I. CATALOGUE DESCRIPTION

401 Field Practice and Integrative Seminar II. An approved generalist level field placement in direct social work practice in a community agency setting. A minimum of 16 hours per week hours/semester, including an integrative field unit seminar. The second course of the two-semester field sequence.

801 Field Practice and Integrative Seminar IV. An approved advanced level social work practice field placement in an area of concentration. A minimum of 20 hours per week, including an integrative field unit seminar. The second course of the two-semester advanced field sequence.

II. COURSE OVERVIEW, PREREQUISITES/CO-REQUISITES, AND PRACTICE PERSPECTIVE

This field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) and master level students (first year MSW generalist practice and advanced practice year students). BSW and generalist year MSW students spend an average of 16 hours per week in field placement, including the two-hour integrative seminar, for a total of 256 hours per semester. Advanced practice year students spend an average of 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 16 weeks. **The 16 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, they may choose to work with their field supervisor to spend more hours in earlier weeks.** Field seminar meets on 14 Mondays during the semester (2 hours each seminar: total of 25-35 hours, including field trips).
The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry-level generalist practice. In preparing advanced practice (concentration) year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced generalist practice behaviors. Within the advanced generalist concentration, this unit is also an alternative field unit within the children; youth and family welfare focus area (requires approval of the Chair for that focus area).

In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem solving and multi-method, evidenced informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors.

Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important co-requisites and conceptual supports for the field experience.

III. Course Policies: If you have any questions or concerns, please see field faculty.

Attendance Policy and Class Participation Policy: Students are expected to be present for all seminars and field with reasonable accommodations made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. If you are unable to attend or will be late for seminar, email or call (leave text if no response) the field faculty before seminar, if possible, so that you receive an excused absence or lateness. In your communication, note why you will be absent or late. Follow up with field faculty as soon as possible regarding the day’s seminar content. You may receive one excused absence per semester. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course.

Attendance is defined as arriving on time, staying through the entire seminar, leaving only for scheduled breaks and returning on time from breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. See “Integrative Seminar” and Evaluation and Grading” for more information on participation. Attendance will be taken at the beginning of each seminar and field faculty will note your level of participation.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed. 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:
Written assignments must be handed in by the specified due dates unless specific arrangements have been made with your instructor in advance. All written assignments are to be either typed or computer-generated as specified by the field faculty. Please format these assignments using one-inch margins, double-spacing (unless otherwise noted), and a Times New Roman 12-point font. A cover sheet is not required unless otherwise noted. Be sure to include your name, the date and number of pages for the paper in the first page. All assignments should be checked thoroughly for correct spelling and grammar, to ensure you covered all criteria, and that you are submitting the final version. In fairness to all students, there will not be opportunity to address missed criteria later. Students are expected to contact the field faculty directly if there are questions or concerns regarding assignments.

Late Assignment Policy:
The assignments listed in this syllabus are due at the beginning of the class period on the date specified unless otherwise noted. Students who believe they have a legitimate reason for submitting a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down two points for each day they are late.

Incomplete Policy: According to University Policy, an Incomplete may only be given when students, who otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the field faculty prior to the end of the semester to explain the situation and make arrangements for making up the required work. Students should inform their field faculty if they are ever one week ahead or one week behind in their field hours.

Non Discrimination and Accommodation Due to a Disability: All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age, and religion. No assignments will be due on major religious holidays. Students who will not be attending seminar or field practice because of a religious holiday must inform their teaching assistant (TA) prior to the date of absence so that they can receive an excused absence.

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester (within the first two weeks, if possible), or as soon as the need for an accommodation is determined.

Code of Ethics, Code of Professional Conduct and 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.

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. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Uses of laptops or iPads are for note-taking or group work only, and are not to be utilized during weekly check-ins.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague’s right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class (especially the syllabus) and field placement.
- Student has completed assignments (e.g., readings, papers/presentations, practice questions of the week) and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student refrains from “side bar” conversations and disrespectful verbal and nonverbal behavior.
- Student actively and constructively participates in the classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field instructor and field supervisor.
- Student is able to receive and/or solicits feedback and is able to incorporate it, especially when there are questions about performance.
- Student is aware of and able to demonstrate assertiveness skills (e.g., give constructive feedback to field faculty, students, agency supervisor, other staff, and clients).
- Student proactively and prior to assignment due dates, seeks clarification from field faculty and/or agency supervisor, as applicable, if guidance or assistance is needed.

Professional conduct is expected. It is important to review this syllabus and the section, “Professional Conduct in All the Social Work Degree Programs,” which can be found in the Student Rights and Responsibilities Handbook.

III. COURSE OVERVIEW

A. Competencies and Practice Behaviors, Social Work Practice in County Human Services and other Community Agency Settings, 400-401/800-801 level. This table includes the assignments that measure practice behaviors at each level.

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course. For the advanced practice year, the advanced generalist concentration practice behaviors are applied to the Children, Youth, and Family Welfare focus area.</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>Generalist:  - Advocate for client access to the services of social work.  - Practice personal reflection and self-correction to assure continual professional development.  - Attend to professional roles and boundaries.  - Demonstrate professional demeanor in behavior, appearance, and communication.  - Engage in career-long learning.  - Use supervision and consultation</td>
<td>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation (See pages 10-19)</td>
</tr>
</tbody>
</table>
| themselves to the profession's enhancement and to their own professional conduct and growth | Advanced Generalist Concentration:  
- Apply knowledge of social services, policies, and programs relevant to the Children, Youth and Families focus area, 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). | Field Placement Seminar Participation  
Student Learning Plan  
Class Presentations  
Writing Assignments  
(papers and journal)  
Readings Reflections  
Student Performance Evaluation  
(See pages 10-19) |
|---|---|---|
| 2.1.2 Apply social work ethical principles to guide professional practice. | Generalist:  
- Recognize and manage personal values in a way that allows professional values to guide practice.  
- Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
- Tolerate ambiguity in resolving ethical conflicts.  
- Apply strategies of ethical reasoning to arrive at principled decisions | Field Placement Seminar Participation  
Student Learning Plan  
Class Presentations  
Writing Assignments  
(papers and journal)  
Readings Reflections  
Student Performance Evaluation  
(See pages 10-19) |
| Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law | Advanced Generalist Concentration:  
- Evaluate ethical dilemmas related to problems and issues in the area of Children, Youth and Families 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 children, youth, and families. | Field Placement Seminar Participation  
Student Learning Plan  
Class Presentations  
Writing Assignments  
(papers and journal)  
Readings Reflections  
Student Performance Evaluation  
(See pages 10-19) |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | Generalist:  
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
- Analyze models of assessment, prevention, intervention, and evaluation.  
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Field Placement Seminar Participation  
Student Learning Plan  
Class Presentations  
Writing Assignments  
(papers and journal)  
Readings Reflections  
Student Performance Evaluation  
(See pages 10-19) |
by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<table>
<thead>
<tr>
<th>Advanced Generalist Concentration:</th>
<th>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the children, youth, and families area.</td>
<td>(See pages 10-19)</td>
</tr>
<tr>
<td>- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of children, youth and families.</td>
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<tr>
<td>- Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in Children, Youth and Families practice.</td>
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2.1.4 Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<table>
<thead>
<tr>
<th>Generalist:</th>
<th>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation</th>
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<tbody>
<tr>
<td>- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>(See pages 10-19)</td>
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<tr>
<td>- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>- Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
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<td>- View selves as learners and engage those with whom they work as informants</td>
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<thead>
<tr>
<th>Advanced Generalist Practice:</th>
<th>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation</th>
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<tbody>
<tr>
<td>- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of children, youth and families</td>
<td>(See pages 10-19)</td>
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<tr>
<td>- Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.</td>
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<tr>
<td>- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth and families.</td>
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2.1.5 Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and

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<tbody>
<tr>
<td>- Understand the mechanisms of oppression and discrimination;</td>
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<tr>
<td>- Advocate for human rights and social and economic justice.</td>
<td>(See pages 10-19)</td>
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<tr>
<td>- Engage in practices that advance social and economic justice</td>
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(See pages 10-19)
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<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research.</th>
<th>2.1.7 Apply knowledge of human behavior and the social environment.</th>
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<tr>
<td>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</td>
<td>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or</td>
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</tbody>
</table>

**Advanced Generalist Concentration:**
- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to children, youth and families.
- 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 Children, Youth and Families focus area.

