I. CATALOGUE DESCRIPTION

800 Field Practice and Integrative Seminar II: This course is an approved advanced social work practice field placement in an area of focus. Field practice includes a minimum of 20 hours per week, including an integrative field unit seminar. This is the first course of the two-semester advanced field sequence.

I. FIELD UNIT DESCRIPTION

Participation in the educational setting field unit requires an interest in children and education, a tolerance for ambiguity, an ability to be autonomous, a willingness to be open and to take some risks, and a sense of humor. Major content areas include the ecological perspective, systems theory, strengths-based practice, assessment and intervention, and the delivery of social work services in the school setting. Participating agencies are the Madison Metropolitan Schools and other surrounding school districts.

The perspective of the Social Work Practice in Educational Settings field unit is on generalist social work practice in the school community, with a focus on a continuum of intervention strategies from the individual to the organization and community. 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 concentration practice behaviors. Advanced practice students are in field units, the majority of which are organized by an area of focus. The primary area of focus for this unit is children, youth, and family welfare. Students are expected to apply the concentration practice behaviors to this focus area. Advanced practice (concentration) year students spend approximately 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. Students keep a log of their hours, and should plan ahead to account for school breaks to ensure that their field hours are completed each semester.

A. Practice Settings
Practice settings are available at over twenty schools, ranging from elementary to high school. Most of the schools are in the Madison Metropolitan School District or in the surrounding suburban and rural school districts.
B. Placement Process
Students will meet individually with the faculty instructor to review their interests, career aspirations, past experience and current skill level. Based on that information, students will be assigned a school social work supervisor. An interview between the student and the field supervisor will follow to discuss the specifics of each placement and the students’ needs/interests.

C. Learning Plan
The field instructor provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. Students identify “measurable methods of achievement” in each of the competency areas each semester with consultation from the field supervisor. Learning goals must be connected to the CSWE approved ten competencies. Please use these competencies and review the student field evaluation criteria to assist in creating a learning plan. Students then explore these with the school social field supervisor to further assess the unique learning opportunities for developing knowledge, values and skills at their school placement. A plan is written each semester, which outlines learning goals, activities, and responsibilities of the student, and supervising social worker. Please also include field placement arrangements with the school name, address, phone, email, and weekly work schedule (days and hours). The learning plan will be signed and dated by the student and the field supervisor. The student and the field supervisor will complete a brief written mid-semester evaluation to encourage conversation and reflection on the student’s progress.

D. Consultation and Supervision
Students have three sources of supervisory guidance, consultation and evaluation: the supervising school social worker, the faculty instructor, and the seminar group. Students receive weekly supervision from their supervising social worker. Students will review their progress in their field placement two times per semester. The first mid-semester evaluation includes an optional conversation (in person, Skype or by conference call) between the student, the site supervisor and the field faculty using the approved evaluation rubric, and a brief written summary. The second in-person, on-site meeting includes the student, the supervising social worker and the field instructor, and results in a formal completion of the evaluation tool. Consultation is available each week in the seminar meetings and, upon request, from the field instructor at any time. Students are responsible for defining and achieving goals and objectives, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

E. Integrative Seminar
There is a required weekly seminar with the field faculty instructor on Wednesdays from 9:00 – 11:00. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues; integration of content from this and other courses with practice; faculty instruction; student collaboration and consultation, student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

F. The Portfolio
In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process. For further details,
please see the School Social Work: Guide to Wisconsin Licensure.

*Portfolio Artifacts* will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will receive a final assessment when the portfolio is completed in the spring of his/her advanced practice concentration year.

1. **COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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</table>
| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. | **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). | All: Field practicum, participation in field seminar discussions; Learning Plan; final evaluation with agency supervisor; Case presentations; change agent project |
| 2.1.2 Apply social work ethical principles to guide professional practice. | **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 NASW1 code of ethics in order to address ethical dilemmas related to practice in children, youth, and families. | All: Field practicum, participation in field seminar discussions, Portfolio artifacts; final evaluation with agency supervisor |
2.1.3 Apply critical thinking to inform and communicate professional judgments.

