I. Catalogue Description
An approved advanced social work practice field placement in an area of concentration.
The first course of the two-semester advanced field sequence.

II. Course Overview and Prerequisites/Co-requisites
This advanced practice social work field unit provides an integrative seminar and
supervised practice of clinical social work services, including assessment, diagnosis,
treatment including psychotherapy and counseling, client-centered advocacy,
consultation and evaluation. Students are placed in community-based settings where the
primary focus is to provide treatment to children, adolescents and adults who experience
a wide range of DSM-V-recognized mental health problems.

This is a field course in the Mental Health Concentration and prior enrollment in SW 712
(Psychopathology) and SW 835 (Advanced Practice in Mental Health) is required. Major
content areas comprising clinical social work practice will include assessment, diagnosis,
and treatment including psychotherapy and counseling, client centered advocacy, clinical
case management, consultation and evaluation. Special emphasis will be placed on
providing students with a foundation for continued development of culturally competent
clinical social work practice.

Our focus is direct clinical social work practice that is recovery-oriented and committed
to providing culturally appropriate, effective services to clients who have traditionally
been under or poorly served due to economic, social and political disenfranchisement.
Students will be challenged to consider how to reduce barriers to mental health service
delivery that may arise from intersecting oppressions linked to age, race, ethnicity,
gender, class, sexual orientation, disability, and other marginalized statuses. Along with
the content areas noted above, we will examine and apply values and principles of ethical
practice and give particular attention to ethical dilemmas in which important values
appear to collide.
Some agencies may require the student pass an agency-initiated background check before having client contact in addition to the mandatory background check required by the School of Social Work.

Advanced Practice Students must acquire a minimum of 320 field hours per fall and spring semester, for a total of 640 hours over the academic year. Included in these hours is the weekly 2.5 hour Integrative Seminar held on Saturdays. In order to ensure that students have the most productive field experience, which is the combination of attending the Field Seminar while being placed in the field, students may not finish their placement early. In addition, field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as the time needed for student's professional development, and so the student’s field experience must continue through the last week of class in May 2016.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. If a student has questions about hours or other expectations and requirements of the program, the student should contact the field faculty member immediately. Supervision of direct practice will be provided primarily by staff members of the agency or program unit to which students are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

The seminar, as an integral component of the Field course, and the special activities of the Unit as a whole, are intended to support all the Competencies listed below for the Advanced Practice year. The seminar differs from the agency component of the Field course in its emphasis and primary focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for introduction of new content, c) transcends the focus of individual agencies and d) works actively to further integration of practice and knowledge from multiple sources, using multiple methods.

III. Course Competencies and Practice Behaviors (Field and Seminar)
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the respective year (generalist or advanced practice):
### Course Competencies, Practice Behaviors, and Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>*Apply knowledge of social services, policies, and programs relevant to the Mental Health concentration, to advocate with and/or on behalf of clients for access to services. *Develop a plan for continuing professional education and development. *Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media and political leaders).</td>
<td>All: Field practicum, participation in field seminar discussions, assignments 1, 2, 3, 6 &amp; final evaluation with agency supervisor</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>*Evaluate ethical dilemmas related to problems and issues in the area of Mental Health practice. *Weigh values, principles of ethical decision-making, and the NASW(^1) code of ethics in order to address ethical dilemmas related to practice in mental health.</td>
<td>All: Field practicum, participation in field seminar discussions, assignments 1, 2, 4, 6 &amp; final evaluation with agency supervisor</td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>*Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the Mental Health area. *Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of Mental Health. *Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in mental health practice.</td>
<td>All: Field practicum, participation in field seminar discussions, assignments 4, 5, 6, final evaluation with agency supervisor</td>
</tr>
<tr>
<td>2.1.4 Engage diversity and difference in practice.</td>
<td>*Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of Mental Health. *Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds. *Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems in the area of.</td>
<td>All: Field practicum, participation in field seminar discussions, assignments 1, 4, 5, 6 final evaluation with agency supervisor</td>
</tr>
</tbody>
</table>
| 2.1.5 Advance human rights and social and economic justice. | *Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to mental health.  
*Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the Mental Health concentration. | All: Field practicum, participation in field seminar discussions, assignments 5, 6, final evaluation with agency supervisor |
| --- | --- | --- |
| 2.1.6 Engage in research-informed practice and practice-informed research. | *Demonstrate ability to evaluate practice in the area of Mental Health.  
*Translate practice knowledge in order to contribute to scientific inquiry.  
*Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of Mental Health. | All: Field practicum, participation in field seminar discussions, assignments 5, 6 final evaluation with agency supervisor |
| 2.1.7 Apply knowledge of human behavior and the social environment. | *Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of Mental Health’s problems and populations. | Field practicum, participation in field seminar discussions, assignments 4, 5, 6, final evaluation with agency supervisor |
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | *Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of Mental Health.  
*Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of Mental Health. | All: Field practicum, assignment 6, final evaluation with agency supervisor |
| 2.1.9 Respond to contexts that shape practice. | *Assess the impact of historical and contemporary contexts on mental health practice and policy.  
*Engage in leadership roles in the area of Mental Health. | All: Field practicum, participation in field seminar discussions, assignments 2, 6, final evaluation with agency supervisor |
| 2.1.10.(a–d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and | *Employ diverse strategies to engage with individuals, families, groups, organizations and communities in providing mental health services.  
*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to Mental Health. | All: Field practicum, participation in field seminar discussions, assignment 3, 4, 5, 6, final evaluation with agency supervisor |
IV. Course Content and Outline
Time: 9:00-11:30 a.m.

