is part of the MSW capstone experience. Students continue to develop, broaden, and sharpen their knowledge and skills in their practice concentration. In the final semester of the MSW Field internship students integrate and apply the material learned in the classroom and in prior Field practicum experiences. Students are expected to demonstrate competence in all nine areas of practice in the Advanced Field internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy and research. Students will complete an agency-based program evaluation in this course and demonstrate their capacity as professional leaders. 5 credits

Prerequisite: Completion of SW 729.

II. TEXTS

Required:

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 PROGRAM 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 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 | Dimensions |
|---|--|---|------------|
| Competency #1: Demonstrate Ethical and Professional Behavior | A.1.1 Demonstrate leadership and professionalism in social service practice settings A.1.2 Demonstrate initiative in professional growth and development A.1.3 Demonstrate knowledge and understanding of interdisciplinary ethical practice within mental health and/or health care settings. | Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program Evaluation | |

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| | <p>A.1.4 successfully resolve ethical dilemmas encountered in mental health and/or physical health care settings</p> <p>A.1.5 Demonstrate professional, accurate and effective written and oral communication appropriate to the practice setting</p> | | |
| Competency #2 Engage Diversity and Difference in Practice | <p>A.2.1 Effectively employ social work knowledge and skills with diverse client systems, especially those who are vulnerable and oppressed.</p> <p>A.2.2 Demonstrate cultural competency in all social work contexts.</p> | <p>Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion</p> | |
| Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice | <p>A.3.1 Identify and attend to resource gaps in relevant practice settings</p> <p>A.3.2 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 Case presentation Student facilitated discussion Program Evaluation</p> | |
| Competency #4 Engage in Practice-Informed Research and Research Informed Practice | <p>A.4.1 Demonstrate understanding and knowledge of qualitative and quantitative research methodologies and their application within the mental health/health care setting.</p> <p>A.4.2 Critically evaluate practice interventions to determine if theory-based,</p> | <p>Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program evaluation</p> | |

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| | best/evidence-based practices are being employed in the practice setting and suggest improvements when warranted. | | |
| Competency #5 Engage in Policy Practice | A.5.1 Actively engage in policy practice to improve client system outcomes for mental health/health care services. A.5.2 Advocate for and on behalf of client systems. | Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program evaluation | |
| Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities | A.6.1 Demonstrate initiative and effective skills in engaging with client systems. A.6.2 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. | Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Seminar class discussion | |
| Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities | A.7.1 Effectively, systematically, and collaboratively assess client system needs and professionally articulate/document these findings to clients and relevant co-workers. A.7.2 Demonstrate knowledge, and skill in the application of a wide range of assessment and intervention models | Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program evaluation | |

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| | relevant to mental health/health care practice, including the Person in Environment and the DSM. | | |
| Competency #8 Intervene with Individuals, Families, Groups, Organizations, and Communities | <p>A.8.1 Effectively and collaboratively identify and employ best/evidence-based interventions to meet client system needs.</p> <p>A.8.2 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.8.3 Effectively and collaboratively terminate client services when goals have been met.</p> | <p>Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program evaluation</p> | |
| Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | <p>A.9.1 Articulate and implement a vision for leadership regarding the promotion of best/evidence-based practice in mental health/health care policy.</p> <p>A.9.2 Effectively and collaboratively evaluate client system outcomes and professionally articulate/document these findings with clients and relevant co-workers.</p> <p>A.9.3 Demonstrate application of multiple</p> | <p>Field experience SLC Field Log Seminar class discussion Case presentation Student facilitated discussion Program evaluation</p> | |

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| | methods of evaluation and assessment of service delivery. | | |
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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 733 students engage in concentration-specific, professional practice for 13.5 hours per week over a 17-week semester. Students are expected to apply 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. Students will complete an agency-based program evaluation in this course.

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 48 hours.

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/undergraduate-program/bsw-documents/UWODepartmentofSocialWorkStudentHandbook.pdf>

VI. COURSE POLICIES

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

SW 733 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 confidentiality and only use the client’s first name.

