I. Catalogue Description
An approved advanced social work practice field placement in an area of concentration. The second 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-5-recognized mental health problems.

This is a field course in the Mental Health Concentration and prior enrollment in SW 862 (Psychopathology 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 cultural humility in 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 Integrative Seminar held on Wednesdays. 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 2017.

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>Field practicum, participation in field seminar discussions and case presentations, assignments 1, 2, 3 &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>Field practicum, participation in field seminar discussions and case presentations, assignments 1, 2, 4, &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>Field practicum, participation in field seminar discussions and case presentations, assignments 1, 2, 3, 4 and 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</td>
<td>Field practicum, participation in field seminar discussions and case presentations, assignments 1, 2, 3, 4 and final evaluation with</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. | Field practicum, participation in field seminar discussions and case presentations, assignments 1, 2, 3 and 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. | Field practicum, participation in field seminar discussions and case presentations, assignments 1, 3, 4, and 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 and case presentations, assignments 3, 4, and 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. | Field practicum, assignment 3 and 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 and case presentations, assignments 3 and |
IV. Course Content and Outline

Time: 9:00-11:30am
No class on 2/15 and 4/12

Reading and Assignment Schedule:

**Seminar 1 (1/18) Case Presentation Sign-up**
Syllabus Review; Biopsychosocial Assignment Review;
Check-in

Required Reading:
Please carefully review the syllabus and come to class with questions. You are encouraged to bring a copy of the syllabus to class to review.

**Seminar 2 (1/25) January Field Journal Due by 11:59pm**
Interdisciplinary Collaboration and Clinical Case Presentation;
Check-in with Case Presentations

Required Reading:

**Seminar 3 (2/1) Becoming a Clinical Social Worker**
Check-in with Case Presentations

Required Reading and Media:
Singer, J. B. (Producer). (2015, November 2). #99 - Becoming a clinical social worker:

Recommended Readings
  • Preface – pages 13-19
  • Chapter 1

Seminar 4 (2/8) Updated and Signed Individual Learning Plan Due in Class
Dialectical Behavior Therapy – Guest Lecturer Kathryn Patrick
Combined with other unit; No check-in
Required Reading:

Recommended Readings


NO SEMINAR 2/15

Seminar 5 (2/22) February Field Journal Due by 11:59pm
Termination and Evaluation; Discharge and Treatment Summary Documentation; Check-in with Case Presentations
Required Reading:


Seminar 6 (3/1)
Former Student Panel: Careers in Social Work; Job Search; Supervision; Social Work Licensure with Mary Paulauskis
Combined with other unit; No check-in!

Recommended Readings:
- Chapter 9 - skim
- Chapter 12

**Seminar 7 (3/8)** Sign-up for change project presentations
Guest Lecture: LGBTQ Survivors of Intimate Partner Violence: Andrea Stein, LCSW; psychotherapist/coordinator, Violence Recovery Project of Howard Brown Health (combine with other unit for first hour)

**Seminar 8 (3/15)** Larger Systems Change Proposal Due 11:59pm
Check-in with Case Presentations
Topic TBD

NO SEMINAR 3/22: SPRING BREAK

**Seminar 9 (3/29)** March Field Journal Due by 11:59pm
Topic TBD

**Seminar 10 (4/5)**
Guest Lecture: Cognitive Behavioral Therapy, Darald Hanusa, Ph.D. (No check-in)

NO SEMINAR 4/12 NASW Advocacy “Lobby” Day

**Seminar 11 (4/18)** April Field Journal Due by 11:59pm
Change Project Presentations in Small Groups
Check-in with Case Presentations

**Seminar 12 (4/25)**
Change Project Presentations in Small Groups;
Check-in with Case Presentations

**Seminar 13 (5/3)** Final Journal Due by 11:59pm; Signed Hourly Log Due!
Year Review and Evaluation; Saying Good-Bye

- Prior to writing your final journal, please review the first journal you submitted in September. Notice what has changed from then to now. Comment on your reflections in your final journal. Also reflect on your experience in seminar and provide feedback.

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.

**Recommended Text:**


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

**Spring Semester**

**Weekly Seminar (40% of Final Grade)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Participation</td>
<td>10</td>
</tr>
<tr>
<td>Monthly Field Journal Entries</td>
<td>25</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Larger Systems Change Proposal</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Maximum Points:** 100 points

**Assignment #1: Field Journal**

Value: 5 points per journal entry (Total 25) If turned in late, no points; Length: 2-3 pages

You are asked to write a 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. 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.

In an effort to continue to improve clinical skills, journals for 801 should emphasize case presentation and conceptualization. You should aim to have at least three of your five journals for the semester focus on discussing a client with whom you are working. When discussing a client from field placement, please begin by introducing the client and presenting the case. This should read like a brief case presentation that you might provide at an interdisciplinary team meeting. Further discussion about the client should include case conceptualization: what do you think is going on? What is this about for the client? What are your early hypotheses and how might these inform your work with the client? Also discuss your treatment approach and interventions as appropriate with the client.