**Generalist:**
- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.

**Advanced Generalist Concentration:**
- Demonstrate ability to evaluate practice in the area of children, youth and families.
- 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 children, youth and families.

**Generalist:**
- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

**Field Placement**
- Seminar Participation
- Student Learning Plan
- Class Presentations
- Writing Assignments (papers and journal)
- Readings Reflections
- Student Performance Evaluation

(See pages 10-19)
<table>
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<tr>
<th>deters people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</th>
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<tr>
<td><strong>Advanced Generalist Concentration:</strong></td>
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<tr>
<td>- 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 children, youth and families’ problems and populations.</td>
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<tr>
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<tr>
<td>(See pages 10-19)</td>
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<tr>
<td><strong>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</strong></td>
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<tr>
<td><strong>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development</strong></td>
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<tr>
<td><strong>Generalist:</strong></td>
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<tr>
<td>- Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>- Collaborate with colleagues and clients for effective policy action.</td>
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<td>(See pages 10-19)</td>
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<tr>
<td><strong>Advanced Generalist Concentration:</strong></td>
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<tr>
<td>- Evaluate, formulate, and advocate for policies that advance outcomes relevant to the area of children, youth and families.</td>
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<tr>
<td>- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of children, youth and families.</td>
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<tr>
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<td>(See pages 10-19)</td>
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<tr>
<td><strong>2.1.9 Respond to contexts that shape practice.</strong></td>
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<td><strong>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</strong></td>
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<tr>
<td><strong>Generalist:</strong></td>
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<tr>
<td>- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<tr>
<td>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation</td>
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<td>(See pages 10-19)</td>
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<tr>
<td><strong>Advanced Generalist Concentration:</strong></td>
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<tr>
<td>- Assess the impact of historical and contemporary contexts on children, youth and families practice and policy.</td>
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<tr>
<td>- Engage in leadership roles in the area of Children, Youth and Families.</td>
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<tr>
<td>Field Placement Seminar Participation Student Learning Plan Class Presentations Writing Assignments (papers and journal) Readings Reflections Student Performance Evaluation</td>
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<td>(See pages 10-19)</td>
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</table>
| 2.1.10.(a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. | Generalist: | Field Placement
Class Presentations
Student Learning Plan
Writing Assignments
(papers and journal)
Readings Reflections
Student Performance Evaluation |
---|---|---|
| Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation, all at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. | 2.1.10.a Engage with individuals, families, groups, organizations, and communities:  
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
- Use empathy and other interpersonal skills.  
- Develop a mutually agreed-on focus of work and desired outcomes | (See pages 10-19) |
| 2.1.10b Assess individuals, families, groups, organizations, and communities:  
- Collect, organize, and interpret client data.  
- Assess client strengths and limitations.  
- Develop mutually agreed-on intervention goals and objectives.  
- Select appropriate intervention strategies | 2.1.10b Assess individuals, families, groups, organizations, and communities:  
- Collect, organize, and interpret client data.  
- Assess client strengths and limitations.  
- Develop mutually agreed-on intervention goals and objectives.  
- Select appropriate intervention strategies |
| 2.1.10c Intervene with individuals, families, groups, organizations, and communities:  
- Initiate actions to achieve organizational goals.  
- Implement prevention interventions that enhance client capacities.  
- Help clients resolve problems.  
- Negotiate, mediate, and advocate for clients.  
- Facilitate transitions and endings | 2.1.10c Intervene with individuals, families, groups, organizations, and communities:  
- Initiate actions to achieve organizational goals.  
- Implement prevention interventions that enhance client capacities.  
- Help clients resolve problems.  
- Negotiate, mediate, and advocate for clients.  
- Facilitate transitions and endings |
| 2.1.10d Evaluation  
- Critically analyze, monitor, and evaluate Interventions | 2.1.10d Evaluation  
- Critically analyze, monitor, and evaluate Interventions |
| Advanced Generalist Concentration: | Field Placement
Seminar Participation
Student Learning Plan
Class Presentations
Writing Assignments
(papers and journal)
Readings Reflections
Student Performance Evaluation |
---|---|---|---|---|
| 2.1.10.a Engage with individuals, families, groups, organizations, and communities:  
- Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of children, youth, and families. | Field Placement
Seminar Participation
Student Learning Plan
Class Presentations
Writing Assignments
(papers and journal)
Readings Reflections
Student Performance Evaluation |
| 2.1.10b Assess individuals, families, groups, organizations, and communities:  
- Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to children, youth, and families. | (See pages 10-19) |
| 2.1.10c Intervene with individuals, families, groups, organizations, and communities:  
- Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to children, youth, and families. | |
| 2.1.10d Evaluation  
Apply research skills to analyze, monitor, and evaluate interventions in children, youth, and families. Communicate and disseminate evaluation results to a variety of audiences. | }
The following pages 10-19 include greater detail on the specific, measurable indicators of student development of competencies and practice behaviors addressed in this field education course. The main purpose of seminar is to enable students to integrate theory, concepts and research findings with field practice (development and/or enhancement of social work competencies):

<table>
<thead>
<tr>
<th>Practice Behaviors addressed in field seminar course:</th>
<th>Competency(ies) the seminar course contributes to:</th>
<th>Assignments designed to measure each practice behavior:</th>
</tr>
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<tbody>
<tr>
<td>All practice behaviors. However, given the variations in agencies and service units and learning opportunities within each agency/unit, some practice behaviors may not be addressed in some agencies or may be addressed in one semester but not both semesters.</td>
<td>All competencies are to be addressed for each student during their two-semester field placement. Students list all of the competencies in their learning plan and identify the “individualized” learning opportunities available in their field placement agency, field seminar and academic classes that will address the competency/practice behaviors (BSW/400 or 800 level) for each competency.</td>
<td>Field Student Performance Instruments (one, 400/401, for BSW/1st year MSW or Generalist level students and one for the 800-801 advanced practice level students). This field unit includes students at the generalist and the advanced practice levels. The competencies and practice behaviors (generalist or advanced practice, as applicable) are listed in the student learning plan instrument. Agency supervisors rate student performance on each practice behavior. If learning opportunities for a given practice behavior were not available in the agency, the supervisor will circle “na.” For these practice behaviors measurable practice opportunities are established through supplemental field experiences outside the placement agency (another agency/unit, in field seminar, and/or consult with Curriculum Committee Chair to determine where else in curriculum these are or could be addressed). The ratings by the agency supervisor and student are first reviewed by the student and supervisor together, and then reviewed in a joint performance evaluation meeting (student, agency supervisor(s) and field instructor) and based on review of the evaluation forms and consequent discussion. The joint discussion allows for adjustments that can result from a number of factors, e.g., different interpretations of rating scales, variations in expectations relative to performance and/or grading, and student input. Field performance is 60% of the final grade and seminar performance is 40%.</td>
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<tr>
<td>All (or most) practice behaviors</td>
<td><strong>Learning Plan/Performance Evaluation Format</strong> - Field Student Learning Plan - Performance Instrument and description of the performance evaluation process included in the syllabus. If some practice behaviors cannot be achieved in a field placement setting during two semesters, the student and field faculty determine measurable practice assignments for the student that address those practice behaviors.</td>
<td></td>
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</tbody>
</table>
All practice behaviors | All competencies

**Student Self-Evaluation** (optional at mid-semester and final evaluation periods)
Student completes the Field Student Performance – Learning Plan Instrument, critically analyzing her/his performance relative to all practice behaviors determined to be applicable in her/his agency and as listed in learning plan as well as those addressed in the field seminar, academic classes or other supplemental assignments. The instrument is reviewed by the student, field supervisor(s) and field instructor.