Social Workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Advanced Generalist Concentration:
- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the children, youth, and families area.
- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of children, youth and families.
- Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in children, youth and families practice.

All: Field practicum, participation in field seminar discussions, Change Agent Project; Case presentations; artifacts; final evaluation with agency supervisor

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.

Advanced Generalist Concentration:
- 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.
- Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.
- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth and families.

All: Field practicum, participation in field seminar discussions, Portfolio Artifacts; Case presentations; Change agent project; evaluation with agency supervisor
### 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 education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**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.

All: Field practicum, participation in field seminar discussions, Case presentation; artifacts; Change Agent Project; final evaluation with agency supervisor

### 2.1.6 Engage in research-informed practice and practice-informed research.

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.

**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

All: Field practicum, participation in field seminar discussions, Case presentation; Change Agent project; final evaluation with agency supervisor

### 2.1.7 Apply knowledge of human behavior and the social environment.

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 deter people in maintaining or...

**Advanced Generalist Concentration:**
- Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area

All: Field practicum; case presentation; change agent project; participation in field seminar discussions; final evaluation with agency supervisor
| Achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. | of children, youth and families’ problems and populations. |

| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | Advanced Generalist Concentration:  
- Evaluate, formulate, and advocate for policies that advance outcomes relevant to the area of children, youth and families.  
- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of children, youth and families. | All: Field practicum, participation in field seminar discussions, Portfolio Artifacts, Case presentation; Change Agent Project; final evaluation with agency supervisor |

| 2.1.9 Respond to contexts that shape practice. | Advanced Generalist Concentration:  
- Assess the impact of historical and contemporary contexts on children, youth and families practice and policy.  
Engage in leadership roles in the area of children, youth and families. | All: Field practicum, participation in field seminar discussions; Case presentation; Change Agent Project; final evaluation with agency supervisor |

| 2.1.10. (a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. | Advanced Generalist Concentration:  
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 focus. | All: Field practicum; participation in field seminar discussions; case presentations; Change agent project; final evaluation with agency supervisor |
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.

| 2.1.10b 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 the focus area. |

| 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 the focus area. |

| 2.1.10d Evaluation |
| - Apply research skills to analyze, monitor, and evaluate interventions in the focus area. |
| - Communicate and disseminate evaluation results to a variety of audiences. |

I. COURSE CONTENT AND SCHEDULE

This practice setting has two broad learning objectives. The first is the development of practitioners with a generalist perspective and skills in problem solving and multi-method interventions. The skills emphasized are problem identification, assessment, data collection, planning, setting priorities and implementing and evaluating a range of intervention strategies for individuals, families, groups, organizations and communities. The second focus is the refinement of interviewing, assessment, counseling, student and staff group facilitation, teaming, consultation networking, and program and policy development.
This practice setting provides students opportunities to work with children, youth, and families as well as special populations such as students with handicaps or disabilities, and students from ethnic or racial minorities. This field unit also focuses on the issues, potentials, and social problems encountered in the public school setting. Examples of those issues are public schools and social class, discrimination and segregation, gender equity, bilingual education, child abuse, drug abuse, homelessness, family change, depression and suicide, and school-aged pregnancy.

Finally, this field unit provides students with opportunities to assess their own strengths and to utilize them more fully in their development of a professional identity and in their movement toward autonomous social work practice. The setting allows students some independence and encourages the development of new approaches to problems.

I. COURSE TEXT AND READING MATERIALS

A. Required Readings

3. Additional handouts will be distributed throughout the semester and are marked in the seminar schedule and will be posted on Learn@UW site.

B. Recommended Readings


C. Recommended Professional Affiliations

Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org.

School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org.
The American Council for School Social Work (ACSSW): A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is on-line and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is www.acssw.org

National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.

II. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS: 
Assignments, Grading and Methods

A. Field Evaluations

3-way Mid-semester evaluations (Forms on Learn@UW site)
Bring copies of these evaluations to meeting with supervisor and field faculty (make copy for yourself, your supervisor and field faculty).

End-of-semester evaluations (Forms on Learn@UW site)
Complete evaluation form on yourself.
Have supervisor complete evaluation form.
Review evaluations and learning goals, and learning goals update with supervisor.
Field faculty will meet with you and your supervisor at your school to discuss the evaluations and learning goals (make copy for yourself and field faculty).
Be prepared to summarize the evaluations and discuss the social work skills you are developing.

B. Expectations, Procedures, and Grading

Each semester, SW 800 (Advanced Concentration Year) students are expected to spend an average of 20 hours a week for 16 weeks in field, including time spent in seminar (320 total). During finals week, you should anticipate putting in a minimum of 8 hours. Two longer days and one shorter day are recommended for continuity for all parties involved. If the public school has an in-service day, students are expected to attend. Students are expected to call in if they are ill and expect to miss either field or seminar. If an illness is lengthy or chronic, arrangements may be needed to make up field time.

At the end of each semester, the student will meet with the faculty field instructor and the supervising social worker to review his/her field performance, to identify strengths in terms of knowledge and skills, and to identify areas for further learning. Two tools to assist with the structuring of this assessment and feedback are the student's learning goals and the evaluation form for Social Work in Educational Settings. The student will be expected to complete a self-assessment by discussing the quality of his/her performance in meeting the learning goals and by filling out the evaluation form independently of the supervising social worker. The supervising social worker will also provide feedback on the quality of the student's performance in meeting the learning goals and will complete the evaluation form. Prior to this meeting, the student and supervising social worker will meet to compare their assessment of the student's performance and to begin to identify strengths, areas for growth and areas where there were discrepant perceptions. Sixty percent (60%) of the grade will be based on the quality of the student's fieldwork. Both the student's self-evaluation and the supervisor's assessment will be considered when arriving at the grade, with the greatest weight given to the supervisor's overall assessment of the quality of the student's performance.
The other **forty percent (40%) of the grade will be based on performance in field seminar meetings and assessment of the quality of written assignments**. Factors that will be considered will be participating in field seminar, including attending and arriving on time, and demonstrating an ability to listen, ask questions, and share with peers. The faculty field instructor will make the final determination of the grade for the semester.

C. Record of Field Hours- Due May 3rd
Use the form provided on Learn@UW to record weekly the number of hours you were present at your field placement. Keep in mind that missed hours must be made up and that 800 level students must complete 320 hours for the semester

### III. Grade Standards for the Course

A grade of “A” (94-100) (Student Field Evaluation Criteria = 4/5) (consistently superior/excellent performance) will include:
- Superior/excellent progress towards achieving goals and activities specified in your learning plan.
- Excellent, accurate, thorough, and timely clinical documentation as required by your agency.
- Excellent, thorough and timely completion of all written assignments for the field seminar.
- Superior/excellent skills for engaging clients who may present with a wide range of issues, problems, strengths and resources.
- Superior/excellent ability to utilize supervision, receives feedback with minimal defensiveness, respond positively to suggestions and implement them.
- Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop Learning opportunities and taking appropriate risks to further your learning.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
- Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.
- Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of having read assigned material.

A grade of “AB” (88-93) (Student Field Evaluation Criteria = 3/4) 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” (82-87) (Student Field Evaluation Criteria = 3/4) 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” (76-81) (Student Field Evaluation Criteria = 2/3) indicates that the student has met the minimum criteria needed to pass the course.