Reading and Assignment Schedule:
Seminar 1 (8/6) Getting started: Introductions; Syllabus Review and Course Expectations
Required Reading:
Please read the entire syllabus prior to the start of class and come prepared with questions.

Seminar 2 (8/13) First Field Journal due! Effective Use of Supervision. Check-in and consultation. What are your hopes for weekly supervision?
Required Reading:

Seminar 3 (8/20) Self-Care: Preventing Compassion Fatigue, Burnout and Vicarious Traumatization. Check-in and consultation. What does your current self-care plan look like?
Required Reading:

Seminar 4 (8/27) Individual Learning Plan Due (without signatures)!
Documentation; Writing Progress Notes; Electronic Medical Records. Check-in and consultation. What has been your experience in writing progress notes?
Required Reading:
Seminar 5 (9/10) Journal #2 Due. Cultural Awareness in Evidence-Based Practice. Check-in and consultation. Bring a cultural consideration you have utilized to share for check-in. Required Reading:


Seminar 6 (9/17) Larger Systems Change Ideas Paper Due! Professional Ethics and Boundaries; Use of Self-Disclosure, Managing Dual Relationships, Boundaries and the Use of Social Media. Check-in and consultation. Bring an ethical dilemma you have experienced for check-in. Required Reading:


Seminar 7 (9/24) Signed Individual Learning Plan Due! Bring Zimmerman book to class. Biopsychosocial Assessment and Documentation. Check-in and consultation. Journal #3 due. What assessment tools have you utilized in your field placement or place of employment? Required Reading:

**Seminar 8 (10/1)** Bring Zimmerman book to class. Mental Status Exam. Check-in and consultation. What exposure have you had to the MSE?

**Required Reading:**


**Seminar 9 (10/8)** Journal #4 due. Formulation and Case Conceptualization. Check-in and consultation—What does formulation and case conceptualization look like in your field placement setting?

**Required Reading:**


**Seminar 10 (10/15)** No Check-in. Guest Lecture: Tracy Schroepfer, PhD: Mental Health Considerations in End of Life; *Units Combined*; Readings TBD.

**Seminar 11 (10/22)** Treatment Planning and Evaluation. Check-in and consultation. Journal #5 due. What experience have you had in writing treatment plans and evaluating outcomes with your clients?

**Required Reading:**


**Required Reading:**

Other readings TBD.
**Seminar 13 (11/5)** Suicide Risk Assessment. Check-in and consultation. What types of risk assessment tools does your agency use?

**Required Reading:**


**Seminar 14 (11/12)** Process Recording Due to your Supervisor! Mental Illness and Psychotropic Medications; Guest Lecturer Arjune Rama, MD. Check-in and consultation. Journal #6 due. Discussion on Chapter 51 and forced medications.

**Required Reading:**


**Seminar 15 (11/19)** Keynote Speaker 9:00 – 10:30. Readings and speaker to be determined. Check-in and consultation.

(11/26) No seminar

**Seminar 16 (12/3)** Substance Abuse Within a Cultural Framework. Combined field units with Holly Pagel lecturing. Check-in and consultation. Consider the various aspects of the culture of addiction, what unique characteristics what might see in our communities around Wisconsin?

**Required Reading:**

**Recommended Reading:**
Seminar 17 (12/10). BioPsychoSocial Assessment and Treatment Plan Due!
Substance Abuse Assessment and Treatment. Check-in and consultation.
Discussion on the use of language as it pertains to addiction.
Required Reading:


V. Course Text and Reading Materials
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar. Students are expected to understand the NASW Code of Ethics and integrate the code into practice. If you do not understand or have questions about any reading or the code, please see the Field Faculty for assistance.

All reading materials can be found in required texts or on Learn@UW.

Required Texts:


Recommended Texts:

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods

Assignment #1: Field Journals
Due: 9:00am the following Saturdays for a total of 7 entries:
August 13th, September 10th, September 24th, October 8th, November 12th and December 17th
Value: 2 points per journal entry = 14 points total
Length: 1 ½-2 pages

You are asked to write a personal journal reflection of your experiences in your field placement, including objective content (what you did, how did consumers, colleagues, and systems respond) and subjective process (what issues arose for you, what were you thinking and feeling, etc.). You may also reflect on observations and issues outside of your immediate work at your particular agency, that have implications for persons with mental illness and service delivery (larger social problems, policies, portrayals of mental illness in the media, etc.). Introduce theories, models, and concepts into your journal as you learn about them in our seminar and your other courses. Identify cases you might want to consult about during seminar. Protect client confidentiality by omitting identifying demographic information. I will be looking for journal content that reflects critical thinking, self-awareness, and consideration of how your own cultural values and beliefs impact interaction with consumers and other aspects of your work.

