

**WEST VIRGINIA UNIVERSITY
EBERLY COLLEGE OF ARTS AND SCIENCES
SCHOOL OF SOCIAL WORK**

**SOWK 682 (7D8): Advanced Field Experience
FALL 2021**

Credit Hours: 3, Part-Time Students (Fall-3 credits, Spring-3 credits, & Summer-3 credits)

Class Days/Times: Online

Class Location: WVU eCampus

Instructor: Lindsey Rinehart, MSW

Office: Knapp Hall B8

Office Hours: By appt

Phone: office: 304-293-6783

Email: Lindsey.rinehart@mail.wvu.edu;

COURSE DESCRIPTION

Community-based advanced field placement and integrative seminar. Students learn to apply advanced integrated practice skills. They engage with interdisciplinary teams to address social and human problems within a context of social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people.

COURSE FORMAT/METHOD OF INSTRUCTION

This course includes an experiential advanced field placement at an approved agency setting. Students will also engage in online, interactive, reflective activities related to field practice that are equivalent to the seminars that are offered in the on-campus program. Students are expected to be prepared to discuss the scheduled topic(s) during the reflective activities using examples from their field placements.

This online course includes online modules and assignments. This course is completely asynchronous, which means that students are responsible for completing all course activities on their own time. Course activities and assignments include discussion board posts, VoiceThreads, quizzes, and case presentations and consultations. Students will be expected to complete all readings for each assigned module, to review the online modules in their entirety, and to complete the online assignments in accordance with the course calendar. The professor is available via email and to meet in person with students as needed. The course schedule is organized by module. All quizzes, discussion boards, VoiceThreads, and other assignments are to be submitted online. Due dates are listed on eCampus as well as on the syllabus.

This is a web-based (on-line) course; students must access the course website at: <http://ecampus.wvu.edu> during the first day of the semester. WVU's OIT help desk is available for technical assistance and difficulties at ITSHelp@mail.wvu.edu, (304) 293-4444 or toll-free at (877) 327-9260. A self-help feature is also available at <http://it.wvu.edu/help>.

Students should have reliable access to a computer and the Internet while taking this course. Students must also have a “back-up” plan should computer and/or Internet problems occur. Students should access the getting started page for eCampus at:
<http://idesign.wvu.edu/eCtutorial/>

All student-professor interactions should take place primarily via e-mail and students are encouraged to utilize the course messaging tool in eCampus. Regular course related emails received Monday – Thursday receive responses within twenty-four hours, or sooner. However, emails received Friday – Sunday may not receive a response within this timeframe. Email etiquette is significant and all emails must reflect professionalism.

If you would like to meet with the instructor in person, talk on the telephone or videochat, email the instructor to schedule a day/time.

LEARNING OUTCOMES*

Upon completion of this course, students are able to:

1. Analyze and synthesize skills in engaging, assessing, intervening, and evaluating complex practice situations.
2. Model professional use of self when engaging with client or organizational systems.
3. Integrate micro, mezzo, and macro practice skills across service sectors and within interdisciplinary teams to effectively address social and human problems across a wide range of practice areas, with a particular emphasis on effective models of rural service delivery.
4. Incorporate relevant evidence-informed theories and methods with respect to practice intervention
5. Utilize the NASW Code of ethics in responding to multi-dimensional practice contexts.

*The learning outcomes for this course address CSWE EPAS 2015 specialized Competencies 1, 2, 3, 4, 5, 6, 7, 8, & 9

REQUIRED TEXTS/READINGS

- [NASW Code of Ethics](#) (2017)
- [NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice](#) (2018)
- [School of Social Work Field Handbook](#) (2020)
- Policy and Procedures Manual of Field Placement Setting

- Additional Readings will be posted e-campus

GRADING CRITERIA

This course is graded on a pass/fail basis. Students must achieve passing ratings on field evaluations and must demonstrate satisfactory participation in course seminars. Please see the MSW Field Manual for details.

Field Participation

- ✓ Complete required field hours.
- ✓ Complete field time logs.
- ✓ Complete an approved advanced field learning agreement.
- ✓ Achieve passing ratings on field evaluations (a rubric will be provided).