Program Evaluation: Students will complete an evaluation of their practice at the Field agency that is based on evidence-based practice. The project is a continuation of activities begun during the fall semester and in SW 731. Students should approach this assignment as a problem-solving activity. Consider that your supervisor needs assistance to improve services. This assignment is an opportunity to address a program challenge. This project has three components: 1) Problem statement, literature review, and theory of change, 2) Description of methodology, measurement, data collection and logic model, and 3) Results Report. Due dates are listed on the course schedule and posted in D2L. Students will apply learning from SW 731 for this assignment. (See Appendix II for details)

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.

Student Learning Contract (SLC)

Students will update their learning contract (2% of total grade) by the end of the **second week** of the spring semester. The learning contract must address each of the nine competencies, all 23 Advanced Practice behaviors, and attend to any behaviors that were not demonstrated during the fall semester. The learning contract details the tasks, activities and projects that will be performed during the Field Practicum. These tasks and activities will be documented on the SLC Form and submitted to the D2L dropbox by the end of the second week of the spring semester. Projects and tasks should allow students to practice independently with client systems. Student contracts that are not completed and approved by the due date will automatically result in a 2% drop in the grade for SW 733.

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 spring semester, students must demonstrate competency in all areas, achieving a **minimum rating of “4”** 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 733. At the conclusion of the 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 733. The Field Log provides a mechanism for documenting completed hours and their relationship to practice competency. 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. 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. Students who do not complete all logs will not receive a passing grade in SW 733.

VIII. SUMMARY OF STUDENT EVALUATION REQUIREMENTS

| | |
|---------------------------|------|
| Student Learning Contract | 2% |
| Seminar Participation | 4% |
| Program Evaluation | 4% |
| Completion of Field Logs | 10% |
| Completion of Field Hours | 80% |
| Total | 100% |

IX. GRADING SCALE

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|--------|----|
| 94-100 | A |
| 91-93 | A- |
| 88-90 | B+ |
| 83-87 | B |
| 80-82 | B- |
| 77-79 | C |

Grades below C are unacceptable for any graduate level courses. Graduate students are required to maintain an overall GPA of 3.0.

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 | Competency – #1 Self-care report and plan adjustment Growth as a professional social worker Review SLC updates | Assignment: Field Log |
| Session #2 | Competency – #1 and #4 What to do when you “just don’t know.” Student facilitated discussion | Assignments: Field Log Updated SLC |
| Session #3 | Competencies – #3 Advocacy and social justice from the practice perspective on the mezzo and macro levels Student facilitate discussion Case presentation | Assignments: Field Log Part 1 of the Program Evaluation: Problem Statement, literature review and theory of change |
| Session #4 | Competencies – #1 Ethical dilemmas and conundrums in practice. Managing conflict as a student intern Student facilitated discussion Case presentation | Assignments: Field Log |
| Session #5 | Competencies – #3 & #5 The influence of social welfare policy in practice. Oppression in the dominant society Student facilitated discussion Case Presentation | Assignments: Field Log |
| Session #6 | Competencies – #6 & #7 Managing engagement with difficult clients and mandated populations Student facilitated discussion Case presentation | Assignments: Field Log |
| Session #7 | Competency #1 APSW Preparation Student facilitated discussion Case Presentation | Review DSPS Guidelines for APSW Assignments: Field Log |
| Session #8 | Competencies – #4 & #9 Program evaluation challenges in the context of practice Student facilitated discussion Case presentation | Assignments: Field Log Part 2 of the Program Evaluation: Methodology, measurement, data collection and logic model |
| Session #9 | Competency #7 Assessment with the DSM-5 | Assignments: Field Log |