Journals are to be turned in by 9:00am Saturday morning via the Learn at UW Dropbox.

Assignment #2: Individualized Learning Plan
Due without signatures: August 27th
Final (Signed by you and your supervisor) Due: September 24th
Value: 20

The Individualized Learning Plan, sometimes referred to as a “learning contract”, is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in his or her field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and the student’s agency supervisor. The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.
In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the CSWE approved course competencies and practice behaviors outlined in the syllabus will be met and measured. In many ways, the learning plan is similar to a treatment plan. It needs to be specific, measurable, individualized and can be changed over time. The student will formulate goals for each competency and one or more measurable action steps that will aid the student in achieving each goal.

**Please review the course competencies and the student field evaluation criteria to assist in creating learning goals and action steps.** Students then discuss each goal and action steps with the agency supervisor to assess further the unique learning opportunities for developing knowledge, values and skills at their placement. Some practice behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the school’s curriculum.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the Dropbox on August 27th. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to the field instructor at the start of class on September 13th. You should also provide your supervisor with a copy of the final plan.

A sample format for the learning plan will be provided as a guide for students developing their learning plans. The Learning Plan will require input and approval of your agency supervisor, and should include the following:

*Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required practice behaviors for the concentration year. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your goals can reflect “making progress” towards the requirements and focus on the skills you will be working to develop at the agency.*

Each goal should be clearly written and followed by one or more observable action steps indicating:

a) experiences and methods you will use to reach your goal
b) a description of what your agency supervisor will do in support of your goal
c) a statement that describes how you, your agency supervisory, and I will know that each goal has been met.

*A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffings you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.*
*Self-care plan. This section should include a thorough description of steps you will take to engage in self-care throughout the semester.

*Field placement schedule.

*Field placement supervision plan and schedule.

Please attach an organizational chart to the back of your final learning plan. The process of acquiring the organizational chart usually provides a nice opportunity to discuss agency structure and management. It is important for students to have an understanding of their agency from a macro lens.

**Individualized Learning Plan Grading Rubric**

Student’s Name: ________________________________

Clear Goals for each competency (6 points) ______

Clear Action Steps for Each Goal (6 points) ______

Action Steps for your Supervisor (3 points) ______

Field Placement Activities; Self-Care Plan; Supervision Plan and Schedule; Organizational Chart (4 points) ______

Grammar/Spelling (1 point) ______

*If applicable, minus two points from total grade for lack of proofreading.

Total Points Possible 20

Total Points Awarded ______

General Comments:

**Assignment #3: Facilitation of Check-in**

In the service of practicing your group leadership skills, each student will have the opportunity to facilitate the check-in portion of seminar. Students independently determine how they would like to structure the check-in. Students might choose to have a structured check-in with a particular topic identified to discuss, or they might choose to have a less-structured check-in. A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the field portion of
your grade. Students will receive feedback from fellow students and the field instructor following the check-in.

Assignment #4: Process Recording
Due: November 12th
Value: Pass/Fail

Purpose: The purpose of this assignment is to be able to assess interventions and statements used in interactions with clients to help understand social work practice and principles. Many times individual sessions or time with clients are not reflected upon, but this is necessary to assess our work with the clients. This assignment helps to recall details of our work with clients and be able to reflect back on purpose, content, and ability to integrate theoretical concepts and skills. In addition to your personal critique of your work with a client, this assignment also aims to foster ongoing communication with your agency supervisor regarding your clinical skills. The process recording will allow your agency supervisor to provide detailed feedback on the content and process of your interaction with a client.

Details: Identify a client interaction lasting at least 20 minutes to use for this assignment. It is recommended you write down verbal and non-verbal communications either during the interaction or right after the interaction. You will be surprised how much you can remember once you start writing it down. For the process recording itself, you will need to capture a minimum of the first 10 minutes of the client interaction. You are asked to complete a verbatim transcript of the verbal and non-verbal communication that occurred. The verbatim length will vary depending on the length of the session. Remember to note every verbal and non-verbal communication including sighs, eye rolling, deep breaths, leg bouncing, head nod, etc. Non-verbal communications are important to note and understand.

This assignment also asks that you complete a brief introduction of the client at the beginning of the assignment to assist your supervisor and field faculty in understanding the purpose and focus of the interaction.

You will provide the process recording to your agency supervisor. They will review the form and provide their feedback in the last column. This assignment is then to be discussed in a weekly supervision meeting with your agency supervisor.