Seminar Participation

- ✓ Participation in class discussion and exercises.
- ✓ Responding to questions posed in class.
- ✓ Asking relevant questions.
- ✓ Being a respectful listener when others are speaking.
- ✓ Using respectful language appropriate to a professional academic setting.
- ✓ Respectfully presenting alternative views to those raised by class readings, other students, or the professor.
- ✓ Making comments that encourage other speakers.
- ✓ Offering comments that clarify or summarize ongoing class discussion.
- ✓ Making contributions which demonstrate connections you discover between material in field, courses and other experiences you have encountered.

1. **Field Participation:** Complete required 510 field hours.
2. **Seminars:** In this online course, “seminars” are provided through equivalent online, interactive, learning activities such as module discussions, student-led discussions and case presentations, Voice Thread activities, and group presentations. Additionally, up to three optional synchronous online sessions will be scheduled during each semester.
3. **Learning Contract:** Field instructor and student will develop a learning contract that lists the observable, placement-specific activities and tasks which will assist the student in meeting the practice behaviors required to attain the Competency. We recognize flexible timing may be needed in developing the Learning Contract. Under normal conditions, the learning contract is expected to be completed during the first four weeks of the placement by the student, reviewed by the student and the field instructor, and submitted to the faculty liaison. The learning contract is meant to be a “working” document, and should reflect any changes in programming, funding, organization, etc.

which may occur at the site during the placement period and subsequent changes in tasks and activities.

4. **Field Hour Time Reports:** Students must document their field placement contact hours using the Monthly Time Report submitted through Tevera. Time Reports are due on the 5th of the month for the previous month.
5. **Monthly Field Activities and Reflection Log:** Students will submit a monthly Field Activities and Reflection log in Tevera. This assignment is due on the 5th of the month for the previous month (just like the monthly time report).
6. **Assessment:** There will be a formal, written Mid-term Assessment that will be due at the end of the Fall semester, and a Final Assessment due at the end of placement. The Student and the Field Instructor each complete a separate assessment to determine the course grade. The same [Specialized Field Assessment](#), viewable on the SSW Field Forms webpage, is used for both mid-term and final assessment by both Students and Field Instructors. The field instructor is asked to utilize ongoing and regular feedback throughout the placement experience. It is essential that the mid-term assessment be honest and objective with sufficient detail to provide the student with an understanding of his/her strengths and weaknesses. The Final Assessment is to be completed in the same manner by the due date and submitted to the Faculty Field Liaison through Tevera. Assessment forms submitted without all of the required signatures, or past the deadline may result in a failing grade, thus delaying the student's forward progress, and/or graduation.

Additionally, four module quizzes will be given in the fall semester.

7. **Assignments:** Various assignments, which may include discussions, VoiceThreads, journals, reflective learning exercises, critical incident reports, etc., will be assigned throughout the course and must be submitted electronically through eCampus and Tevera, as required by the instructor.
8. **Grades:** The field placement is graded with a Pass (P) or a Fail (F). When registering, students should register for a Grade, which will be the P or F. The foundation of the course grade is based on the learning contract agreed upon by the student, field instructor, and faculty liaison. It is determined by the level of performance of the student on the contracted assignments and competency expectations detailed in this syllabus. Field instructors rate the student's performance and the faculty liaison utilizes this assessment in assigning the final grade. Additionally, student must earn a minimum of 80% of the course points and 175 hours of field must be completed by the end of the fall semester, with the remaining of the 335 hours completed in the spring and summer semester. See individual assignment descriptions and rubrics for details.

INCLUSIVITY STATEMENT

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing accommodation in order to participate in this class, please advise me and make appropriate arrangement with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

ATTENDANCE POLICY

As this is an online course, attendance is measured via the completion of the online assignments and discussions. Students are responsible for completing the assigned readings, reading the online modules, and completing discussions and online assignments on their own time within the outline of the course calendar. All assignments are due by the dates and times specified on the eCampus website.