In your journals, you are also encouraged to discuss your ongoing efforts at self-care, including challenges or difficulties you are encountering.

Journals are to be turned in via the Learn at UW Dropbox by 11:59pm the date they are due.

Assignment #2: Updated Individualized Learning Plan
Final (hard copy signed by you and your supervisor)
Due: 2/8
Value: Pass/Fail

In 801, students must provide an updated learning plan for their field placement. 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 their 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, measureable, individualized and can be changed over time. The learning plan provides practice behaviors (goals) for each competency. The student formulates methods for achieving each practice behavior. The methods should be specific and measurable. Please review the course competencies and the student field evaluation criteria to assist in developing measurable methods. Students then discuss the methods and measurement plan 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 methods and some may not be addressed in the field placement but would then need to be addressed in the field seminar or elsewhere in the school’s curriculum.

In the updated learning plan, be sure to specify what you will be doing in your field practice this semester aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required advanced generalist practice behaviors. In addition to already established methods and actions you will continue to work on, this learning plan should include more specific methods and actions in-line with skill development since the fall semester. In your SW 800 evaluation meeting with your agency supervisor, we discussed the general direction for your learning for the spring semester and generated some specific ideas to include in your spring learning plan.

As with the fall semester plan, your spring learning plan will require input and approval by your agency supervisor. The learning plan should be signed by the student and agency supervisor and given to the field faculty member. The student is responsible for providing a copy to the agency supervisor and retaining a copy for themselves.

Assignment #3: Clinical Case Presentation
Due: TBD
Value: 15 points

Students will sign-up to present a case to the seminar group using the format below at some point in the semester. I will grade the case presentation based on this format and the student’s ability to provide a succinct, yet thorough case presentation utilizing clinical language. Students may have notes available during their case presentation with essential information, but they may not read the case presentation verbatim. Students are expected to approach this assignment as they would when presenting a case to an interdisciplinary team in a clinical setting.

Case Presentation Format

Introduction to the Client and Presenting Problem:
- This client (or name) is a _____ year-old married, divorced, single, never married (race) (gender identity, sexual orientation) who currently resides (housing/type of residence, town) with (others in household).
- Other info: any children and their ages; vocational status (unemployed, working FT, student, etc.); legal status; religious or spiritual affiliation; other relevant information
- Referral source and presenting problem, including established diagnoses if applicable

Reason for Consultation:
- I’m sharing this case because I’m hoping to... (get answers to a question, just talk it out a bit, get ideas, help formulate my own understanding of the case, etc.)
Further Elaboration on the Case:

- Other information that would be important to know or that you see as relevant (symptoms, stressors, goals, strengths, interventions used, barriers, etc.)

Example:
Mr. Jones is a 45 year-old never married Caucasian heterosexual cisgender male who currently resides in his own home with his dog, Sparky, and his adult daughter and her one year-old son. He is the father of two adult children and is currently unemployed due to disability. He receives SSDI for his MS, which has left him unable to work and requires the use of a wheelchair. Prior to his illness, Mr. Jones worked as a computer technician. He reports no current or past legal history and identifies as a practicing Lutheran. Mr. Jones is referred by his PCP for a mental health assessment due to concerns of a depressed mood as evidenced by increases in sleeping and eating, anhedonia and beliefs that his life is worthless. At the time of his primary care appointment, Mr. Jones was denying suicidal ideation.

I’m sharing this case because I am having difficulty determining if his mood sxs are secondary to his medical problems and physical limitations, and I’m not sure how to help him given there is nothing we can do to change his MS and declining health. I’m looking for ideas on how I might be helpful to him. We are just beginning our work together, and I’m feeling overwhelmed.

I should also mention that his daughter, who has been a primary caregiver, recently told him she is planning to get married and will be moving out. He is not sure how he will afford his mortgage payment without her financial contribution, and also worries about how he will care for himself or afford in-home care. I think his daughter is his primary emotional support, as he doesn’t identify any close friends and he has a strained relationship with his adult son. So I think his daughter leaving is a big loss for him in several ways.

Assignment #4: Larger Systems Change Proposal
Due: March 15th
Value: 50
Length: As Needed

Last semester you identified ideas for potential changes within your agency that might benefit clients. We incorporated the steps for planned change from the generalist intervention model (engagement, assessment, planning, intervention/implementation, evaluation and termination) to guide your process. You engaged various consumers within your agency to learn more about areas of concern and used your assessment skills to clarify the nature of the problem and understand why change was needed. You used your planning skills to begin to formulate ideas for implementing the potential change.

This semester you are asked to choose one of those ideas and develop it more fully, following the generalist intervention model’s steps for planned change. You will turn to the literature to further your assessment of the problem, the need for change and best practices for implementing the change. You will engage in detailed planning to assist in implementing and evaluating your proposed change. Throughout this process, you will continue to utilize your engagement skills to increase the likelihood of a successful outcome.