A. Brief introduction to include:

1. **Identifying Information and Conceptualization**
   Introduce the client with relevant demographic information (age, marital/relationship status, city of residence, children or parent’s name(s) (if client is a child), vocational and financial status, legal status, religion if applicable).
   Comment on what brought the client into care and their goals for treatment.
   Provide a brief conceptualization of the client based on your work with them so
far, including relevant diagnoses and your impressions of the presenting problem. Comment on any specific interventions (such as CBT) you might be utilizing in your work with this client. Lastly, explain the purpose and goals for this session.

B. The process recording form includes three columns:

1. **Considerations for Column 1**
   - This column is the **content** of the session. Word for word (as well as you can remember) what was said. Also the content of non-verbs that are communicated.

2. **Considerations for Column 2**
   - This column has more to do with the **process** of the session. What did you notice the client to be feeling? Did your verbal and nonverbal responses allow space for these feelings? What did you notice about your feelings/emotions during this client interaction? Did your feelings/emotions drive your interventions, were you aware of what was internally happening for you? Did your emotions get in the way of an effective response? Sadness, anxiety, anger and excitement can be involved in the session and can vary over time even within the session.

   This is also the column where you use your clinical judgment to comment on what occurred in the session in both the **content** and the **process**. What do you think about what is being said (or not said) and what is happening, and why? Identify any techniques used (CBT, relationship building, limit setting, etc.). What led you to ask the question or provide the response? What were you hoping would happen? What did you think when the client said XXX? What questions do you have for your field supervisor?

3. **Considerations for Column 3**
   - This column is for the agency supervisor to provide feedback. This may include questions for you regarding the transcript itself, feedback on your responses or observations, ideas to consider regarding your responses, or other comments/feedback.

**Process Recording Form**

<table>
<thead>
<tr>
<th>Verbatim Discussion</th>
<th>Feelings/Reactions; Observations/Analysis</th>
<th>Agency Supervisor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word for word dialogue to the best of your knowledge including verbal and non-verbal communications *Put non-verbs in ( )</td>
<td>Identify your emotional response to what the patient/client is saying or not saying. Comment on what you think about the interactions.</td>
<td></td>
</tr>
</tbody>
</table>

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14
Process Recording Feedback Guide for Supervisors

How was the student’s introduction of the client and overall case conceptualization?

Did the transcript include not only verbatim verbals but various non-verbals? Are there nonverbal cues or information the student might have missed or overlooked? How were the student’s verbal responses to the message the client was sending? Did the student seem to understand the meaning in the client’s messages and reflect this appropriately?

Did the student critically reflect on their thoughts and reactions? Are there areas the student overlooked?
How was the student’s analysis of the interactions and process? Was the student able to discuss the nature of the process occurring in the session?

What are your thoughts about the way the student opened and structured the session for the client?

**Assignment #5: BioPsychoSocial Assessment and Treatment Plan**

**Due: November 21st**

**Value: 31 Points**

**Length: 7+ pages**

For this assignment, you are being asked to write a psychosocial assessment for a client you are seeing in the course of your field placement. This document will utilize clinical writing following the guidelines provided below, NOT the agency’s intake format. This assessment includes a treatment plan developed in collaboration with your client that identifies one or more specific goals. Each goal should include supporting objectives and the interventions/actions planned to achieve the goal. Include a description of how progress will be measured and how it will be determined that goals are met. Goals should be consistent with the psychosocial assessment. Ensure client confidentiality by not including names or identifying information.

Do not use this assignment to fulfill your agency’s requirements for an intake summary, as this assignment may include information not suitable for the clinical record. The assessment and treatment plan will be graded based on the degree to which the student addresses each of the areas outlined below; uses language that is respectful and empowering of mental health consumers; includes culturally relevant information; identifies goals that are specific, measurable, and reflective of the assessment; identifies correlating interventions; uses correct grammar and spelling; and communicates information in a clear and concise manner. Citations are not required for this assignment, however you are expected to demonstrate evidence-informed decision-making in your assessment and interventions.

Please use the headers provided in **bold** below.

**Biopsychosocial Assessment**

**Identifying and Demographic Information**
Please include name (protecting confidentiality) age, gender, cultural/ethnic identification, relationship status, if they have children (parent’s names if client is a child), city of residence and living arrangement, employment, education/training, financial and legal status, and religion if applicable.

**Presenting Problem and Referral Source**
Begin with a statement in the client’s own words of what is the problem or reason for seeking services. Who is requesting help and for what problem? Is the client voluntary or involuntary? What are the signs and symptoms of this problem? Sometimes the
presenting request is framed as a desire for acquisition of certain skills or capabilities, such as learning how to be assertive, or developing job skills. In this case, write about how the client views this as important in his/her life, explore the degree to which the skills or capabilities likely to help address the issue are already “budding” (internal resources) & external resources the client has involved, and how this has worked out. **No matter how the presenting request is framed, it is very useful to find out from the client why s/he has chosen to seek assistance at this time.** Comment on why the client is seeking services now. Answers to this question may begin to point to the degree to which the client is experiencing pressure or encouragement from the surrounding system(s).