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| | Student facilitated discussion Case presentation | |
| Session #10 | Competency – #2 Demonstrating cultural competence Student facilitated discussion Case presentation | Assignments: Field Log |
| Session #11 | Competencies – #6 & #9 Applying theory in practice Student facilitated discussion Case Presentation | Assignments: Field Log |
| Session #12 | Competencies – #6 & #9 Termination/transfer of treatment Student facilitated discussion Case Presentations | Assignments: Field Log |
| Session #13 | Competencies – #6 & #9 Termination/transfer of treatment cont. Student facilitated discussion Case Presentations | Assignments: Field Log |
| Session #14 | Competencies – #1, #6, #7, #8, & # 9 Social Work practice with non- familial groups (mezzo practice) Student facilitated discussion Case Presentations | Assignments: Field Log |
| Session #15 | Competencies – #1 and #4 Hot/cutting edge topics in practice Student facilitated discussion Case Presentations | Assignments: Field Log Final evaluation |
| Session #16 | Competencies – #1, #6, #7, #8 and #9 Self-care reprise Student facilitated discussion Case Presentations | Assignments: Field Log Final evaluation |
| Session #17 | Competency – #1 Career Planning SOS evaluations | Assignments: Field Log Part 3 of the Program Evaluation: Results Report Final evaluation |

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

Bibliography

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Appendix I

University of Wisconsin - Oshkosh SW 733: 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 |
|-------------------|--|--|
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(Expand this chart as needed.)

| Required Signatures: | | Date: |
|-----------------------------|--|--------------|
| Student | | |
| Agency Field Supervisor | | |
| Field Instructor | | |

Appendix II

Program Evaluation

Students are required to apply APA formatting for the *Results Report* and apply APA in-text citations, references and sub-headings for the earlier parts of the project.

Part 1 should include the following:

- Preliminary Project Abstract (300-500 words, separate page); this will be updated and revised for the Final report.
- Introduction and problem statement: Include incidence and prevalence of the identified problem that is being addressed at the agency. Students should cite at least three sources for this section of the project. Describe the agency/intervention setting and cite appropriately.
- Literature review: Describe the research that has already been completed on this issue/problem/intervention. Research the current, evidence-based literature. Students should research a minimum of five sources for this section of the project. Evidence-based literature should not be older than ten years.
- Relevant theory of change: Describe and cite the relevant theoretical frameworks and program models that explain/justify the service delivery/intervention approach implemented at the agency. Sources should be primary and may reflect a long history.

Part 2 should include the following:

- Evaluation Methods: evaluation questions and procedures for collecting data (observations, surveys, questionnaires, narrative analysis, etc.)
- Sample: Describe the people served by the service/intervention, including the number of people served and their demographic characteristics
- Measures: Identify the tools, forms, surveys, and/or questionnaires that will be used to ensure that valid and reliable data is collected. Describe the psychometrics of the measures if known. Cite relevant sources for standardized measures and critique their validity and reliability. Describe how the tools will be used to collect data.
- Data Collection: Specify the variables to be measured and documented and provide a description of how the data will be organized for analysis (e.g. in an Excel spreadsheet).
- Logic Model: Create a program/service/intervention logic model using the forms provided and include this in this part of the paper.

Part 3 (Results Report) should include the following:

- Final Abstract: 300-500 words that briefly describe the program evaluation purpose, methods and findings.
- Evaluation purpose and questions (see above)
- Results: Show results in **tables** when appropriate. **Do not include graphs and charts.** Results should naturally flow from the data collection process. Report significance values (e.g. $p < .05$) when appropriate. Provide a brief description of the specific clients/participants that were included in the program evaluation. Do not include data for specific respondents, but rather summarize the results of the group.

When reporting averages, include the range of responses and/or the standard deviation. When using quotes to illustrate results provide frequency information to demonstrate the pervasiveness of the finding.

- Discussion: Start with a report of the outcome of the program evaluation questions. Follow this with the meaning/implications of results in terms of current evidence-based practice and research literature. Describe any relevant limitations of the program evaluation. Provide at least two recommendations based on the results.
- Conclusion summary: one paragraph
- References in APA format