**Self Assessment Assignment.** The purpose of this assignment is to encourage students to engage in honest self-assessment including their personal and professional growth throughout their seminar and field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness, and promotes continued growth in this area. This assessment, used in conjunction with the learning plan, is an opportunity for students to reflect on their 1st semester and plan for their 2nd semester field work.
Students will prepare notes/an outline addressing the specific questions (see the “Self-Assessment Grading Criteria,”) and will submit it the day of the 5 minute presentation in seminar (during the last two semester seminar meetings).
Use supervision and consultation (in order to collect the data for this assignment)

Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (assignment is intended to address this practice behavior)

Understand the forms and mechanism of oppression and discrimination as perceived and addressed by the agency in practice.

Continuously discover, appraise, and attend to changing locales, populations, scientific and technical developments, and emerging societal trends to provide relevant services (students learn about their own agency/unit and, in the oral presentations, learn about all of the other agencies/units represented in the field seminar unit).

All competencies

Agency/Unit Analysis Paper and Presentation (1st semester) — Students made a 10-15 minute presentation to the seminar class and completed a 4-5 page paper describing their field agency placement and how they viewed and assessed/evaluated the agency’s work in areas directly related to specific social work competencies. A grading criteria form accompanied the first semester syllabus. Seminar students were expected to apply the criteria and provide feedback to one another on their presentation.

Writing Assignment (2nd semester) – Students write a paper to describe how their field practice with an individual, family, group neighborhood/community, or community organization was guided and influenced by the student’s academic and field practice learning and experience (details outlined in syllabus). Advanced level students (801) are required to provide specific documentation of at least two professional references related to their subject matter.
| Opportunity to address competencies and practice behaviors as the student describes personal and professional thoughts, feelings, observations and experiences related to integrating their field, seminar and class experiences. |
|---|---|---|
| 2.1.1 | Field Journal (description in syllabus). Students submit practice journals monthly, receiving feedback from the field instructor. Journals provide an excellent documentation source for identifying, discussing and monitoring competency learning and tracking a student’s professional development progress. Journals are not graded, but are required. |
| 2.1.4 | | |
| 2.1.5 | Assigned Reading/Video Viewing to increase knowledge and stimulate creative thinking and active discussions. Required and optional readings and/or video viewing are identified in the syllabus and at Learn@UW for this course. Other readings are often added during the semester as recommended/provided by guest presenters and otherwise deemed significant by the field instructor and/or students. |
| 2.1.9 | All Competencies | |

All practice behaviors are in part addressed through assigned readings.

Readings include chapters/sections from a variety of textbooks, other books, journals printed articles, and readings through online internet websites. Readings are identified and listed at the Learn@UW website for this course.
A range of practice behaviors are addressed by guest speakers. They provide knowledge, values, practice behaviors, system issues and current best practice research in specific social work and related areas of practice.

Students report on practice learning from guest presenters and applications of the learning to their professional knowledge and field practice. This occurs during discussions with the guest presenters, seminar discussions, journal entries, required papers and presentations.

All competencies are addressed in part through these assigned readings.

**Guest Presenters** (guest experts participate in seminar meetings and agency field trips). Seminar presentations and field trips provide a balance of guest experts, instructor-guided discussion of topics, individual and group presentations. Each student has opportunity to provide presenter evaluation/feedback online (following each presentation) and/or at a future seminar meeting. Presenter topics this year include the role of a county human services agency; alcohol and other substance abuse and mental health services; disproportionate minority contact and confinement; mindfulness in social work practice; economic and work services; child and family trauma; poverty & homelessness; Hispanic/Latino and Native American families and communities, brain development research to practice; juvenile court and court programs; child protection services; family & group foster care and institutional care.
<p>| All practice behaviors | Competencies and related practice behaviors are addressed by guest speakers who are expert in their knowledge and/or practice area(s) | <strong>Sharing field and other experiences for seminar discussion/consultative problem solving.</strong> Student participation in seminar is encouraged, facilitated, monitored and graded. Seminar participation provides opportunities for students to demonstrate professionalism in all/most competency and practice behavior areas. This is accomplished through a student’s active participation and contributions to small group and full group seminar discussions and problem solving, and through individual and group presentations – all intended to help students integrate social work concepts with field practice. Student self-ratings and the field instructor rating of each student is part of the student performance evaluation process. For seminar student presentations, fellow students are given an opportunity to rate and provide critical feedback to each student on their competencies and practice behaviors. |</p>
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<th>Make ethical decisions by applying standards…</th>
<th>Recognize the extent to which a culture’s structure…</th>
<th>Use practice experience to inform scientific inquiry…</th>
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<td>Use research evidence to inform practice …</td>
<td>All/most of the practice behaviors are addressed during seminar discussions.</td>
<td>All competencies and practice behaviors are addressed in weekly seminar meetings over the course of the academic year.</td>
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**Practice Question of the Week and related readings.** A “Practice Question of the Week,” identified in the seminar syllabus course outline and schedule, provides focus and organization to the topic(s) being covered each week in seminar. Student seminar participation and opportunities to provide feedback or questions through email help maintain continuous learning and integration of academic and practice experiences. Student discussions and reflection papers include practice experiences, critical thinking and analysis of ethical issues, cultural implications and scientific/research matters. Agency Field Supervisors receive weekly communication regarding seminar focus and topics. Supervisors seek to integrate seminar work with each student’s field practice learning.
Understand the forms and mechanisms of oppression and discrimination (Other two practice behaviors addressed in spring)

Analyze, formulate (these two in fall), and advocate for policies that advance social well-being

Collaborate with colleagues and clients for effective policy action (as part of analyzing and formulating initial action steps in the Fall semester)

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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This assignment relates to all competencies and practice behaviors, with particular attention to:

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**Change Agent Project.** Students begin this assignment, described in the syllabus, in the Fall (first) semester and continue it throughout the Spring (second) semester. This assignment challenges students to select a change agent project in conjunction with their agency supervisor and field placement setting. Projects may be individual or group. The project assignment addresses most of the competency and practice behavior areas and results in a required 20-30 minute presentation to the seminar class (and sometimes others) and a written report. The assignment is graded based on the presentation and written report on the planned change activity, effort and outcome (grading criteria form included as an appendix in the class syllabus).

Policies, as well as program services, are often targets for change in this assignment.
IV. COURSE CONTENT AND SCHEDULE (see Appendix A & B, pages 33-36)

V. COURSE TEXT AND READING MATERIALS

Text/Reading Materials
Assigned and optional readings are listed in Appendix B.V (pp 37-38). Some readings for the course may also be found at Learn@UW or in the social work library.

Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned text chapters, articles or other materials. Some readings and exercise materials will also be provided in seminar. Students are also expected to read relevant practice documents available in their agency placement.

In addition, students are expected to read and understand the NASW Code of Ethics, the Full-Time Program Field Education Handbook, and assigned readings in Social Work 440, 441 and other classes. If you do not understand the readings or the Code, please see the instructors or Field Faculty for assistance. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work.

