

SOWK 7225
Advanced Social Work Field Education – 5 Credits
Fall/Spring 2018-2019

MICRO-MACRO COMBINED SYLLABUS

INSTRUCTOR:
OFFICE HOURS:
PHONE:
EMAIL:

COURSE DESCRIPTION:

Based on the ecological perspective, the specialized practice practicum emphasizes multi-systems assessments and multi-model interventions. Learning opportunities in an actual agency providing services to clients encourage students to explore reflectively on the interrelationships between human behavior, social policy, research, and practice content at the advanced level. Students identify ways in which their social work practice can be evaluated for its effectiveness, for its congruence with the ethical context of the profession, and competence in serving diverse client groups.

The goals of specialized practice practicum are to ensure students independently monitor and apply knowledge of self as a cultural being in assessment, treatment, consultation, and evaluation to improve effectiveness as a professional social worker.

COURSE FORMAT:

The specialized practice practicum affords students an opportunity for experiential learning. Students apply social work knowledge and skills gained in the classroom in a variety of actual practice settings. Minimally, students meet weekly for one hour with their field instructor for guidance and supervision. An individualized Learning Plan, developed jointly with the field instructor and with input from the faculty liaison, structures the student's learning experiences.

Please Note: The course syllabus is a general plan for the course; deviations communicated by the instructor may be necessary.

MICRO-MACRO COMBINED BEHAVIORS:

All students must develop with their field instructor a Learning Plan for each semester specifying how they will demonstrate the following micro-macro combined specialization competencies:

I. Demonstrate Ethical and Professional Behavior

Practitioners in integrated social work recognize the importance of engaging diverse constituencies at the micro, mezzo, and macro levels in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens. Practitioners in integrated practice recognize their role in teams consisting of diverse stakeholders and the ethical use of

the media for micro, mezzo, and macro social work practice. Practitioners in integrated social work practice model ethical and respectful engagement with different stakeholders. Practitioners in integrated social work:

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
4. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

II. Engage Diversity and Difference in Practice

Practitioners in integrated social work are knowledgeable about various forms of past and current forms discrimination and oppression that impact current relationships with individuals, groups, and communities and service delivery. Practitioners in integrated social work understand that individuals, groups, families, communities and agencies have diverse stakeholders and that this diversity influences their well-being and functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance-seeking behavior, and (c) practices that enhance change and optimal functioning. Practitioners in integrated social work are culturally-aware and competent. Practitioners in integrated social work:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies;
2. Engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

III. Advance Human Rights and Social, Economic, and Environmental Justice

Practitioners in integrated social work understand that all individuals, groups and communities should be accorded equal and basic human rights. Integrated social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. Integrated practitioners:

1. Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.

- IV. Engage in Practice-Informed Research and Research-Informed Practice**
Integrated practitioners understand the importance of using tacit knowledge, client preferences, and community input in informing research with individuals, families, groups, communities and organizations, and in influencing policy. Integrated practitioners are knowledgeable about data use and its implications for practice, service provision, policies and programs. They interpret data using social work values in order to provide the best services and programs to relevant clients. Integrated practitioners:
1. Apply practice experience to inform research on interventions with clients and constituencies;
 2. Identify and employ the best available research to implement appropriate interventions.
- V. Engage in Policy Practice**
Integrated practitioners advocate on behalf of individuals, families, groups, communities and agencies; they understand that agency or government policies can negatively affect how agencies provide their services and how clients access those services. Integrated practitioners understand that policies may be exclusive, have negative unintended consequences, or leave out large segments of the most vulnerable and deserving clients. Integrated practitioners use the social work value-base to:
1. Apply policy practice skills including education and advocacy to work with clients and constituencies;
 2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients and constituencies.
- VI. Engage with Individuals, Families, Groups, Organizations and Communities**
Integrated Practitioners use skills, knowledge, and social work values in engaging individuals, groups, and families, organizations and communities. They understand that human behavior is affected by the environment and that effective work with various clients benefits from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with their clients at the micro, mezzo, and macro levels. They:
1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse individuals, families, groups, organizations, and communities;
 2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse individuals, families, groups, organizations, and communities;
 3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, families, groups, organizations, and communities.