UNIVERSITY SANCTIONED ABSENCES

University sanctioned absences are absences in which instructors provide opportunities to make up missed substantial class work or activities (e.g., assignments, exams) and will not penalize students for those absences. University sanctioned absences include mandatory military obligation, COVID-19 related absence, mandatory court appearances, and participation in university activities at the request of university authorities. Quarantined students are not to be penalized for physical absence, but may be expected to complete class work and activities as assigned. Instructors are expected to be flexible in allowing students to make up work missed due to university sanctioned absences. Instructors and students may consult with their Dean's Office on events that constitute official university sanctioned events.

WVU supports its students who are also members of the United States armed forces, reserve units, and National Guard. Absences of less than three weeks of course work for military obligation (i.e., drill or training) are university sanctioned absences. WVU's [Center for Veteran, Military, and Family Programs website](#) has additional information on the drill schedule for the

West Virginia National Guard and can provide official verification of a student's military orders upon request.

For university sanctioned absences totaling more than three weeks of course work resulting from military obligation, see WVU's Military Leave section of the undergraduate catalog.

Students who will miss more than a week of course work due to health condition or personal trauma should refer to WVU's Emergency Leave Policy. Students wishing to appeal an instructor decision regarding an absence for a university sanctioned event may appeal to the Dean of the college/school for the relevant course.

Final course grades affected by attendance in an individual course may be appealed using the normal course grade appeal process located on the Appeals tab of the Academic Standards section of this catalog

DAYS OF RELIGIOUS OBSERVANCE

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in religious observances. Students are responsible for informing the instructor of anticipated absences due to days of religious observance as soon as possible to help facilitate the make-up process. Students are encouraged to meet with the instructor as early as possible in the semester to discuss these anticipated absences and they should anticipate using their "free" absences to the extent possible for days of religious observance.

SEMINAR PARTICIPATION

One of the keys to success in an on-line course is regular and active participation. Since the traditional structure for participation in face-to-face class meetings is missing in an on-line course like this one, increased responsibility falls to each student to structure their own time and participation in ways that are consistent with the expectations of mature professional behavior. Students must logon, begin the course and participate during the first two days of the beginning of the semester.

Regular participation in course-related activities is expected in ways described elsewhere in the schedule section and related course outline. Students are encouraged to login to the course at least twice a week to check for announcements, to review information and communicate with others in the discussions and to complete assignments.

Descriptions of course activities elsewhere in this syllabus identify ways to participate in the course, the incentives for this participation, and avenues to reach out for assistance when needed.

For extreme circumstances that necessitate your short-term absence, such as a death in the family or hospitalization, contact the Office of Campus and Community Life at 304-293-5611. The Office of Campus and Community Life will notify your instructors of imminent absence in situations if you are unable to do so.

INCOMPLETE GRADES

Please see the [Graduate Catalog](#) to determine if you qualify for a grade of Incomplete at the end of the term.

SEXUAL MISCONDUCT

West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-4431 (24-hour hotline).

LATE ASSIGNMENTS

All assignments should be submitted via the links on the eCampus website or via Tevera. All assignments are due ***no later than*** the end of the day (11:59 PM) on the due date. Anything turned in after that date will be considered late and will lose points accordingly.

ASSIGNMENTS

Introductory Voice Thread **10 points** **(CSWE EPAS Competency 1, 2, 3, 4, 5, 6, 7, 8 & 9)**

Instructions for the content of the Introductory Voice Thread are in eCampus. Students are required to post an introduction as well as at least two thoughtful responses to peers' posts to get full credit.

Module Discussion Exercises **40 points** **(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)**

In each module, one-week discussions will be housed on the eCampus discussion forum. Topics will be tied to module content and prompts will vary from module to module. These conversations should allow you to blend course concepts with application. These discussion board assignments are intended to allow you to explore topics as you build a professional community of practice. You are encouraged to utilize facilitation skills and contribute to the discussion by engaging with your peers. Specific instructions will be provided in each module. Discussion board assignments are worth 10 points each.

Group VoiceThread Discussions **40 points** **(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)**

Each module will have a one-week group discussion related to a specific topic tied to module content. Students should engage in the discussion, blending course concepts with experience. These discussion boards are an opportunity to practice verbal communication skills while

engaging and reflecting on course topics with your community or practice. Video and audio posts are preferred. Specific instructions will be provided in each module. Discussion board assignments are worth 10 points each.