Online Program
Child Welfare Pre-service Training developed by the State DHFS-Children and Family Services and WCWPTS (Wisconsin Child Welfare Partnership Training System). The Training includes basic information that all new child welfare social workers are required to know to work as a social worker in the State of Wisconsin. The online training website: Case Worker Online Training:  http://wcwpds.wisc.edu Mandatory Reporting Online Training is:  http://wcwpds.wisc.edu/mandatedreporter/

Required Reading Identified By Student. It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or practice behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas of interest in the field setting (e.g., the populations served, social, psychological, spiritual or health issues, evidence informed interventions to address needs, or related policies). Students should indicate in their learning plan topics that will be pursued over the semester, and note progress in their mid-term and final semester summaries.

Reading reflection instructions: The course content guide (Appendix B) lists practice questions that students are expected to consider when reviewing any required/recommended readings and participating in field seminar. Students are expected to have thoughtfully read any assigned articles/materials in relation to the seminar questions. Students are encouraged to consider questions that the readings stimulate in relation to field experience or other course content. Students are expected to utilize readings in current and past Social Work and related courses to enhance understanding and integration of theory, methods and practice. Seminar is an ideal place to discuss questions related to these various dimensions of learning. Reading reflection papers (1-2 pages) will be required occasionally throughout the semester.
VI. EVALUATION OF STUDENT OUTCOMES (COMPETENCIES AND PRACTICE BEHAVIORS): ASSIGNMENTS, GRADING AND METHODS

**Assignments and Expectations:** Carefully read and understand the assignments, expectations, evaluation methods and grading criteria for this semester; the course policies that apply in Section VII; and other pertinent references. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Ask field faculty and/or agency supervisor, as applicable, about any information. \textit{In compliance with new University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (shown in italics) specific to graduate students in the expectations and assignments for this course.}

1. **Learning Plan** (see Appendix A and B for draft and final plan due dates). A Learning Plan template is provided to all students and supervisors and is to be used for completing the plan. Each student completes a learning plan with their Agency Supervisor(s) so that learning opportunities for the development or advancement of competencies can be jointly identified. The **LEARNING PLAN** consists of THREE PARTS:

   **Part A. Field Placement Arrangements and Hours.** Include student name and academic standing, agency name, address, phone; and the days, time, and duration of your field placement hours, [e.g., M, 8 – 3:00 (7); W, 8 – 3:00 (7)], and the name(s) of your supervisor(s).

   **Part B. Competencies, Activities, Assignments, and Methods** (completed with agency supervisor). Review the ten competencies and required measurable practice behaviors for the appropriate year: generalist practice (BSW or 1st year MSW) or advanced practice in the syllabus. Given that the measurable methods of achievement are “individualized,” that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group.

   **1. Learning Plan** (see “Course Content/Schedule” for draft and final copy due dates). In this field unit, the combined “Student Learning Plan and Evaluation Instrument” is used in order to have all pertinent information in one document. The document includes the 10 competencies and the respective practice behaviors established by the Council on Social Work Education (Generalist and Advanced Practice Level), and a column for the student to describe measurable methods of achievement. As stated in Section II, as an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors. The measurable methods of achievement are the learning opportunities available at the placement (e.g., activities, assignments, tasks, responsibilities, methods) that the student will do and her/his performance of these with serve to measure progress relative to the respective practice behaviors and therein, the competency. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. In many ways, the learning plan is similar to a case plan. It needs to be specific, measurable, individualized and can be changed over time. This learning plan is meant to be an organizational aid to help initiate, plan and update/revise your field experience. It is not intended to be a substitute for, but rather integrated into, regular supervisory contact and educational consultation with faculty and professional staff.

   An electronic copy of the learning plan and field evaluation template is provided to all students to be maintained electronically and used for completing the fall and spring semester learning plans and for student field performance evaluations. Students are to save a copy of the learning plan prior to its use for the evaluations so that you have a “clean copy” to use to make revisions for the
spring semester. See subsection on evaluation and grading for more information on the mid and end-of-semester evaluation process.

Students are to complete the learning plan **with consultation from the agency supervisor** so that the learning opportunities for the development or advancement of competencies can be jointly identified for the plan. The learning opportunities, as previously noted, are referred to as “measureable methods of achievement” (second column of the template) by which the competencies are to be met and they are the FOCUS of attention during supervisory consultations and student performance evaluations. **Given that the measurable methods of achievement are “individualized,” that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group.**

In addition to the supervisor, field faculty are also available for students needing assistance in understanding, completing, implementing, or accomplishing the learning plan. **Although the learning plan is not graded, it is required in order to proceed in field and to complete the course.** Students are expected to complete and submit a quality learning plan on time using the instructions in the plan and as follows:

a. Thoroughly read the learning plan/evaluation template, including the instructions for completing the learning plan (section II of the template), and this syllabus.

b. Fill in student and supervisor name and information indicated including the field hour schedule. The field hour schedule is the days of the week and times each day that the student will be in the placement as agreed upon by the supervisor and student. The following is an example of a field hour schedule for BSW and 1st year students for whom the “average” total hours in the field placement/week is 14: Mondays (12 – 5); Wednesday (1-5); Fridays (8 – 1); an Advanced Level MSW student’s schedule, for whom the “average total hours in the field placement/week is 18: Monday (12-6); Wednesday (10-5); Friday (12-5). Although field days are usually Monday, Wednesday, and Friday, these are not mandatory; in fact, students and supervisors may find that other days work better. Certain placements, for example, may request other times during the week, including some evening and weekend time as needed, to serve clients and meet students’ educational needs. To be viable logistically and/or educational acceptable to faculty and agency supervisors, blocks of time should be no less than four (4) hours. See “Protected Time in Field” in the Field Education Handbook for more information.

c. List academic courses and instructors for the current semester.

d. Complete Section IV. Review the ten competencies, the required practice behaviors and follow the instructions in the learning plan (Section II) in order to complete the **Measurable Methods of Achievement column.** In order to complete this column in a timely and quality manner, it is critical that students begin, as early as the first week in field, to identify the methods (e.g., activities, assignments, tasks, responsibilities that the student will do) and how progress or performance will be measured (e.g., supervisor observes your work, reviews case notes or a report written by you). Students are expected to schedule time(s) to discuss the learning plan with the supervisor **well in advance** of the learning plan due dates given the time it takes to complete a quality learning plan and the possibility that “last minute” meetings can get cancelled or interrupted by other factors e.g., emergencies, illness, or schedule changes.

Using the learning plan (provided electronically by the field faculty), students briefly describe the “individualized” learning opportunities/measurable methods (e.g., activities, assignments, tasks, responsibilities, and/or methods) and how progress or performance will be measured. The learning
opportunities/measurable methods need to be connected to and sufficiently address the relevant practice behaviors in order to measure achievement of the competencies. See the example in the learning plan instructions (section II). Some practice behaviors may have multiple strategies and some may have methods identical to other practice behaviors. Occasionally, a practice behavior may not be addressed in the field placement but would then need to be addressed in another part of the agency, in the field seminar or elsewhere in the School's curriculum. If this is the case, where and how it will be address and measured needs to be listed. The field faculty can also provide more examples if additional assistance is needed.

e. Complete Section VI and VII of the learning plan: sections VI (what is the plan for supervision including when you and the supervisor will meet on a weekly basis?) and section VII (what is your plan for self-care?)

f. See Course Content and Schedule (Section IV of syllabus) for due date: Week of January 30-February 5. Turn-in the Combined Learning Plan/Field Evaluation document with revisions and signatures (student, field supervisor) for the Spring, 2017 semester.

PART C. Field Learning Process. Students should list key professional staff, faculty, and others who are expected to be a learning resource to them. Also, students should list pertinent reading material which will provide important information relevant to the field placement.