VII. Assess Individuals, Families, Groups, Organizations and Communities

Integrated practitioners understand the importance of conducting comprehensive and accurate assessments with individuals, families, groups, communities, and agencies. They use their knowledge, values, and cognitive skills in involving key informants in fully understanding presenting issues and how these issues are related to other relevant factors at the micro, mezzo, or macro levels. They understand that for individuals, families, groups agencies, or community change to be successful, they must negotiate this assessment with the relevant stakeholders and set goals and objectives that the clients have a buy-in for. They:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;
3. Develop appropriate and mutually agreed-on intervention or program goals and objectives based on the critical assessment of strengths/capacities, challenges/needs, risks and protective/supportive factors within clients or among constituencies.

VIII. Intervene with Individuals, Families, Groups, Organizations and Communities

Integrated social workers use all the necessary knowledge and skills in interventions that optimize the well-being of individuals, families, groups, communities and agencies. They appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Integrated social workers are able complete the process of change in individuals, families, groups, communities, and organizations until the set goals have been met. They:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, groups, organizations, and communities.

IX. Evaluate with Individuals, Families, Groups, Organizations and Communities

Integrated social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, groups, communities, and organizations in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship or change process that can affect client outcomes. Integrated social workers share evaluation results with relevant parties and use this feedback to improve services. They:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;

2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies;
3. Assess intervention and practice effectiveness and refine practices accordingly;
4. Communicate evaluation results to the appropriate audience.

REQUIRED TEXT

No text is required. Based on the students' individual learning needs and interests, reading materials may be required/suggested by the faculty liaison or the field instructor.

RECOMMENDED READINGS

- Brueggemann, W.G. (2006). *The practice of macro social work* (3rd Ed.) Belmont, CA: Thomson.
- Coley, S.M., & Scheinberg, C.A. (2008). *Proposal writing* (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Corcoran, J. (2005). *Building strengths and skills: A collaborative approach to working with clients*. Oxford: University Press.
- Green, G.P. & Haines, A. (2008) *Asset building & community development* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Hardcastle, D.A. & Powers, P.R. (2004). *Community practice: Theories and skills for social workers* (2nd ed.). New York: Oxford University Press.
- Hepworth, D.H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage. ISBN-10: 1305633806 ISBN-13: 9781305633803
- Holland, T. & Ritvo, R. (2008). *Nonprofit organizations: principles and practices*. New York: Columbia University Press.
- Medina, C.K. (2010). The Need and Use of Process Recording in Policy Practice: A Learning and Assessment Tool for Macro Practice *Journal of Teaching In Social Work*, 30:29–45
- National Association of Social Workers. (2018). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.
- Netting, F.E., Kettner, P.M., McMurtry, S.L. (2004). *Social Work Macro Practice*. Pearson Allyn and Bacon.
- Rothman, J., Erlich, J.L., & Tropman, J.E. (Eds.) (2001). *Strategies of community intervention* (6th ed). Itasca, Il: F.E. Publishers, Inc.
- Royse, D., Thyer, B., Padgett, D., & Logan, T. (2006). *Program evaluation: an introduction* (4thed.). Thompson Brooks/Cole.
- Thomlison, B., & Corcoran, K. (eds.) (2008). *The evidence-based internship: A field manual*. NY: Oxford University Press.
- University of Georgia School of Social Work. (2017, August 1) *MSW Field Manual*. Retrieved from http://ssw.uga.edu/academics/field/msw_field_resources.html
- Weil, M. (1996). *Community practice: conceptual models*. New York, Haworth Press.

SITE VISITS BY FACULTY LIAISON

The field instructor is the primary educator in field. Your faculty liaison works to support the learning and will conduct site visits as one way of doing so. The site visit schedule is as follows. If at any point you need assistance, please feel free to contact your faculty liaison. **Additional visits may be scheduled if requested by the student or the field instructor.**

First Semester

The faculty liaison will make the **first onsite visit** with the field instructor and student around the fourth - sixth week of the first semester. The purpose of this site visit is to review the learning plan and discuss the student's initial progress. There is no written evaluation required for the first visit.

Second Semester

The faculty liaison will make the **second onsite visit** with the field instructor and student between mid-term and the end of the semester. The purpose of the final site visit is to review the written field instructor evaluation of the student and discuss the student's final grade for the semester.