The “C” (70-75) (Student Field Evaluation Criteria = Below 3 in several areas) (C grade represents below minimum performance standards in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional
degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

A grade of “D” or “F” (69 and below) 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, scores of 1 on the Evaluation, may not continue in program. F= failing grade, no points

IV. Course expectations and Policies

- **Attendance** at seminar is critical. More than one absence could affect a student’s grade. If you are unable to attend, please email the instructor prior to class so you may receive an excused absence. Additional graded make up work appropriate for the content missed may be assigned for excused and unexcused absences.
- **Assignments** are due at the beginning of class on the due date to the Drop Box in Learn@ UW
  - **Late Assignments**: Unapproved late assignments may be deducted three points for each day they are late. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date.
  - Assignments should be typed and double-spaced with one inch margins.
  - Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.
  - Students with Disabilities: If you require accommodations to obtain equal access to this class or to any assignment that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

The following is a list of expectations of student’s display of personal integrity:

- Critical Thinking and questioning are KEY to class participation
- Laptop use is for note-taking only and is subject to instructor discretion
- Respect another person’s viewpoint with which you may disagree. Make no assumptions about a person’s background or that we all share similar experiences.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity
- **Prepare** for class by reading, critical thinking, & reflection on the assigned text.
- Participate actively in class, and be willing to take risks.
- Please to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning.
Semester Seminar Schedule

SW 800/801 Social Work Practice in Educational Settings
FIELD PRACTICUM AND INTEGRATIVE SEMINAR
Spring 2017

Field Unit Meetings: Wednesdays, 9:00 – 11:00 am
Room 229 School of Social Work

Jenny Braunginn, Field Faculty/Instructor  608-772-7730 (cell & text)
jbraung@wisc.edu

Office: Room 204 School of Social Work

The following schedule represents the agenda of activities the instructor intends to follow during the term. However, the instructor reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

SEMESTER II COURSE CONTENT AND OUTLINE

1) January 18  Semester Two: Welcome, Review of expectations for Semester 2
Semester two syllabus review; change agent project; learning plan updates; developing social work competencies for second semester; priorities and skill sets.
(Competencies: professional identity, behavior/attitudes necessary to practice social work, larger system skills)
Check-in, consultation and problem-solving.

Required Readings: (review)

2) January 25  Portfolio Workshop/review of standards and process
(Competencies: behaviors/attitudes necessary to practice social work, larger system skills.)
Bring to class your portfolio materials to work on during seminar.
Check-in, consultation and problem-solving.

· Portfolio examples will be available for review during our class discussion.

Semester two Learning Plans DUE: January 25th

3) February 1  Interviewing Skills
Presenter: Tarica Jackson, MSW, MMSD School Social Work Lead
Both sections will combine for the speaker and meet at the Doyle Administration building for this date.
· Discussion both about MMSD specifics and also information about differences in other districts.
ARTIFACT #6 DUE: Portfolio Artifact #6 Personal Mission Statement. Write an introduction that describes you as a master’s level social worker (Competencies 2.1, 2.12, 2.19)
DUE FEBRUARY 1

4) February 8  Educational policy and social justice issues: Achievement Gap, “unintended consequences” and the role of the School Social Worker
(Competencies: knowledge of “at risk” populations and strategies, problem analysis, apply a number of practice methods, engagement, link with community resources, advanced assessment and intervention skills, promote social justice)
Check-in, problem-solving and consultation.

Required Readings:
· Chapter 20: Tackling Oppression in School: Skills for Social Workers (Massat, et. al, 8th edition)
· “School to Prison Pipeline”, Teaching Tolerance Magazine

5) February 15  Case Presentations Start
15 minute presentations by each student that fully engages students in the problem-solving or consultative process (see syllabus for criteria and grading)
Check-in, problem-solving and consultation.

ARTIFACT #7 DUE: Summary Outline of case presentation (see description later in syllabus).
DUE on the date of your presentation on Learn@UW, starting with February 15.

6) February 22  Case Review Presentations (cont.)
Continuation of 15-minute case presentations to class
Check-in, problem-solving and consultation.

7) March 1  Topic: Mental Health Issues in Schools: Approaches for working with students as a school social worker, dealing with grief and other interventions
Check-in, problem-solving and consultation.