**History of Presenting Problem and Mental Health History**
Discuss when the problem first emerged as well as its frequency and duration. What events, stressors or losses have led to the current request for help? Comment on whether or not this is the client’s first contact with the agency. You can include examples of how the problem interferes, who else may think it’s a problem, whether or not there is predictability to its occurrence, and examples of times when there are exceptions to the problem.

If the presenting problem is mental health in nature and likely to result in a diagnosis, you must include a description of past and present symptoms consistent with DSM V. For example, if the client is complaining of depressed mood, you need to list the presence or lack of symptoms found in the diagnostic criteria for depression. Discuss the frequency, duration, and severity of symptoms.

**Relevant Mental Health History**
Comment on any past mental health or help-seeking history, including any past diagnoses, hospitalizations and/or engagement in treatment. If the client has received services in the past, such as therapy, comment on if the client viewed the services as helpful, why or why not? Discuss history of psychiatric disorders, including approximate onset and treatment history. Some of this may be restated from the history of presenting problem stated above. Include any pertinent information with regard to psychotropic medication and client’s assessment on what was helpful or not here, too. Also include any history of hospitalization for emotional or substance abuse problems and any history of self-harm, suicidal or homicidal ideation. If indicated, include a safety assessment of risk for suicide and/or homicide.

**Substance Abuse History**
Comment on the client’s current and past use of alcohol and other drugs, as well as tobacco, caffeine, over-the-counter and prescription medications. Assessment of alcohol and drug use should include last use, history/pattern of use, negative consequences as a result of use, any treatments received, and motivation/desire to abstain. If the client has a problem in this area, comment on how the client meets criteria consistent with DSM V criteria.
**Strengths and Resources**
Discuss use of coping mechanisms. Describe presence of social supports, including family, friends, cultural and community networks. Comment on cultural and spiritual beliefs and practices. Discuss motivation and readiness for change.

**Relevant Medical History**
Comment on physical health, disability and wellness activities. Comment on any history of brain injury involving loss of consciousness. How does the person take care of him/herself? Comment on level of physical activity, sleep and diet (including management of blood sugar for someone with diabetes). Include client’s perception of current state of health and when s/he had last physical as well as any past or chronic significant illnesses, allergies, hospitalizations, etc. If the client has a primary medical care provider, note that here. Ask about and record here what prescription medications a person is taking as well as regularly used over-the-counter medicines, vitamins, herbal supplements, etc.

**Family and Developmental History**
Discuss remote family history: where the client grew up, make-up of family of origin including siblings, whether or not parents remained married, parents or caregivers present in the client’s upbringing. How does the client describe his or her childhood? Discuss recent family history, including degree of contact with family members now, who the client is currently closest to, recent losses or additions. Include any family mental health or substance abuse history, including any history of suicide. Are there non-biologically related people the client considers family? Include information about how client experiences the quality of family relationships—OK? Supportive? Helpful? Intrusive? Distant (& is that OK or not)? Etc.

Did the client meet developmental milestones? What was the client like in school? Any behavioral or academic problems? How did the client tend to do academically? Socially? Any major accidents or illnesses? Discuss any history of trauma, abuse or neglect. Here is where you might also comment on effects of race, culture, sexual orientation, gender identity, age, class, immigration and other influences on the client’s current and past functioning. If not discussed in another part of the assessment, also comment on the client’s spiritual or religious preference or affiliation.

**Social, Educational and Vocational History**
This section also has a cultural component to be considered. The “social” part refers to the extent to which client has a social network, and what that entails. Comment on the client’s current relationship status. If married, how does the client describe his/her marriage? If the client has children, what are the relationships with the children like? Any concerns? Include a discussion of their current living arrangement, with whom they live, and is their housing safe and stable. Comment on whom the client identifies as a source of support.

Comment on highest level of education completed. Include any educational goals the client may have. Discuss if the client is currently employed, their job history, and any
vocational goals they might have. Discuss if the client has had any military experience. If so, discuss an combat experience and nature of discharge (honorable, general, dishonorable). It is helpful to explore their financial status: income sources and are they able to meet their various payments. It might be useful to include a discussion of any outside assistance or resources they might be using (i.e. food pantries, churches, county or state assistance). Include a discussion of their hobbies and recreational interests, including whether or not they are engaging in them currently. Clients often understand their spiritual lives as an essential part of who they are. Ask about this, and write about it in this section. Add info about the degree to which client feels these areas are working, or not working in his/her life.

Comment on any relevant legal history (active cases, on probation or parole, arrests or past charges, time served, upcoming court dates).

**Mental Status Exam**
Refer to the mental status information contained in Zimmerman, Mark (1994). *Interview Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Examination.* East Greenwich, RI: Psych Products Press. Mental status is a “snapshot” of observed functioning, behavior, and appearance. Comment on the client’s stated mood and observed affect. You also comment on cognitive or intellectual capacity.