REQUIRED ASSIGNMENTS

Learning Plan

With input from the field instructor and assistance as needed from the faculty liaison, each student will develop an individualized Learning Plan that outlines tasks/activities the student will complete to demonstrate micro specialization competencies. A template for the Learning Plan is located online at ssw.uga.edu under Field Education. The Learning Plan also specifies outcomes and how outcomes will be evaluated/measured. **The Learning Plan should be completed and submitted to the faculty liaison by the third week of the semester.** The same learning plan is utilized for both semesters. As learning is fluid, it is not unusual for learning plans to be modified as the semester progresses. Should that be the case, an updated submission to the faculty liaison is required. The student should retain a copy for him/herself and provide a copy for the field instructor.

In addition to the activities specified in the Learning Plan, the following assignments are ***required for all students***. The purpose of the assignments is to allow the faculty liaison to evaluate the student's performance and progress in competency development. The faculty liaison and field instructor work together to ensure that competencies and associated behaviors are demonstrated.

Additional assignments for this course may be made at the discretion of each individual faculty liaison and field instructor.

Assignment Submission

Please email all assignments to the faculty liaison at **INSERT YOUR EMAIL HERE** on or before the due date.

Penalty for Late Submission

Determined by each faculty liaison.

Fall Semester 2018

Assignment	Due Date	Associated Specialization Competencies
Monthly Summary/Progress Report	Last day of each month	Please email a brief summary of your learning experiences in practicum at the end of each month. You may include any issues of concern as well as success stories.
Learning Plan	9-3-18	
Case Planning/Treatment Plan Assignment	10-3-18	IV, V, VI, VII, VIII, IX
Time Sheet	12-4-18	
Field Instructor Evaluation of Student	12-4-18	

Spring Semester 2019

Assignment	Due Date	Associated Specialization Competencies
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Monthly Summary/Progress Report	Last day of each month	Please email a brief summary of your learning experiences in practicum at the end of each month. You may include any issues of concern as well as success stories.
Critical Reflection Analysis & Self-Assessment Assignment	3-1-19	I, II, III, VI, VII, VIII, IX
Final Time Sheet	5-1-19	
Evaluations: Field Instructor Evaluation of Student (signed by all parties) Student Self-Efficacy of Clinical Competencies Field Placement Evaluation Student Evaluation of Faculty Liaison	5-1-19 It is the student's responsibility to submit ALL completed and signed evaluations to the Field Office (SSW room 113 or email to sswfield@uga.edu)	

COURSE GRADES

Letter Grade	Numerical Score
A	94-100pts
A-	90-93pts
B+	87-89pts
B	84-86pts
B-	80-83pts
C+	77-79pts
C	73-76pts
C-	70-72pts
D	65-69pts
F	64pts & below
I	Incomplete

MSW students must earn a minimum grade of B or better in Field to advance in their program of study.

GRADES AND EVALUATION

Evaluation of the student is an on-going process. A student continually receives feedback on their performance from the field instructor, task supervisor (where appropriate), and assigned faculty liaison. The student's grade for field education incorporates a suggested grade as evaluated by the field instructor and the faculty liaison. The final grade represents a 75/25 split between fieldwork and liaison assignments.

Field instructors are required to complete a written final evaluation at the end of each semester (forms on Field Education webpage). The field instructor is responsible for completing each written evaluation in a timely manner, discussing the completed instrument with the student and obtaining the student's signature on the final page. It is the student's responsibility to inform the field instructor of the due dates listed in their practicum course syllabus. The field instructor is asked to suggest a grade for the student on field performance as part of the end-of-semester final evaluation. The field instructor's recommended grade accounts for 75% of the overall grade for the semester.

As the faculty of record, assigning and reporting the final grade is the responsibility of the faculty liaison. Accordingly, the faculty liaison has the discretion to lower a student's final grade for: (1) failure to submit the completed Learning Plan, assignments, or any additional course requirements on designated dates; (2) failure to complete any assignment or a course requirement; and (3) failure to complete the minimum number of required practicum hours per semester.

MSW students must earn a B or better in the first semester practicum in order to continue on to second semester practicum. Students who fall below the minimum standards set forth by the School of Social Work will be subject to an academic review. If a student receives a grade of less than a B, they must repeat the practicum as determined by MSW program policy.

A grade of I (Incomplete) may be granted to a student with extenuating circumstances not related to performance, as approved by the faculty liaison. A student who is failing field education may not receive an Incomplete. An Incomplete indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, was unable to meet the full requirements within the bounds of the semester. An Incomplete is not ordinarily given unless the student has completed a substantial part of the course.