The change idea should be one which is feasible to implement. Be sure to discuss this project with your agency supervisor in an ongoing manner throughout the semester.
This assignment requires you to demonstrate your assessment and planning efforts towards your change project. This is an academic paper and should be written as such. In other words, your style of writing should mirror that which you would see in a scholarly journal. You should not use first-person pronouns. Do not regurgitate the assignment questions. You must have an introduction and conclusion. You should use respectful, professional language in case you choose to provide some or all of this paper to stakeholders in your agency as part of your change proposal. Please use the words in **bold** as section headers in your paper.

1). **Introduction**

2). **Assessment:** Provide a description of the problem based on your observations, information gathered from others (interviews with staff – specific comments or direct quotes; administrators; clients) and information you have gathered from your research on this topic (scholarly articles; agency data or reports). Why is change needed? Please include, micro, mezzo and macro considerations. You might include your understanding of how larger social policy, oppression, and/or resource needs impact the problems and needs within your agency. You need to provide a **solid argument** for why this is a problem that needs to be addressed; it cannot be based on your opinion. **Begin researching now!** You should introduce and discuss the problem as if the reader is unfamiliar with the agency and the problem.

3). **Planning and Implementation:** Provide a brief description of the proposed change followed by **clear goals** for this change. In other words, what exactly are you hoping to achieve? What outcomes do you hope to see with this change? What needs to be done to reach those goals? Next describe your plan **in detail,** including a detailed description of interventions or action steps involved. What will be the first steps in implementing the change? With whom will you need to collaborate? What will you need (materials, space, resources) to make this change happen? Who will be involved? Who might assist with funding, materials, space, documents? How will you inform all stakeholders of the change? **How will you generate buy-in?** If the change will be ongoing once you have left the agency, who will remain in the agency to ensure the change continues? Anticipate and address as well as you can any potential barriers you might encounter in implementing this change. **You must identify potential barriers because there are always barriers.** You might consider discussing a timeline for steps you have already taken or will take moving forward.

*Part of your implementation plan must include presenting your change proposal to agency stakeholders, such as at a staff meeting or board of directors meeting. Discuss options for this with your supervisor.*

4.) **Evaluation:** Discuss how you will evaluate the effectiveness of this change once it is implemented. In other words, how will you know if you were effective in achieving your goals? How will you know that you accomplished what you set out to do? For example, if you are proposing a new treatment group for depression with the goal to improve the mood of participants, how will you know if the group does in fact lead to improved mood
among consumers? If you are hoping to increase awareness among staff about a particular issue, how will you know if you were successful in increasing their awareness?

5). Conclusion

**Larger Systems Change Proposal**

Professional, academic writing in APA format with introduction, conclusion and correct citations (7 points) _____

Detailed assessment of identified problem with a solid argument for why change is needed, including effective use of research to support your argument (10 points) _____

Thorough and sophisticated plan for change with clear and specific outcome goals and detailed discussion of the implementation plan, including action steps to address logistical and stakeholder needs, as well as plan to present the proposal to stakeholders and **discussion of addressing barriers** (25 points) _____

Detailed plan for evaluating effectiveness of the proposed change (8 points) _____

Total Points Possible 50

Total Points Awarded _____

General Comments:

**Hourly Log**

**Due: 5/3**

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 801-level students must complete a total of 640 hours. 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 or the log is not submitted by the last class, arrangements for completing hours must be made and approved by field faculty and your supervisor. 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 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. As your field faculty, I will be in regular contact with your agency supervisor throughout the semester.

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
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 the quality of your written assignments, including journal assignments.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>88 - 93</td>
<td>A/B</td>
</tr>
<tr>
<td>82 - 87</td>
<td>B</td>
</tr>
<tr>
<td>76 - 81</td>
<td>B/C</td>
</tr>
<tr>
<td>70 - 75</td>
<td>C</td>
</tr>
</tbody>
</table>
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

VII. Course Policies

Electronics:
To minimize disruptions to class process cellular telephones must be turned off during the class period. If you have an urgent reason for leaving your cell phone on, please inform the instructor. Any other electronic devises 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. Audio recording of classes will be allowed only after full disclosure to the class that an audio 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, arriving late, 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:**
Students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required. This means you are ready to begin class at 9:00am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

**Absence**
If you must miss class, you are required to inform the instructor via email in advance. 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. Students who are absent for more than one class in the semester will be required to schedule a meeting with the instructor to discuss their performance.

**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, without exception. The instructor will not review assignments submitted in another format. 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**. You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting [here](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, paragraph and 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. The instructor will not contact students if an assignment is not received.

**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 responsibility to bring this to my attention in a timely manner.

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 at least 24 hours 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.

**Plagiarism Policy:**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

**Process:**
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the
Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

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