**DSM 5 Diagnosis:**

**Formulation**
Provide a brief summary of the client based on what you have learned from him/her as an opening statement. You may begin by restating the demographic information you provided above. Next comment on what they are coming into care for, preferably with a statement in the client’s own words. You can comment on referral source and why they are coming in for care now, what stressors might be contributing to their current challenges.

Next, provide a summary of clinically relevant information, such as naming clinically significant symptoms that influence your diagnostic impressions. When you are not clear about which diagnostic labels fit, it is OK to discuss which symptoms point where and note you are still in the process of assessing this. Provide a working conceptualization of the client – your early impression of what is going on (the problem and its causes) and what might be helpful options for change.

**Treatment plan**
Include the treatment goals that you and your client have agreed upon and one or more objectives (action steps) to meet each goal. It is best to state these in the client’s own words. Objectives should be well-defined, specific and measurable. Also identify the interventions you or the agency will provide. What strategies will you use to reach the goals? Last, comment on a timeframe for when the goal will be reassessed and how you and your client know when the goal has been accomplished.
Psychosocial Assessment and Treatment Plan

Student’s Name: ____________________________________________________________

Demographic statement about client (2 points) ______
Client’s presenting request (2 points) ______
History of presenting problem (2 points) ______
Strengths and Resources (1 point) ______
Medical history (1 point) ______
Mental health history (3 points) ______
Substance use history (2 points) ______
Family and developmental history (3 points) ______
Social, educational, vocational information (3 points) ______
Mental Status Exam (2 points) ______
Diagnosis (1 point) ______
Formulation (4 points) ______
Treatment Plan (3 points) ______
Grammar, Spelling, and Clinical Writing (2 points) ______

*If applicable, minus two points from total grade for lack of proofreading

Total Points Possible 31
Total Points Awarded ______
General Comments:
Assignment #6: Larger Systems Change Ideas Paper
Due: December 12th
Value: 35 Points
Length: 6-8 pages

For this assignment, you are asked to identify three ideas for agency or social policy change that you believe would benefit clients served by your placement agency. This is an academic paper that requires a cover page, polished writing and APA citations. You should avoid using first-person pronouns whenever possible. This paper should be written in professional, respectful language as if it were to be presented to your agency’s board or directors or at a staff meeting. The paper should be edited so that it flows smoothly, similar to a professional report. In other words, do not simply regurgitate and respond to the assignment questions. This paper will provide a starting point for a SW801 assignment, in which you will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies.

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving mental health/substance use disorder services at your placement. Listen carefully to clients’ experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. You must interview various stakeholders in your agency to gain a sense of how they might view various problems and if they might be in support of the change you are proposing. Ask questions and visit with your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

Policy change may include modification of existing policy or introduction of new policy. Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups. Select policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. Consider agency changes that could improve the quality of client services, such as reducing barriers to service, increasing the cultural competence of services, introducing or enhancing evidence informed practice, introducing or supporting recovery-oriented services.

Begin your paper with an introduction that provides a brief overview of what will be discussed in the paper. Following the introduction, your paper should be written in three separate sections – one for each change idea. For each idea, include the following:

1) Describe the agency or larger system policy change for which you would advocate.

2) Establish an argument with supporting evidence for why this change is needed. Comment on the observations, information, and/or experiences that led you to select this issue. In your paper, be sure to include specific comments from clients and staff that inform your understanding of the problem. These should be cited in text as verbal
communication in accordance with APA formatting. Utilize at least three references from the readings or your own research that inform and support your argument.

3) Generate some early ideas for how you might go about making this change. While the plan for implementing the change does not need to be fully developed, you do need to articulate some primary considerations for what it would take to make this change occur, who the key stakeholders might be and how you might generate buy-in.

4) Anticipate what it might be like to enact your proposed change in the agency. Identify other individuals, groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective and why. Discuss potential barriers to implementing this change.

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**Larger Systems Change Ideas Paper**

Student’s Name: ________________________________

Introduction/Conclusion (2 points)  

Clear description of each agency or larger system policy change (6 points)  

Strong argument for why change is needed, including discussion of observations, information from interviews and/or experiences in the agency, as well as use of references to support your argument (15 points)  

Thoughtful consideration of process of enacting the change, including discussion of other individuals, groups, or organizations promoting this policy change and any barriers (6 points)  

Proper Citations (3 points)  

Grammar/Spelling (2 points)  

Overall Writing (1 point)  

*If applicable, minus two points from total grade for lack of proofreading*  

Total Points Possible  

Total Points Awarded  

General Comments:
**Hourly Log**  
**Due: December 17th**

Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete 320 hours by the end of the fall semester. Time spent getting to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

**This is an all or nothing assignment.** If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with me, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures.

**Participation and Professionalism:**
Participation is required and measured by amount and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other areas.

Professionalism includes being prepared and present in every class. It includes arriving on time. **My policy is to deduct points each time you are late to class.** If you arrive to class after we have started, you can assume you will be deducted 1-3 points unless we have discussed the reason for your late arrival and it is deemed unavoidable.