If a student receives a grade of I (Incomplete), the student should not register for the course again. The student should contact the faculty liaison and make arrangements to complete the course within three semesters of receiving the grade. If the I is not replaced with the appropriate letter grade within three semesters (counting summer semester as one semester), the I grade will automatically convert to a grade of F by the Office of the Registrar.

COURSE POLICIES:

ADA Statement

In accordance with the Americans with Disabilities Act (1990), The University of Georgia School of Social Work seeks to provide equal access to individuals with disabilities. Students who have a disability and need specific accommodations and support to facilitate full inclusion in all aspects of the course should make an appointment with the instructor during the first week of the term. To register for services, students may contact the Disability Resource Center located in Clark Howell Hall (706-542-8719, TTY 706-542-8778, <https://drc.uga.edu/>).

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at:

<https://honesty.uga.edu/Academic-Honesty-Policy/>

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Ethics and Confidentiality

The NASW *Code of Ethics* is intended to serve as a guide for the everyday professional conduct of social workers. You are expected to be familiar with its contents. The *Code* is online at

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Non-Discrimination Statement

The University's Non-Discrimination policy reads as follows:

"The University of Georgia ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University." (<https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy>).

ASSIGNMENT DESCRIPTIONS:

Case Planning/Treatment Plan Assignment

Case planning and treatment planning are integral components of direct practice. As you respond to all of the question prompts below, please note that your case plan/treatment plan should be grounded in the literature, illustrating a research-informed approach to practice.

1. Consider a client from your practicum experience this year.
 - a. Write a thoughtful though concise narrative that summarizes the case
 - b. Also, please describe the process of engaging this client and specifically address relationship development, how your knowledge of human behavior and lifespan development impacted your engagement, and how the various dimensions of diversity affected your work with this client.

2. Identify the issue/problem, and locate it in the literature:
 - a. Identify the **issue/problem** that will be the focus of social work intervention in this case plan/treatment plan. This need not be an exhaustive list of all client/client system issues that you captured in your case description above, but instead select the one issue that will be the focus for this intervention.
 - b. Once you have defined the issue, identify a policy (or the related program) that has relevance to this particular issue. Briefly describe the policy and its potential effect on the well-being of the client(s).
 - c. Please provide a well synthesized summary from the relevant literature of the existing evidence on best or promising practices in addressing the identified problem.

3. Use the included Case Plan/Treatment Plan template to address the following in a concise, but thorough way
 - a. Identify the signs of the **issue/problem** (i.e., what can be seen or heard that is a result of/or shows that there is a problem)
 - b. Identify the overall **goal** which should directly address the problem (e.g., reduce depression, eliminate purging, improve self-esteem)
 - c. Identify the **objectives** (at least three) which should be the changes that you want to observe (see or hear) in the symptoms (use “as evidenced by...”) and then identify a target date for the objective to be met.
 - i. Objectives should be SMART:
 - **Specific**
 - **Measurable**
 - **Attainable**
 - **Reasonable**
 - **Timely**
 - d. Identify action steps (at least three for each objective) to reach each objective which should be accomplished in a relatively short time (1-2 weeks) and a target date for accomplishment should be identified

NOTE: The plan should be written so that when the client accomplishes the steps the objectives will be met and overall goal will be attained.

Clinical Treatment Planning Example:

A therapist identifies that the client meets the criteria for a diagnosis of major depression, moderate. The goal is the reduction of depression and the objectives are the reduction/elimination of the symptoms of depression, i.e., crying, sleep disturbance, loss of appetite, lethargy. The action steps are then smaller steps that work toward reducing the symptoms (“client will take a walk for 30 minutes three times per week instead of watching television”).

Case Planning Example:

A DFCS worker would identify the problem as the maltreatment that was substantiated in a case. The symptoms would be the specific instances of maltreatment (e.g., leaving a 3 year-old home alone). The goal is usually the overall safety of the child. The objectives would be centered around the correction of the specific types of maltreatment (e.g., “child will be supervised by an adult at all times”). Then, the action steps are the smaller steps to meet the objective (“mother will find a day care center that allows ‘drop-ins’ so that there will be an alternative for appropriate care when mother is unable to provide it”).