Formatting and Due Dates: Return the concise, SINGLE spaced, typed learning plan draft by the due date indicated on course outline – Appendix A-B (online and hard copy). Double-space between competencies. Your Field Instructor will review and return the plan with any recommended revisions noted (note date for final plan submittal in the course outline). Inform the Field Instructor of any problems in reaching agreement and/or completing and/or accomplishing the learning plan. Once the final plan is approved by the Field Faculty, it should be signed and dated by the student and the Agency Field Supervisor. Please provide copies to each party (self, supervisor and Field Faculty Instructor), and a final copy submitted online to the field instructor. The learning plan should be saved on your computer for future revisions.

This learning plan is meant to be an organizational tool to help initiate, plan, evaluate and update/revise your field practice experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. The learning plan template lists the competencies and practice behaviors in order to ensure that these are addressed in the development of the learning plan (e.g., learning opportunities) and attended to throughout the field placement experience. If for some reason any competencies or practice behaviors cannot be addressed in a particular field practice setting, they must then be addressed in field seminar or elsewhere in the curriculum and are reviewed during performance evaluations.

2. JOURNAL ASSIGNMENT
Journals will be due to the faculty instructor during the first week of each month (except the December, 2016 journal that may be submitted along with the January, 2017 journal due in February).

Students are required to keep a journal regarding their time (required hours) and experiences in their field placement. Students are expected to journal about a number of issues:
- Your observations and feelings about your placement
- Things you are learning about the agency, interventions/practice, child/family welfare, other
- Human Rights and Social Justice issues raised and responded to (or not) in your placement
- Over-representation of minority families in human services (observations, thoughts, opinions)
- Economic disparity issues and how they affect families you are serving
- Cultural competence: opportunities, what you are learning, mistakes made or witnessed
• Your own personal biases and how they are affecting your practice
• Issues facing GLBTQ people and how they are addressed in your agency placement
• Evaluation of your practice (i.e. strengths, growth areas, changes you intend to make)
• Reflection on availability and your use of supervision (i.e. supervision source(s), how you use supervision to alter your practice, what kind of learner are you)
• Ethical issues you encounter in your agency or in the community and how you and other professionals are addressing them (or not).
• Application of research/studies/evidence-based practices (sources, opportunities, questions)
• Other issues that you have questions or concerns about in field or about your practice.

This is your chance to really explore your thoughts and feelings about yourself, your developing practice and your placement. I will offer you feedback and suggestions as I read these. You will not be graded on your journals and what they say, but are expected to submit them monthly. We want you to feel free to express yourself openly in your journal. Students are encouraged to use their journal as an important learning tool. At the end of each semester, students are encouraged to provide feedback (journal) on the field seminar, including the seminar’s strengths and areas for improvement relative to the student’s learning of social work.

Advanced Practice year students will be expected to journal at a higher level of awareness and detail. Students will be expected to include content in their journals about their use of supervision in placement, organizational challenges, how policy effects practice, how research can be used in their placements, and how they are demonstrating their professional identity as a social worker.

What we have learned over the years is that students who journal tend to: (1) demonstrate clearer understanding and integration of social work concepts and principles with practice, (2) report an easier time preparing for and actively participating in their performance evaluation (able to identify what they have learned, need to learn, and learning opportunities), and (3) are more active participants in seminar discussions (able to present and/or discuss practice issues).

3. **Integrative Seminar Assignments, Expectations and Purposes.** The required integrative seminar with the field faculty meets on Mondays from 9:00 -11:00am (see schedule). For this field unit and this semester, the seminar counts for 26-30 of the 256 or 320 field hour requirement (dependent on student level). The seminar is designed to be a supportive learning environment for reflecting upon and integrating theory and practice. The format for the seminars includes check-ins; sharing field or other related experiences (practice problems, issues, situations, challenges, opportunities, accomplishments, successes); consultation and support with the seminar group; discussion of practice questions; faculty instructions; student presentations; guest speakers and/or field trips; assigned readings; and other learning activities.

Students are expected to attend all seminars; to be active, prepared participants in the seminar; complete readings and assignments on time; and, as in the field placement, conduct themselves in a professional manner. Students are expected to read Section III for Class Policies and to contact the field faculty directly and on a timely basis if there are any questions or concerns. Students will receive and are expected to complete a “Student Self-Report on Class Attendance and Participation” chart containing a participation rating scale. Given the diversity of students, their field and life experiences, and the diversity of the agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in community settings. Participation includes giving others a chance to talk by helping to facilitate the participation of others. Developing or enhancing both oral and written communication skills is critical for working with and on behalf of vulnerable populations. *Graduate level students will be expected to lead a discussion (e.g., practice questions), small group exercise or another activity/exercise of their choice. More information will be provided.*
Students are responsible for reading all assigned material so that they are fully prepared to integrate the material into relevant discussions (e.g., practice questions for the week) and other class activities. Regarding the practice questions, it is expected that students will reflect upon these during the week (e.g., in courses and field) and develop responses to be shared in the seminar. Seminar practice questions and required readings are noted in Section IV.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active discussions, consultation/problem solving and support. Students who have particular issues or situations for which they are seeking consultation/problem solving, should try to notify the field faculty the day before the seminar so that adequate time can be set aside to address these during the seminar.

4. Practice Question(s) of the Week. This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in Social Work practice. Each student is expected to critically think about her/his agency and practice (e.g., using observations, interviews, readings) in order to address the practice question and come prepared for discussion in seminar. Students are encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, and global policies and programs and implications for social work practice.

5. Writing Assignment (due week of April 3-9, 2017). All students will identify an individual, family, group, neighborhood or community that you have worked with in your field placement this year. In 4-6, double-spaced pages, you will describe how your learning (classroom, field practice, seminar) has influenced how you work with the family/community. You will provide specific examples such as research, course work, and other social work or related literature, describing how you have been able to use your academic experiences in your field placement.

You will include references as appropriate. 801 students will be expected to utilize and reference at least 2 academic articles in preparing their papers. There will also be higher expectations regarding the quality of these papers, particularly more and more specific references to competency areas and effective practice behaviors.

6. Change Agent Assignment (began in Fall, 2016 semester; complete by March-April, 2017;): The purpose of this assignment is to learn and experience more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuals; and applicable social worker roles and interventions as change agents. If interested in other “at-risk” populations, discuss this with your Field Faculty Instructor. Students are expected to include social work theory, methods, principles, and concepts learned in SW440, 441, 442, other courses, and readings to complete this assignment. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could/or will be used.

- a brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the meso and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.
- use generalist social work concepts and principles as well as citing references and resources, e.g., agency supervisor, other staff, faculty, clients/consumers and other materials including readings from this seminar and other classes.
• brief review of relevant literature/research (indicate if and how these readings helped inform your practice)
• the plan of action (including the involvement of key players such as supervisors, other administrators, board members, community leaders or members, policy makers)
• how you evaluated/would evaluate the change effort (if time does not allow for completion of project activities)
• what the outcome(s) is/are/are expected to be (end of school year; beyond)
• lessons learned, e.g., what you would do differently in future

The purposes of the change agent assignment for seminar students are to:
• acknowledge and share the numerous advocacy and empowerment opportunities, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
• learn more about human rights, social, economic, cultural and other issues experienced by women, children/adolescents, persons of color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.
• develop or enhance knowledge, skills and values regarding a meso or macro change effort utilizing the planned change process (review 440, 441 and especially 442).
• complete and evaluate, to the degree possible, a change effort that is effective, efficient and sustainable.
• develop or enhance knowledge, skills, and values regarding working in teams (with other seminar students and/or others in your field placement agency and the community).