Required Readings:
· Chapter 54: Best Practice Grief Work with Students in School. School Services Sourcebook (Franklin, Harris, Allen-Meares)
· Joyce-Beaulieu and Sulkowski. Cognitive Behavioral Therapy in K-12 School Settings. 2015 Chapter 1
8) **March 8  Topic: Crisis Response; Violence Risk Assessment**
Check-in, problem-solving and consultation.

Required Readings:
- *Violence Risk Assessment forms on Learn Site (MMSD and other districts)*
- *Raines and Dibble. Ethical Decision Making in School Mental Health. Chapter 5*

9) **March 15  The Realities of Interviewing and the First Year in School Social Work**
Presenters: Panel of recent graduates, discussion
Both sections meet together- location TBD. Come prepared with at least three questions for the panel in relation to interviewing, what “tips” they might suggest, other similar issues.

Check-in, problem-solving and consultation.

10) **March 22- No School, enjoy your break**

11) **March 29  Evaluation in the Education Setting: PDP’s, Educator Effectiveness and Licensing Information**
Required Readings:
- *Chapter 13: Practice Evaluation. (Jarolmen text)*
- *Department of Public Instruction Website- on Learn@UW*
- *In class hand-outs*
Check-in, problem-solving and consultation.

**PORTFOLIOS DUE BY APRIL 5TH**

12) **April 5  Systems Change-How to approach with issues impacting Children, Youth and Families?**
Assignment: Each student brings an article to discuss in class about systems change relating to social work topics and/or systems change in the field of social work in schools.
Students to come prepared to discuss the deeper issues of problems they see or face with the systems that are there to support our children, youth and families and also to present/discuss pro-active and strength-based approaches to change.
*Questions to discuss could include:* How do we know the programs and systems help children? How can we provide services at the same time as reviewing and making system changes? Where do we turn to get positive, culturally competent and evidence-based ideas for change?
Check-in consultation and problem solving.
13) April 12- Lobby Day
(Competencies: comprehensive, coordinated practices strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups, apply knowledge of social policies and programs, advanced assessment and intervention, diversity and cultural competence)
Check-in, problem-solving and consultation.
Students are to either sign-up for and attend the NASW Lobby Day (sign up provided through email links from the UW Madison School of Social Work, OR write a description and critical analysis about the issues of Social Work lobby efforts or current legislation. Students are to research an article related to Social Work Lobbying, NASW Lobby Issue and pending legislation or current lobby strategies or WSSWA Legislative issue. Written assignment will be a minimum of 2-3 pages and list the citation or references for your analysis.

14) April 19- Change Agent Presentations
(Competencies: advanced assessment and intervention skills, autonomy, work with diverse populations, develop resources needed for social work intervention, larger system skills, cultural competence, promote social justice, engagement and linkage)
Check-in, problem-solving and consultation.

Schedule final evaluation

15) April 26- Change Agent Presentations (cont.)
(Competencies: comprehensive, coordinated practice strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups, apply knowledge of social policies and programs)

16) May 3- End of Semester Wrap-up; Beyond graduation
Celebrate and reflect on yearlong learning integration of knowledge and practice, reflection on professional identity, job search and interviewing strategies)
Check-in, problem-solving and consultation.
**Professionalism/Critical thinking & Participation**

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<tr>
<th>Assignment</th>
<th>Ongoing</th>
<th>Points</th>
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<tbody>
<tr>
<td>Case Presentation</td>
<td>Rotating dates</td>
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</tr>
<tr>
<td>Artifact 6</td>
<td>February 1</td>
<td>15 points</td>
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<tr>
<td>Artifact 7</td>
<td>February 15</td>
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**Change Agent Presentation**

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<th>Date</th>
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<tr>
<td></td>
<td>April 19-26</td>
<td>35 points</td>
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**Total Maximum Points:** 100 points

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**Case Presentation to Class (25 points)**