You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues **as if they were in the room.** Students should demonstrate curiosity, an ability to examine
assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

**Methods: Integrative Model**

**Integrative Seminar**
There is a required weekly seminar with the field faculty on Saturdays from 9:00 am - 11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities.

**Supervision, Consultation and Evaluation**
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday – Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due. I do ask that if you have questions related to our class, please review the syllabus before contacting me to see if you might find the answer to your question there.

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will EACH fill out, and then share with each other, before our end-of-semester meeting.

The **Agency Supervisor** has the following responsibilities:
1. Participate in student selection/placement process.
2. Work with student and faculty in development of learning plans and supervisory arrangements.
3. Orient student to agency, work unit, and practice area.
4. Provide ongoing practice supervision.
5. Possible teamwork with student.
6. Provide good professional role modeling.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism and final evaluation.
The **Field Faculty** has the following responsibilities:
1. Responsible for student selection and community placement.
2. Review and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide good professional role modeling.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development
8. Help student integrate constructive criticism through evaluation and grading.

**For more detail, see “Summary of Educational Roles in Working with Field Students” in the Field Education Handbook.**

**Evaluation and Grading**

*The Social Work Practice in Mental Health* course (SW 800) covers two semesters. Summer semester (August 2015) and fall semester (September-December 2015). Students will earn 2 credits for the summer semester and 4 credits for the fall semester. The University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Satisfactory Progress) at the end of the summer semester. P is a temporary grade that will be replaced at the end of the fall semester with the final grade you earn for the complete course. Field hours will accumulate over both semesters for a total of 320 hours/semester and the Field Evaluations will reflect work accomplished over summer and fall semesters and be applied to the final grade in December.

Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty. The field faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a **shared responsibility** so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited and happy in your field setting.

**Forty percent (40%)** of the final grade will be based on the quality of your written assignments, including journal assignments, participation and professionalism.

**Sixty percent (60%)** of the final grade is based on both field work, taking into account the degree to which the competencies are met through measureable practice behaviors, as well as the student’s performance in the classroom. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Final responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight
in grading will be given to the student’s agency supervisor’s assessment of the progress
the student has made in fulfilling the stated competencies and the quality of the student’s
work in the field placement. Field faculty will periodically review your progress both
with you and with the agency supervisor and joint meetings will be held with you if
indicated or desired by you or your supervisor. A mid-semester meeting can be
scheduled if the student, agency supervisor, or field faculty member request a meeting.

In December, the student, agency supervisor and field faculty member will meet together
to discuss your progress in accomplishing your learning objectives for the semester and
to evaluate the overall quality of your field performance. This discussion will be
informed in part by a self-evaluation form you will be asked to complete prior to our
meeting, and a parallel version of the form that your supervisor will complete. While
your self-evaluation will be given considerable weight in arriving at your final grade for
field work, greatest weight will be given to your supervisor’s overall assessment of your
work. BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY
OF EACH OTHER'S EVALUATION FORM AND HAVE SHARED THIS
INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.

Grade Standards for the Course:
Grading for this class will be based on the following percentage scale:
94 -100  A
88 - 93  A /B
82 - 87  B
76 - 81  B/C
70 - 75  C
64 – 69  D
<=63  F

A grade of “A” (consistently superior/excellent performance) will include:

*Superior/excellent progress towards achieving goals and activities specified in your
learning plan.

*Excellent, accurate, thorough and timely clinical documentation as required by your
agency.

*Excellent, thorough and timely completion of all written assignments for the field
seminar.

*Superior/excellent skills for engaging clients, who may present with a wide range of
issues, problems, strengths and resources.

*Superior/excellent ability to utilize supervision, receive feedback with minimal
defensiveness, respond positively to suggestions and implement them.
*Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.

*Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.

*Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.

*Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.

*Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of have read assigned material.

**A grade of “AB”** represents very good to superior/excellent performance in all areas. It may mean that a student has met the “A” criteria in all but one or two of the above areas.

**A grade of “B”** represents good performance. A student earning a "B" will exhibit good performance in most areas. A student may be meeting only minimum standards in an area but is working actively to make improvements.

**A grade of “BC”** indicates that the student has met the minimum criteria needed to pass the course.

**The “C” grade** represents below minimum performance standards in several areas or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

**A grade of “D” or “F”** may be assigned in this class and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

D= failing, one point, may not continue in program
F = failing grade, no points

Grading criteria will be assigned in the following ways:

**Summer and Fall Semesters**

*Weekly Seminar (40% of Final Grade)*
- Field Journal Entries: 14 points
- Individual Learning Plan: 20 points
- Biopsychosocial Assessment and Treatment Plan: 31 points
- Larger Systems Change Ideas Paper: 35 points

**Total Points:** 100 points

*Field Evaluation (60% of Final Grade)*
- Progress towards achieving goals and activities specified in your learning plan: 10 pts
- Clinical documentation (ability to work with the technology; content of notes; clinical language; timeliness): 10 pts
- Engagement, assessment, intervention and conceptualization skills: 10 pts
- Utilization of supervision (openness to critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeking consultation; preparedness;): 10 pts
- Participation in field placement activities (taking initiative to seek learning opportunities; interactions with other staff; ability to work within an interdisciplinary team): 10 pts
- Cultural and ethical components of field practice (awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision): 10 pts
- Professionalism (reliability; thoroughness; organization; time management; ability to work independently; participation and preparedness; attire): 10 pts
- Attendance and timeliness: 10 pts
- End of semester evaluation: 20 pts

**Total Points** 100 pts

**VII. Course Policies**

*Electronics:*
To minimize disruptions to class process all electronics must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to
the instructor before class. Taping of classes will be allowed only after full disclosure to
the class that a tape recorder is operating.