Case Presentations/Critical Incident Reports **30 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Case presentations are an opportunity for students to present on specific cases or incidents that occur in their field settings and get feedback from peers. Students will prepare presentations in VoiceThread and act as consultants to provide peer feedback. See appendix for further information. Each case presentation assignment is worth 15 points.

Process Recording **15 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Process recordings are a record of a client interaction that allows the student to reflect on the interaction, skills used, feelings present, and supervisory comments. Students will complete one process recording each semester. Field instructors will need to provide feedback so it is important to give them advance notice.

Monthly Field Activities and Reflection Log: **45 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Each monthly field activities and reflection log is worth 15 points and is due on the 5th of each month through Tevera. Fall semester will include 3 reflection logs, due in October, November, and December.

Learning Contract Draft: **15 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Final Learning Contract: **20 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Module Quizzes **20 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)
5 points X 4 = 20

Midterm Field Assessment **20 points**
(CSWE EPAS Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Choice in Assignments

To provide you with the opportunity to customize the areas you would most like to focus on, each module will include some choice in assignments. This will be made clear in the module introduction and will generally designate 2 specific module assignments as interchangeable, so that you can choose which to participate in.

Optional Synchronous Sessions:

Participation in synchronous sessions is optional but encouraged. Extra credit points of 5 points per session are available to those who attend and participate.

GRADING

This is a pass/fail course. A passing grade is contingent on receiving 80% of points available from assignments/assessments and 200 hours in field placement by end of fall semester.

Total points available = 215

Pass: 80% of 215 points = 172 + 175 hours in field

Fail: Less than 80% of points (172) and/or less than 175 hours in field

COURSE SCHEDULE

Students will complete field hours, as approved by the agency field instructor and the School of Social Work field faculty member, on a weekly basis.

Seminar Dates/Topics:**Fall****Module #1: August 18 – September 14**

- Orientation to the placement setting
- Drafting the Learning Contract
- Supervision

Module #2: September 15 – October 12

- Skills Practice (Applying theory to practice)
- Role of social workers in multidisciplinary settings
- Safety in the field

Module #3: October 13 – November 9

- Advanced Integrated Practice -Tying it all together (Micro, Mezzo, Macro)
- Self care
- Professional use of self

Module #4: November 10 – December 7

- Technology standards
- Research project associated with SOWK 616.

Spring**Module #5:**

- Research and Evidence in Practice Decisions
- Ethical decision making
- Diversity and difference in the field

Module #6:

- Communications Skill-Building
- Documentations
- Conflict resolution

Module #7:

- Licensure
- Human Services Management
- Professional job seeking skills

Module #8:

- Leadership in Interprofessional Practice
- Transitioning to MSW level practice
- Termination with clients

APPENDICES

- I. Course Calendar
- II. Case Presentation/Critical Incident Report for Seminar Presentation
- III. Advanced Integrated Practice Competencies

APPENDIX I. COURSE CALENDAR

Fall 2021 - DATE DUE	ASSIGNMENT OR ACTIVITY
8/18 -8/27	Start Placement
8/18	First Day of Seminar
8/24	Introductory VT Closes
Week of 8/30	Optional Synchronous Session #1
9/5	Monthly Time Sheet Due
9/6	LABOR DAY HOLIDAY
9/7	Choice A: Competency Collaboration Exercise Closes
9/7	Choice B: Supervision Small Group Discussion Closes
9/14	DRAFT LEARNING CONTRACT DUE Module 1 Quiz closes
9/28	Choice A Safety Small Group VT Closes
9/28	Choice B Multidisciplinary Small Group Discussion Closes

10/1	FINAL LEARNING CONTRACT DUE
<i>October</i>	<i>Faculty Field Liaison Site Visits</i>
10/5	Case Presentation/Critical Incident Submitted
10/5	Monthly Time Sheet Due Monthly Activity and Reflection Log Due
10/12	Case presentation with role play completed Module 2 Quiz closes
Week of 10/11	Optional Synchronous Session #2
10/26	Choice A Self-care wiki closes
10/26	Choice B Prof Use of Self VT Discussion Closes
11/5	Monthly Time Sheet Due Monthly Activity and Reflection Log Due
11/9	Case Presentation closes Module 3 Quiz closes
Week of 11/15	Optional Synchronous Session #3 (Discuss research topics)
11/30	Tech Ethics Discussion closes
11/20-11/28	HOLIDAY BREAK- MAY BE USED TO MAKE UP HOURS AS NEEDED
12/7	MID-TERM ASSESSMENTS DUE Process Recording Due Monthly Time Sheet Due Monthly Activity and Reflection Log Due Module 4 Quiz closes
12/18 – 1/10	SEMESTER BREAK - MAY BE USED TO MAKE UP HOURS AS NEEDED