7. **Self Assessment Assignment.** The purpose of this assignment is to encourage students to engage in honest self-assessment including their personal and professional growth throughout their seminar and field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness, and promotes continued growth in this area. This exercise, used in conjunction with the learning plan, is an opportunity for students to reflect on their 1st and second semester field work. Students will prepare notes/an outline addressing the specific questions (see the “Self-Assessment Grading Criteria,”) and will submit it online by April 30, 2017.

8. **Record of Field Hours—due at end-of-semester evaluation time.** The purpose for the Field Placement Hourly Log, provided in class, is to record your hours in field placement. For each day you are in your placement, record the following: the date, total hours for the date, and a brief description of your activities (e.g., home visit, team meeting, client appointments, group session, supervision). The total field hours required for the semester (field placement plus seminar) are 256 (BSW and 1st year MSW) and 320 (Advanced practice MSW). Missed hours in either seminar or the field placement may need to be made up (discuss with your field faculty or agency supervisor). Time spent traveling to/from seminar or your placement does not count towards field hours. The following may be included in field hours: 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 and attendance at the fall field orientation session, pre-approved workshops/conferences (generally limited to 8 hours each semester) and evaluations. During the mid-term and end-of-semester evaluation period, you will be asked to total the hours-to-date, review hours with the field supervisor, and provide the field faculty with a copy of your completed log to date. It is expected that students will inform the field faculty if they get significantly behind or ahead in field hours.

9. **Individual Meetings and Out-of Class Contact with Field Faculty**
Students are expected to contact the field faculty at any time during the semester should they have questions, concerns or anything they wish to discuss. I am generally available before and after seminar class but would prefer advance notice if possible so that you don’t miss finding me especially before class when I may be setting up the classroom or getting supplies. We can also arrange a time
to talk by phone or meet on non-class days. I am accessible by phone (text or voicemail if no response) or by email; I check frequently. I respond to phone calls and emails as soon as possible (re-contact me if not the case). 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.

10. Meetings Together with your Agency Field Supervisor
Open and frequent communication among all parties over the course of the semester will help keep all of us on track. The degree to which you will benefit from supervisory guidance, consultation, and evaluation will depend on you and your supervisor’s availability and your use of supervision. Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss/process the following: a. issues, situations, challenges, opportunities, and/or successes experienced in practice; b. what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter; c. the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each week); d. seminar discussions and assignments, including the practice questions of the week; and e. other topics for discussion identified by the agency supervisor.

You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on what feedback and evaluations are designed to be, please see the “Field Feedback and Evaluations” document at the end of this syllabus. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and Section I of the Field Education Handbook.

11. Supervision, Consultation and Evaluation
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor(s) and other agency staff, the faculty seminar instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs (see attached learning plan format). Students are responsible for defining and achieving goals and objectives; recommending, organizing, and documenting activities; and fully participating in the field instruction process.

The agency supervisor has the following responsibilities:
1. Participate in student selection/placement process.
2. Work with student and faculty to develop learning plans and supervision arrangements.
3. Orient student to agency, work unit, and practice area.
4. Provide ongoing practice supervision.
5. Possible teamwork opportunities for/with student.
6. Provide student with a good professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism and final evaluation.

The faculty instructor has the following responsibilities:
1. Responsible for student selection and community placement.
2. Develop 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 model.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student
performance, ensure learning opportunities, deal with any performance problems/issues.

7. Consult with student on professional growth and development.

8. Help student integrate constructive criticism and be responsible for evaluation and grading.

For more detail, see “Summary of Educational Roles in Working with Field Students” in the 2016-17 Field Education Handbook.

11. EVALUATION AND GRADING:

The previous subsection described assignments, expectations, and the criteria for evaluation. This subsection expands upon field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students (generalist and advanced level) given they are based on “measurable methods of achievement” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plan.

Participation and professionalism in field unit seminars and field are required. Participation is measured by amount and quality. In seminar, 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, responding to other students who present issues, and encouraging other students to participate) will earn high marks in this area. Participation can be challenging for some students. Please see field faculty early in the semester if you need any assistance in this or any other areas. Please also see “Integrative Seminar” under section VI and the “Student Behavior Policy” under Section III for more information on participation. For participation in field work, please review “Record of Field Hours” and “Meetings Together with Your Supervisor” and the “Student Behavior Policy.”

For professionalism, please review “Code of Ethics, Code of Conduct and Plagiarism” and “Student Behavior Policy” under Section III. Regarding professionalism in seminar, field faculty will also be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared and safe space. For the written assignments this semester, field faculty will also be looking for thoroughness in all of the elements noted earlier in this syllabus. For field, in addition to the above, please review Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Mid-term and Final Three-Way Evaluation Meeting Process

Students and/or the field instructor may request to meet privately during the semester to discuss and evaluate the student’s field experience. This time would be counted toward field hours should it serve the purpose of consultation, supervision or discussion of field related concerns. All students are required to participate in three-way meetings (e.g., Fall semester and Spring semester final evaluation with the field supervisor and field instructor). The Student Field Placement Performance Evaluation, one for generalist (400-401 level) and one for advanced practice (800-801 level) students, will be utilized for preparing for and participating in individual meetings, the mid-semester evaluation and the semester three-way evaluation meeting.
Grading
Evaluation is on-going 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 and seminar.

Forty percent (40%) of the final grade will be based on performance in the integrative seminar as described in the chart below. Be sure to review the documents indicated so that you understand expectations for: attendance, preparation, participation, professionalism, and completion of readings and other assignments.

Sixty percent (60%) of the grade is based on actual fieldwork. Students are expected to achieve the competencies of the field course through the measurable methods of achievement; complete the required hours per semester (seminar and field) for the generalist or advanced practice year (see “Record of Hours” in Section VI); complete the hourly log and submit it when required; cooperate fully with agency supervisor and staff and the field faculty; seek clarification of feedback when needed; apply feedback across practice; strive for their best performance in all field assignments; and fully participate in consultative and evaluation meetings. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are ongoing professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the community supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities.

The “Student Learning Plan and Evaluation Instrument” will be used on an on-going basis for consultations (see “Meetings Together with your Agency Supervisor”) and for the mid and end-of-semester evaluations. Focus will be on the “measurable methods of achievement” with the rating scale and discussion used as an indication of the student’s level of performance. The supervisor and student will meet for the mid-evaluation. To use this evaluation opportunity effectively, it is important that the discussion includes: your strengths and how to further enhance these; areas for improvement; specific strategies (e.g., resources, new or different measurable methods) and timelines for making improvements; and any questions, concerns, disagreements, or other input you may have regarding the field placement, the evaluation instrument and ratings. If, after the discussion, you continue to disagree, check “do not agree with the evaluation” at the end of the instrument and add a sheet that describes what you disagree with and why. You will give the completed form and sheet to your field faculty by the due date indicated in the schedule. As a result of this process, you then have the opportunity to make any enhancements or improvements prior to the end-of-the-semester when you and I will meet with your agency supervisor, at the agency, for the final evaluation of your work.

At the end-of-the semester evaluation, your progress in accomplishing the competencies in field for the semester will be evaluated. Prior to the end-of-semester evaluation appointment, your agency supervisor completes the combined learning plan and evaluation instrument and discusses it with you. The supervisor’s ratings for the practice behaviors are to be based on your performance during the semester, not on future potential. It is suggested that the student share with the supervisor what ratings s/he believes s/he earned on each practice behavior and why. If possible, the rating on the evaluation should reflect what was agreed upon by the supervisor and student. Prior to the meeting with the field faculty, the student and/or supervisor would alert the field faculty about any ratings for which an agreement was not reached so that these can be further discussed during the evaluation meeting.
Immediately after this meeting, you and the field faculty may meet privately to discuss your seminar performance and the overall quality of your seminar and field performance, which determine your final grade. The student’s demonstration of participation and professionalism, both in seminar and in the field, and as described 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 agency supervisor’s assessment of the progress the student has made regarding the 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 field supervisor and joint meetings will be held with you if indicated or desired by you, your supervisor and/or the field faculty.