Case presentation is to be on an individual, family, group work, or larger system program, project, or policy. Each student is expected to complete a 15-MINUTE presentation that fully engages students in the problem solving or consultation process (see “Case Presentation Criteria/Grading” form in syllabus). It is expected that the presentation would include all of the items noted on the form. Situations/problems should reflect challenges and needs of the population (e.g., intersection oppressions; human rights, social and economic injustices; and other environmental issues). The problem or issue should be one that is challenging to the seminar. It may be one that is current for which a student needs assistance or it may be one that was resolved, but would be challenging and of interest to the seminar. Practice behaviors that apply in this assignment, as appropriate to level of student, are found under several competencies, especially 2.1.2, 2.1.3, 2.1.4, 2.17 and 2.1.10. The case presentation is an extension of another assignment, sharing field and other experiences.

Depending on the situation and social work process phase(s), the responsibility of the seminar group is to respond appropriately (e.g., seek and assess data, provide perspectives, suggest culturally relevant interventions and strategies to ameliorate risk and improve the socioeconomic environments of the population). As previously noted, each presentation should be approximately 15 minutes to include time for active group consultation and problem-solving discussion. **THIS IS AN ORAL PRESENTATION ASSIGNMENT SO THE PAPER THAT IS REQUIRED IS ARTIFACT #3 (SEE BELOW). THE OUTLINE, HANDOUTS, OR OTHER MATERIALS THAT WILL BE USED IN THE PRESENTATION, SHOULD BE GIVEN TO THE INSTRUCTOR PRIOR TO BEGINNING THE PRESENTATION.**
ARTIFACTS

1. Artifact #6: PERSONAL MISSION STATEMENT. Write an introduction that describes you as a master’s level social worker. What makes you “unique”, what professional approaches do you use, what professional style are you bringing to your work. Explain what an agency/school can expect from you if they hired you. (2-4 pages).
   (competencies 2.1, 2.1.2 and 2.1.9)

2. Artifact #7: Case Presentation Outline. Student should include a two-four page outline of the topic/issue they will be presenting to the class for consultation and feedback. This must be uploaded to Learn@UW site before the date of your presentation.

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in their portfolio. Portfolio artifacts should be included in the portfolio that is turned in for approval second semester.

ARTIFACT GRADING RUBRIC

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages long not including the cover page and the reference page.</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages long not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2 page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited; paper does not meet the minimum 2-page requirement.</td>
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CHANGE AGENT ASSIGNMENT (35 POINTS)

This assignment significantly expands upon the oral exercise you accomplished last semester in which you identified a tentative change agent project proposal. For this semester, you are expected to continue planning, implementing, and evaluating your proposal and project. The practice behaviors that apply to this assignment are found under competencies: 2.1.5, 2.1.8, 2.1.9, and 2.1.10.

The purposes of the assignment are to:

II. Learn 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. If interested in other “at-risk” populations, contact the Field Faculty.

III. Develop or enhance knowledge, skills, and values regarding a macro change effort using the planned change process. (Macro level includes organizations, communities, and policy).

IV. Initiate and, if possible, complete and evaluate a change effort that is effective, efficient, and sustainable.

V. Develop or enhance knowledge, skills, and values regarding working in teams (whether the project is accomplished with other seminar students or others in the agency or community).

VI. Acknowledge and share the NUMEROUS ADVOCACY & EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.

VII. Move the student from careful assessment to planned intervention at the mezzo and macro levels supporting a skill area of critical importance to Social Work.

VIII. Assist the student and field supervisor in supporting positive agency and system approaches to service delivery improvement.

IX. Attune the student, field supervisor, and field faculty to learning at this level.

X. Assist the field seminar as a whole to learn.

Presentation (Communication of your actions, outcomes, recommendations, and learning in 20 minutes):

1) Present a needs/asset assessment with an attendant statement of the issue at the mezzo or macro level, such as organizations, the community (local, state, national or international), and policies. For example, in organizations there may be user-friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and evaluation.
2) **Describe the selected issue**, the actions you took within the agency to change the issue, and why you chose these actions. It is understood that agency-level interventions require inclusion and collaboration with a variety of agency staff and others. Detail your choices about personnel to be involved with the change, reasons you selected these people, and actions affecting your goal.