APPENDIX II. Case Presentation/Critical Incident Report for Seminar Presentation

Presenter Directions:

This assignment is designed to help you think critically about a specific experience in your field placement, practice analyzing and synthesizing your experiences through a case presentation, and also provide a venue for feedback from your peers.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your successes in this course, in the field, and in your professional life beyond school. These skills include:

- Comparing experiences and styles with peers
- Giving effective feedback
- Presentation skills

- Analyzing your professional experiences
- Considering the feedback of peers
- Critical examination of specific cases
- Reflective thinking

Instructions:

Working in VoiceThread, you will create a slide as a response to the instructor's initial post. This slide will address a critical incident in your field placement during the past two to four weeks. A critical incident can be a *personal involvement that may have caused anxiety; on the other hand it may be an event that was exceptionally gratifying. It may be a problem that occurred with a client, with the agency/organization or with staff. In any case, it should be some experience that can be marked as the "high point" or the "low point" of the two to four-week period.*

Give an overview of the situation/issue, and how you processed it, both from a social work and a personal perspective addressing the following:

1. Describe the event and your response.
2. Describe any emotions you perceived in others.
3. Describe your personal feelings about the situation.
4. If it is a low point, state the problem as you see it; if a high point state why...
5. If a low point, list some other ways you might have responded or handled it; if a high point, state any new insights or growth you perceive in the situation.
6. How do you make sense of this incident in terms of your identity and development as a social worker?
7. As you review the situation/issue, which Behaviors were involved? Support your answer with examples and describe the aspects of advanced integrated practice that you did (or could) utilize in this situation/issue.
8. What would you like to hear from your peers in the Seminar?

This presentation is designed for your classmates, an audience of your peer developing social workers. They may not be familiar with the specifics of your agency so be sure to put your incident in context. **As you prepare your critical incidents be sure to protect the confidentiality of the client/patient/resident. Omit names and any other identifying information.**

You will provide feedback and engage with 2 of your classmate's presentations. Here's what that will look like.

Feedback –

1. Identify 2 of your peers' presentations that you would like to engage with. If 2 others have already commented on a presentation, choose a different one! Respond to your classmate's slides with comments providing constructive feedback about the case. Ask any questions that you may have. What is your synopsis of the presentation and what recommendations do you have?
2. You will receive feedback and questions from two peers. Answer any questions and respond to feedback.

APPENDIX IV. Advanced Integrated Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners competent in advanced integrated practice respect and value the role and expertise of clients, constituencies, and interdisciplinary team members and work collaboratively to address social and human problems. Advanced practitioners identify as a professional social worker and conduct themselves accordingly in multilevel, collaborative social work practice. Consistent with the WVU MSW program's emphasis on rural practice, practitioners competent in advanced integrated practice:

Practice Behaviors:

1. Collaborate across service sectors and with other professions and/or disciplines to coordinate change efforts.
2. Represent the values and perspectives of the Social Work profession in interdisciplinary settings.
3. Advocate at multiple levels for parity and access to services with special attention to rural populations.
4. Develop and maintain professional roles and boundaries with particular consideration of rural settings.
5. Identify and appropriately manage ethical dilemmas unique to rural contexts applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Competency 2: Engage Diversity and Difference in Practice

Practitioners competent in advanced integrated practice actively seek out diverse perspectives at all levels of practice. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners challenge organizational, community, and political systems to respond to the diverse needs of vulnerable populations in rural contexts. They develop professional competence in working with persons different from self especially as applies to diverse and marginalized groups.