**Spring Semester Evaluation and Grading Methods:** Your final course grade will be based on your work in the integrative seminar and in your field placement as follows:

<table>
<thead>
<tr>
<th><strong>INTEGRATIVE SEMINAR IS 40% of the FINAL GRADE (noted in points):</strong></th>
<th><strong>POINTS</strong></th>
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</thead>
<tbody>
<tr>
<td>a. Attendance, Preparation, Participation and Professionalism: includes completion of the Student Self-Report on Class Attendance, Participation in mid and end-of-semester evaluations, and the Graduate Student Leadership Activity. (for expectations, review Professional Conduct in All Social Work Degree Programs in the Student Rights and Responsibilities Handbook and sections VI and VII of this syllabus)</td>
<td>15</td>
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<tr>
<td>b. Learning Plan (timely and quality plan; required, no points assigned)</td>
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<tr>
<td>c. Agency Analysis Written Report and Oral Presentation (see Section VI description and rubric)</td>
<td>10</td>
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<tr>
<td>d. Self-Assessment (see description and rubric)</td>
<td>10</td>
</tr>
<tr>
<td>e. Change Agent Proposal Outline (see description and rubric)</td>
<td>5</td>
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</table>

**FIELD PRACTICUM IS 60% of the FINAL GRADE (noted in points):** 60

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>a. Timely and Accurate Completion of Hourly Log</td>
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<tr>
<td>b. Completion of Hours</td>
<td></td>
</tr>
<tr>
<td>c. Performance as evaluated by the Agency Supervisor and the Field Faculty</td>
<td></td>
</tr>
<tr>
<td>d. Participation &amp; Professionalism as described and expected under competency 2.1.1, in the Student Rights and Responsibilities Handbook and in this syllabus.</td>
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</table>

**TOTAL** 100

For the final grade, the points for the integrative seminar and field placement performance are added together to determine the final grade. Points for field performance include the agency supervisor and field faculty/instructor’s evaluation of the student’s progress toward achievement of the competencies and practice behaviors and the instructor’s overall evaluation of the student’s performance as a Generalist Year (BSW or 1st Year MSW) or Advanced Practice Year Social Work Student. Successful completion of the course requires successful completion of all assignments.

The grade equivalency for these percentages is as follows:

- 94-100  A
- 88-93   AB
- 82-87   B
- 76-81   BC
- 70-75   C (see “Field Education Handbook” regarding this grade)
- 64-69   D
The following are grading standards for the course:

A grade of “A” (outstanding, frequently surpasses expectations in all areas) will include:

* Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.

* Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

* 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.

* Consistent attendance, thoughtful preparation and collaborative participation in the field seminar, with consistent evidence of having read assigned material (e.g., ability to interject major concepts from readings into discussion without prompting).

* With participation, clearly demonstrates ability to provide other perspectives, solutions, options to discussion (e.g., problem solving) AND integrate social work concepts with field and other experiences.

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

* Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop opportunities and take 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.

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 FULLY met the minimum criteria needed to pass the course.

The “C” grade represents below minimum performance standards/expectations 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 instructor, together with the Director of Field Education, agree 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, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue

The Field Evaluation Instrument (attached) with the competencies and respective practice behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process. Students must be able to receive and apply the performance feedback provided during the school year.

Students are expected to achieve the competencies of the field course through the measurable practice behaviors; complete the required hours for generalist practice year students and for advanced practice year students; cooperate fully with agency staff and the faculty instructor; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are on-going professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the community supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities.
Appendix A

SOCIAL WORK SEMINAR #11: SOCIAL WORK IN COUNTY HUMAN SERVICE AGENCIES

Spring 2017 COURSE CONTENT/SCHEDULE OUTLINE

Time: 9:00 – 11:00 am (with BREAK)

Assignments: Assignments and Readings listed are due for that class date unless otherwise noted. Refer to the syllabus for more information on assignments. Assignments not completed on time must have prior approval by instructor.

Assignment Due Dates (due online or in class unless otherwise noted)

1/17 Begin in field placement for 2nd semester (day after MLK celebration holiday)
1/23 First field seminar meeting for 2nd semester (SMO Meeting Room)
2/1-5 Journal due for December, 2016 and January, 2017 due this week
2/12 Revised Learning Plan – approved and signed by you and your supervisor(s)
3/1-5 Journal due for February this week
3/8–17 Mid-semester review with supervisor(s). Use Student Field Performance Instrument
3/18–26 Spring Break (seminar will not meet on 3/20)
4/3-4/9 Journal for March due this week
4/3-9 Writing Assignment due during this week
4/12 Lobby Day (Seminar on 4/10 may be cancelled for student participation)
3/28-4/25 Change Agent Presentations (Schedule TBD)
4/26-5/12 Final student performance evaluation meetings with supervisor(s)
5/1 Final Seminar Meeting: Celebration with supervisors and faculty (potluck at Goodman)
5/2 -8 Final Journal for April due this week

Readings: The Field Instructor will identify which readings are required for completion according to the schedule. Some readings are materials without full citations. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar, relevant materials available in their field placement agency, and from other social work courses.
Appendix B

Course Outline & Schedule

Seminar classes will regularly include a check-in, announcements/information sharing, and time for integrating social work concepts and principles with student field experiences. Throughout the semester, there will be opportunities for students, instructor(s) and guest presenters to discuss classroom and seminar topics and their application and integration into field practice. This schedule may change depending on availability of guest presenters or other circumstances.

January 23  
**Welcome back;** Review semester syllabus; Field placement updates, including discussion of professional practice and key issues of transition during break

**Reading:** Seminar Syllabus – Spring Semester, 2017

**Check-in:** 3-5 minutes for each student. Update on your internship roles and responsibilities, 2nd semester planned changes in your agency/field practice responsibilities, and identification of key practice issues for further discussion in future seminars.

January 30  
**No Seminar** (Social Workers Confronting Racial Injustice Conference today).  
For students not attending the conference, a 1-2 page reading/writing reflection paper assignment is required related to racial injustice and social work practice.

February 6  
**Values and Ethical dilemmas – Field Practice Situations and Responses**  
Case Reviews and Discussions: student field placement situations and case examples provided by instructor. Small group and full seminar discussions.

February 13  
**Forgiveness and Social Work Practice: Behavioral, Social Science, Cultural and Spiritual Application to Practice**  
**Practice Question:** What is the state of research and study, after 20+ years, in the field of “forgiveness?” How can social workers understand and apply “forgiveness” to social work practice with individuals, groups and communities? Several handouts will be provided to be used for viewing and discussing.  
**Video:** DVD: “The Power of Forgiveness.” PBS/ETN documentary; discussion  
**Application to Social Work Practice:** (discussion)  
Students provide 3-5 minute updates on their field placement experiences, with identification of key issues for small group and full seminar class discussions.

February 20  
**Early Childhood – Social Work Practice with Young Children and Families**  
**Practice Question:** What are best practice interventions and strategies for working with young children and families in early childhood programs and services?  
**Guest Presenters:** Jennifer Grether, Dane County Early Childhood Program  
**Reading Assignment:** As provided by presenters.