3) **Discuss the review of relevant literature/research** in which you indicate how it informs and supports your project (minimum of three professional references).

4) **Describe what outcomes have occurred** so far. What do you make of these changes? Specify if additional outcomes are expected in the near future and why.

5) **Present how you evaluated** or would evaluate (if time does not allow completion) the change efforts.

7) **Describe the recommendations** you have for the agency (on this issue) and for other students or colleagues who might wish to pursue this issue.

8) **Explain what you have learned** from working on this project. What actions worked well? What would you do differently to address this issue in the future?

Students will present the planned change effort in an oral report during the spring semester. If working in a team, each student is expected to give an equal portion (in content and time) to the overall project and oral presentation. *An outline of the presentation will be submitted to the Field Faculty, prior to the oral presentation. Outlines to be given to class members at the start of your presentation.*

**CHANGE AGENT PRESENTATION GRADING RUBRIC**

<table>
<thead>
<tr>
<th>Topic Selection/Research</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tr>
<td>Provides a clear and comprehensive understanding and synthesis of change agent project with strong critical thinking. Identifies how this project could be integrated in...</td>
<td>Provides a clear understanding and synthesis of change agent process. Demonstrates knowledge of related literature. Explains how project could be helpful. Research is...</td>
<td>Provides a summary of change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and...</td>
<td>Summary of change agent process is incomplete. Unclear description of the process and how it applies to social work. Research efforts are limited and...</td>
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<tr>
<td>Practice</td>
<td>Research is broad and theoretical understanding is integrated.</td>
<td>sufficient and theoretical understanding is evident.</td>
<td>theoretical understanding is emerging.</td>
<td>understanding is unclear.</td>
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<tr>
<td>Mechanics</td>
<td>Presentation is done in a clear, logical format with smooth transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to class.</td>
<td>Presentation is done in a logical format with somewhat choppy transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to class.</td>
<td>Presentation is somewhat difficult to understand and follow. All sources are cited and presented to class. Summary/outline is not at least 2 pages.</td>
<td>Presentation is difficult to understand and follow. Sources are not cited and summary/outline is not complete.</td>
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<tr>
<td>Creativity</td>
<td>Information is presented in an extremely clever and original manner; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to social work.</td>
<td>Presentation is clever at times; thoughtful and unique with basic knowledge of change process that applies to social work.</td>
<td>Presentation has some original touches but has limited knowledge of change agent process that applies to social work.</td>
<td>Presentation has little or no creativity or lacks clear knowledge of the change agent process.</td>
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<tr>
<td>Appropriate Strategies</td>
<td>There is an ability to describe and synthesize the social work change process and is able to focus on the best aspects to create a unique</td>
<td>There is an ability to describe the social work change process and choose some aspects to create an approach to social. Knowledge of</td>
<td>There is a limited ability to describe social work change process. Description of related literature does not make connection to social work</td>
<td>Social work change process is not described clearly and there is no attempt to choose best practice approach. Related literature is not</td>
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approach to social work practice. Knowledge of related literature shows the relevance to social work and application.

related literature shows the relevance to social work application.

practice or is unclear in this description.

explained adequately.

ALL Written Assignments Total Maximum Points: 100 points

WRITTEN ASSIGNMENT Student Learning Plan Updated

(Competency: critically evaluate their practice with feedback from supervisors and colleagues)

Final Learning Plans must be approved and signed by Field Faculty and Agency Supervisors and Student. In the Learning Plan, students, in collaboration with agency supervisors and field faculty, should identify the methods by which the practice behaviors outlined in the syllabus will be measured. Some practice behaviors may have multiple strategies. The learning plan is a critical document that can be revised over time when indicated. It needs to be specific, measurable, individualized and can change over time. Learning Goals must be connected to the CSWE approved ten competencies.

The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.

PLAGARISM 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.
Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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