Practice Behaviors:

1. Seek out opportunities for inter-professional/interdisciplinary collaboration to enhance services for clients at all levels.
2. Promote and value diversity as represented in collaborative change efforts across service sectors and levels of practice.
3. Identify and address disparities in service access and quality for diverse populations.
4. Practice cultural humility at all levels of practice by respecting clients', constituencies', and other professionals' knowledge and perspectives throughout the change process.

Competency 3: Advance Human Rights, and Social, Economic, and Environmental Justice

Practitioners competent in advanced integrated practice advocate for human rights and social, economic, and environmental justice through engaging in multilevel, collaborative practice. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners understand the potentially challenging effects of economic, social, and environmental factors in the lives of rural populations.

Practice Behaviors:

1. Demonstrate an understanding of how the cultural context shapes the experience of difference especially in rural areas.
2. Engage in and initiate collaborative advocacy efforts to advance human rights and social, economic, and environmental justice.
3. Foster the development and implementation of integrated service delivery models where appropriate to promote access to services in rural areas.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Practitioners competent in advanced integrated practice are knowledgeable about evidence-informed change approaches at all levels of practice. They integrate research knowledge from multiple disciplines to inform practice and work collaboratively with others to evaluate and improve practice based on research findings.

Practice Behavior:

1. Use evaluation findings to inform and improve practice, policy, and service-delivery and to advance the knowledge base of the profession.

Competency 5: Engage in Policy Practice

Practitioners competent in advanced integrated practice understand the direct link between community and organizational policy and direct practice. They engage in multilevel, collaborative practice efforts that include policy practice efforts as appropriate. Consistent with the WVU MSW program's emphasis on rural practice, advanced practitioners seek to understand and influence the impact of policies on rural populations.

Practice Behaviors:

1. Apply social policy knowledge at the local, state, and federal levels in manner that is relevant to the context of service.
2. Implement and monitor community and organizational policy as it relates to the effective delivery of services to clients.
3. Collaborate with clients, constituencies, and interdisciplinary professionals to promote awareness of social problems, the development of solutions, and effective policy action.
4. Promote policies that foster integrated models of service delivery to best meet the needs of rural populations.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practitioners competent in advanced integrated practice are able to effectively engage with clients, constituencies, and interdisciplinary professionals at all levels of practice.

Practice Behaviors:

1. Use rapport building techniques to develop and maintain effective working relationships with diverse clients, constituencies, and professionals.
2. Practice techniques/strategies that promote and sustain collaborative relationships.
3. Utilize social work engagement skills to facilitate effective collaboration among diverse clients, constituencies, and professionals.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practitioners competent in advanced integrated practice are able to evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply those in assessment with individuals, families, groups, organizations, and communities.

Practice Behaviors:

1. Develop and implement brief and/or on-going assessment strategies consistent with the level and context of practice.
2. Identify and incorporate the perspectives of diverse clients, constituencies, and professionals in the assessment process as appropriate to the service context.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practitioners competent in advanced integrated practice recognize that effective change often requires multilevel, interdisciplinary collaboration. In addition to focused or discrete intervention efforts, advanced practitioners are able to leverage inter-professional, interdisciplinary, and/or inter-organizational collaboration to achieve client and constituency goals. Advanced practitioners recognize that prevention is a critical component of effective, multilevel social work practice.

Practice Behaviors:

1. Demonstrate an evidence-informed theoretical framework as appropriate to the level and context of practice situations.
2. Advocate for and utilize prevention strategies as appropriate to the practice context.
3. Evaluate, select, and apply evidence-informed interventions relevant to the practice context.
4. Initiate collaboration with other professions to coordinate intervention efforts as appropriate to the practice situation.
5. Deliver integrated services to effectively meet the needs of rural populations.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practitioners competent in advanced integrated practice can collaborate with diverse clients, constituencies, and professionals to effectively evaluate practice at the micro, mezzo, and macro levels. Advanced practitioners are able to utilize evaluation findings to inform and improve practice, policy, and service delivery effectiveness.

Practice Behaviors:

1. Design and conduct collaborative, practice-based evaluation methods and apply findings to improve practice, policy, and/or service delivery effectiveness.
2. Effectively communicate evaluation findings in a manner that contributes to the knowledge base of the social work profession.