Case Plan/Treatment Plan Template

Identified problem/issue (briefly re-stated from what you wrote in above section):

Signs of the problem/issue:

Overall Goal:

Treatment Modality/Approach (briefly re-stated from what you wrote in above section):

Objective #1:

Step #1:

Step #2:

Step #3:

Evaluation Plan for Objective #1:

Objective #2:

Step #1:

Step #2:

Step #3:

Evaluation Plan for Objective #2:

Objective #3:

Step #1:

Step #2:

Step #3:

Evaluation Plan for Objective #3:

Critical Reflection Analysis

For each of the areas below, please identify something that you have done with, for, or on behalf of individuals, families, groups, organization and/or community over the past year that stands out as particularly meaningful/relevant to your development as a micro-macro combined practitioner. Describe the event in detail with focus on the domains identified below. It is possible to discuss the same event or experience in multiple sections. Please be sure to highlight both micro and macro elements of your practice.

Engage with Individuals, Families, Groups, Organizations and Communities

Integrated Practitioners use skills, knowledge, and social work values in engaging individuals, groups, and families, organizations and communities. They understand that human behavior is affected by the environment and that effective work with various clients benefits from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with their clients at the micro, mezzo, and macro levels.

They:

- Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse individuals, families, groups, organizations, and communities;
- Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse individuals, families, groups, organizations, and communities;
- Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, families, groups, organizations, and communities.

Assess Individuals, Families, Groups, Organizations and Communities

Integrated practitioners understand the importance of conducting comprehensive and accurate assessments with individuals, families, groups, communities, and agencies. They use their knowledge, values, and cognitive skills in involving key informants in fully understanding presenting issues and how these issues are related to other relevant factors at the micro, mezzo, or macro levels. They understand that for individuals, families, groups agencies, or community change to be successful, they must negotiate this assessment with the relevant stakeholders and set goals and objectives that the clients have a buy-in for. They:

- Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
- Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;
- Develop appropriate and mutually agreed-on intervention or program goals and objectives based on the critical assessment of strengths/capacities, challenges/needs, risks and protective/supportive factors within clients or among constituencies.

Intervene with Individuals, Families, Groups, Organizations and Communities

Integrated social workers use all the necessary knowledge and skills in interventions that optimize the well-being of individuals, families, groups, communities and agencies. They

appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Integrated social workers are able complete the process of change in individuals, families, groups, communities, and organizations until the set goals have been met. They:

- Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations and communities;
- Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations, and communities;
- Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, groups, organizations, and communities.

Evaluate with Individuals, Families, Groups, Organizations and Communities

Integrated social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, groups, communities, and organizations in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship or change process that can affect client outcomes. Integrated social workers share evaluation results with relevant parties and use this feedback to improve services. They:

- Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;
- Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies;
- Assess intervention and practice effectiveness and refine practices accordingly;
- Communicate evaluation results to the appropriate audience.

Self-Assessment

Please develop a concise self-assessment. This self-assessment will provide you the opportunity to engage in critical reflection as a micro-macro combined social work practitioner. Please reflect on your learning opportunities and experiences in practicum as it relates to the domains identified below. Respond to each area providing examples that illustrate your demonstration of the identified behavior(s). It is possible to discuss the same event or experience in multiple sections.

Demonstrate Ethical and Professional Behavior

Practitioners in integrated social work recognize the importance of engaging diverse constituencies at the micro, mezzo, and macro levels in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens. Practitioners in integrated practice recognize their role in teams consisting of diverse stakeholders and the ethical use of the media for micro, mezzo, and macro social work practice. Practitioners in integrated social work practice model ethical and respectful engagement with different stakeholders. Practitioners in integrated social work:

- Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;
- Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
- Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
- Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Engage Diversity and Difference in Practice

Practitioners in integrated social work are knowledgeable about various forms of past and current forms discrimination and oppression that impact current relationships with individuals, groups, and communities and service delivery. Practitioners in integrated social work understand that individuals, groups, families, communities and agencies have diverse stakeholders and that this diversity influences their well-being and functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance-seeking behavior, and (c) practices that enhance change and optimal functioning. Practitioners in integrated social work are culturally-aware and competent. Practitioners in integrated social work:

- Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies;
- Engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Advance Human Rights and Social, Economic, and Environmental Justice

Practitioners in integrated social work understand that all individuals, groups and communities should be accorded equal and basic human rights. Integrated social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. Integrated practitioners:

- Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services;
- Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.