**Juvenile Justice: County Social Work Practice and Disproportion Issues**  
**Practice Question:** What are the issues involved in DMC for social work practice? How are issues being addressed in juvenile delinquency services in Dane County?  
**Guest Speaker:** Andre Johnson, Delinquency Services Manager, DCDHS  
**Reading Assignment:** readings/handouts will be provided by guest speakers.
February 27  **Field Practice Seminar Discussions: Successes and Challenges**
Advanced Practice student led discussions of key successes and problematic issues identified in their field practice experiences. Small group and full group discussions on best practices as they relate to these issues and current and future actions and implications.

March 6  **No Seminar:**
**Field Seminar assignment** (Required Field Faculty Meeting at SSW) readings and reflection paper in lieu of seminar meeting):
**Values and Ethical Decision Making in Generalist Social Work Practice**
**Practice Questions:** Identify 2 articles or textbook chapters that you have read on social work values and ethical decision-making.
**Reflection Paper (3 pages):** How have I applied values and learned decision-making approaches in 1-2 specific ethical practice situations in my internship this semester (or this year).

**Recommended Readings:**

March 13  **Field Trip to Ho-Chunk Nation in Black River Falls** (7:30am – 4:00 pm; Joint activity with another seminar group). We will tour and have presentations and discussions with Native American juvenile court, tribal court and social services representatives. We will utilize UW Fleet vans for travel.

**Practice Question:** What constitutes culturally competent social work practice with Native American - American Indian populations?

**Reading:** Handouts to be provided; other reading may be assigned.

March 20  **No Seminar Meeting (Spring Break)**


**Practice Question:** What do social workers need to know about the impact of trauma on children and families? What are effective interventions to ameliorate the impacts of trauma? What is the relationship between trauma, mental health and county human services?


April 3  **LGBTQ Issues and Effective Interventions in Social Work Practice with Children, Youth and Families** (1 hour).
Practice Question: What are best practices with LGBTQ youth in social work settings? How competently are we practicing in our agency settings? (student small group and full seminar discussions).

Change Agent Project Presentations (3 students; seminar extended to 11:30)

April 10 NO SEMINAR (Lobby Day on April 12). Students not participating in Lobby Day will be required to complete a written assignment (3 page paper) related to social work practice and lobbying.

April 17 Change Agent Project Presentations (6 students; seminar extended to 11:30)

April 24 Change Agent Project Presentations (6 students; seminar extended to 11:30)

May 1 Final seminar meeting: Celebration with students, supervisors and faculty. (Goodman Community Center, 149 Waubesa Street, Madison); potluck; supervisor appreciation certificates

V. READING LIST (Some readings will be assigned; others recommended)


2. 401 Students: Understanding Generalist Practice, Kirst- Ashman, Grafton H. Hull, Jr., 2009 (Fifth Edition)


## Social Work Student Field Placement Hourly Log
### Academic Year 2016-2017 (Spring Semester)

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th>Description of Activities (e.g., home visit, team meeting, group session)</th>
<th>(OPTIONAL) Competency NOS. and Practice Behaviors</th>
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</table>
The signatures below certify this is a true and correct copy of reported field placement time and activities.

Student Name (please print): __________________________________________________________

Student Signature: ___________________________ Date: ________________

Agency Supervisor Signature: ___________________________ Date: ________________

Field Faculty Signature: ___________________________ Date: ________________
Appendix D

SELF - ASSESSMENT PRESENTATION GRADING CRITERIA

Name___________________________________________________Date_____________

Students will prepare an outline or notes for this assignment which will be submitted. Students will have opportunity to share what they have learned in a brief presentation (5 minutes) to the field unit during the final two field seminars of the 1st semester.

1. What are at least two ways (three ways if you are a graduate student) you have grown as a professional over the first semester?

2. What are at least two areas (three areas if you are a graduate student) for continued professional growth for the remainder of the year and beyond?

3. What have you discovered about yourself, about working within your agency and working with your agency’s clientele that has surprised you?

4. What are you learning (or confirming) about where your passion lies in the social work profession or elsewhere?

5. Do you feel you have utilized supervision appropriately during your field placement? What could you improve upon in doing so? What could your supervisor improve upon?

6. What are some specific materials/topics/information from your other courses or this course that you have drawn upon in your field placement?

7. What has been the most challenging part of your field placement thus far? The most rewarding?

8. Consider your work with persons of color, clients with disabilities, people who are lesbian, gay, bisexual, or transgendered, and/or other oppressed or at-risk groups. How would you describe your journey thus far in growing as a social worker who practices in a culturally aware, sensitive and competent manner? Graduate students would identify at least two specific strategies for improving how they can practice in a culturally aware, sensitive and competent manner.

**Grading (total 10 points):**

- Student turned in an outline or notes that showed thoughtful preparation for this presentation.  
  2 points

- Student addressed each question above in their presentation, with particular attention to question #8.  
  3 points

- Student displays a high level of self-awareness, an appropriate level of self-disclosure, and appears to be able to honestly assess their growth and progress.  
  3 points
Appendix E

GRADING CRITERIA FOR CHANGE AGENT PRESENTATIONS
Spring Semester, 2017

Points and criteria for grading presentation (Review detailed description in assignment/expectation section):

(2) Engaged and Challenged Class in Problem-solving and Consultation Process

(4) Discussed Principles of Good Generalist Practice (don’t lose points on this one! It usually requires an in-depth analysis in order to integrate and adequately discuss and demonstrate understanding of generalist concepts and principles throughout the presentation)

(2) Identified a challenging Situation/Problem Area; the phases(s) of the Social Work Process for Consultation and Problem Solving; and any social work values or ethics that apply

(1) Provided Sufficient Background Information on Agency, Program or Organization; Diversity of Population at-risk; How and Why at-risk

(1) Provided Other Pertinent Data (i.e., Social History)

(1) Identified change objectives

(2) Creativity (e.g., Used Visual Aids, Exercises, Additional Relevant Materials)

(2) Overall Quality of Presentation (e.g., Organized, Clear, Understandable)

TOTAL POINTS of 15

Graduate Level Generalist (1st year): Discuss at least 1 published or unpublished research/evaluation study/studies (provide copy for instructor if deemed applicable) that inform some major aspect of social work practice included in your presentation

**Advanced Practice Level (2nd yr): Discuss 2 or more published or unpublished research/evaluation studies (provide copy for instructor if deemed applicable) that inform
some major aspect of social work practice included in your presentation

Appendix F

The University of Wisconsin – Madison
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: http://www.students.wisc.edu/doso/docs/UWS14.pdf

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

Design and Purpose

Three way: Input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor/faculty.

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's important to ask for feedback from supervisor and field instructor immediately.

Purposeful: Ongoing feedback (and a summary of it at joint meetings) helps to clarify 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 strengths, areas for improvement and helpful strategies for making improvements is necessary for the development of competent professional practice and also serves a support function. It is the joint responsibility of the field instructor, supervisor and student to deal with learning problem or concerns 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. The field faculty provides feedback on seminar performance. The agency supervisor (also staff through the supervisor) and field faculty provide feedback on field performance. The Student Learning Plan and Evaluation Instrument is used during feedback with focus on the performance of the “measurable methods of achievement” (what the student was expected to do and understand in terms of assignments, tasks, responsibilities) as indicators of progress relative to the practice behaviors and therein, the competencies. The supervisor uses the instrument's rating scale to indicate student performance. The rating is based on what the student accomplished during the semester to-date and how well s/he accomplished it. It is not based on future potential.

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: Performance includes both knowledge and skills put to use, since both conceptualization of practice and action itself are important. 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 individualized (within some bounds by academic level, 400-801). Feedback is intended to clarify progress toward the development of competencies.

Graduated: Expectations for student performance increase each semester over the four semesters, 400-801. This means, for example, that beginning generalist 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 give a sense of level of performance.

END OF SYLLABUS