Confidentiality:
Confidentiality is of utmost importance. In both written assignments and oral discussions
and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics,
are to be strictly observed. It is imperative to protect client identity at all times. The same
rules apply to dialogue concerning co-workers or professionals and staff at the field
placement site and/or agency of employment. Do not share information that would
violate the confidentiality of clients or embarrass coworkers.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves.
Each and every voice in the classroom is important and brings with it a wealth of
experiences, values and beliefs. In this time we share together over the semester,
please honor the uniqueness of your fellow classmates, and appreciate the opportunity
we have to learn from each other. Please respect your fellow students’ opinions and
refrain from personal attacks or demeaning comments of any kind. Finally, remember
to keep confidential all issues of a personal or professional nature discussed in class.

Students are expected to maintain a level of professional behavior in and out of the
classroom. Disrespectful behavior in the classroom and field will not be tolerated.
Disrespectful behavior will be determined at the discretion of the field faculty. Some
examples of this behavior are, but not limited to, talking while others are speaking,
sleeping in class and not being respectful to field faculty or to guest speakers. Field
seminar is an extension of the field placement. Your grade in field seminar is based on
successful completion of the competencies and behaviors, both in seminar and in the
field. Disrespectful and unprofessional behavior in the classroom will not be tolerated
and will be reflected in the final course grade. It is the student’s responsibility to contact
the field faculty for any clarification on disrespectful and unprofessional behavior.

Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code
of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and
Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they
would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as
well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be
imposed. BSW and MSW students are expected to adhere to these policies in the
classroom, in the field and in the preparation of course assignments.

Americans With Disabilities Act:
Students requiring accommodations pursuant to the Americans with Disability Act should
disclose their needs to the instructor at the beginning of the course.
Information regarding participation by students with disabilities, accommodations for
religious observances, academic conduct, complaint procedure, grade appeals procedures,
sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

**Attendance Policy:**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival (more than 20 minutes) or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade
  - Three unexcused absences will place the student at risk for failing the course
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for any unexcused absences and if the student has had more than one excused absence.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.
- **Inclement weather Policy:**
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.
Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy:
All written assignments are to be completed in Microsoft Word. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). Students must format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Headings should NOT be placed in the body of the paper unless indicated. You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting (http://writing.wisc.edu/Handbook/DocAPA.html). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the instructor. Failure to comply with these expectations will result in a loss of points.

Criteria for Assignments
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has depth, includes critical evaluation, is integrative—looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Papers should be placed in the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.
Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date for approval to submit late. **Unapproved late assignments will be marked down three points for each day they are late with no exceptions.** You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received.

**Grade Appeals/Grievance Policy:**
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

**FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:**
*Three way:* input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor

*Ongoing:* feedback is best when ongoing. It should occur in supervision; can be part of field unit meetings and other contacts. Whenever students feel unclear, it is a good idea to ask for feedback from supervisor and field instructor immediately.

*Purposeful:* ongoing feedback (and of a summary of it at joint meetings) helps to clarify where student performance and refocus field learning plan.

*Supportive:* ongoing feedback and regular evaluation are also intended to support student learning (and confidence) by giving a clear sense of abilities. Noting both strengths and weak areas, necessary to the development of competent professional practice, also serves a support function. It is the joint responsibility of the field instructor, supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.

*Performance focused:* Feedback and evaluation are based on the here-and-now, not on previous work or on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year.

*Professional:* Feedback and evaluation focus on social work professional education for practice. While some feedback may also be useful to personal life, this is not the intent of field course feedback from supervisor and/or instructor.
**Holistic:** a) Performance includes both knowledge and skills put to use, since both conceptualization of practice and action itself are important. b) Areas of focus include all field related activity; field unit activity, agency and community activity, client work, consultation and supervision, etc.

**Individualized:** Given the diverse educational and life experiences of students, each student's learning plan and expectations are very individualized (within some bounds by academic level, 400-801) in the three-way plan. Feedback is intended to clarify progress toward these goals.

**Graduated:** Expectations for student performance increase each semester over the four semesters, 400-801. This means, for example, that beginning students (400-401) need not feel they should perform at the same levels as advanced practice (800-801) students. Feedback should be solicited by student and given by supervisor\instructor and gives a sense of level of performance.