SW 800 Social Work Practice in Educational Settings
FIELD PRACTICUM AND INTEGRATIVE SEMINAR I & III
Fall, 2016
Field Unit Meetings: Wednesdays, 9:00 – 11:00 am,
Class Location: School of Social Work, Room 229

Field Faculty: Jenny Braunginn, MSSW, CISW
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E-mail: jrbraung@wisc.edu
School of Social Work Office, Room #204

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 PI 34 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.

## I. COURSE OVERVIEW

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<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. | 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 | All: Field practicum; participation in field seminar discussions; Learning Plan; Portfolio Artifact #7; final evaluation with agency supervisor; Field Spotlight |

*Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social Workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.*

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<tr>
<th>Advanced Generalist Concentration:</th>
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| - 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 |  | All: Field practicum, participation in field seminar discussions; Learning Plan; Portfolio Artifact #7; final evaluation with agency supervisor; Field Spotlight |
### 2.1.2 Apply social work ethical principles to guide professional practice.

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.

**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.

All: Field practicum, participation in field seminar discussions, Portfolio artifact 6; final evaluation with agency supervisor.

### 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 artifact 6; 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.

**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, and political leaders.

All: Field practicum, participation in field seminar discussions, Change Agent Project; final evaluation with agency supervisor.
### 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; 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.

### Generalist:

- Recognize the extent to which a culture=s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate an understanding of the importance of difference in shaping life experiences.
- View selves as learners and engage those with whom they work as informants.

All: Field practicum, participation in field seminar discussions, Portfolio Artifact #5; final evaluation with agency supervisor
| **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. | All: Field practicum, participation in field seminar discussions, Portfolio Artifact #5; final evaluation with agency supervisor. |
| - 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. |  |

| **Generalist:** |  |
| - Understand the mechanisms of oppression and discrimination; | All: Field practicum, participation in field seminar discussions, Change Agent Project; final evaluation with agency supervisor. |
| - Advocate for human rights and social and economic justice. |  |
| - Engage in practices that advance social and economic justice |  |

| **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 |  |

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**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.

<table>
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<tr>
<th>Generalist:</th>
<th>All: Field practicum, participation in field seminar discussions, Change Agent project; final evaluation with agency supervisor</th>
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<tbody>
<tr>
<td>- Use practice experience to inform scientific inquiry.</td>
<td>- Use research evidence to inform practice.</td>
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<tr>
<td>- Demonstrate ability to evaluate practice in the area of children, youth and families.</td>
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<td>- Translate practice knowledge in order to contribute to scientific inquiry.</td>
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<tr>
<td>- Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth and families</td>
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**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

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<tr>
<td>- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>- Critique and apply knowledge</td>
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the ways social systems promote or deter 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.

<table>
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<tr>
<th>Advanced Generalist Concentration:</th>
<th>to understand person and environment.</th>
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<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>
<td>All: Field practicum; Field Spotlight; participation in field seminar discussions; final evaluation with agency supervisor</td>
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2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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.

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<tr>
<th>Generalist:</th>
<th>All: Field practicum, participation in field seminar discussions, Portfolio Artifact #2, Change Agent Project; final evaluation with agency supervisor</th>
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<tr>
<td>- Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>- Collaborate with colleagues and clients for effective policy action.</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>
<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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2.1.9 Respond to contexts that shape practice.

Social work practitioners understand the complex contexts that shape practice and are able to adapt their practice to changing contexts.

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<th>Generalist:</th>
<th>All: Field practicum, participation in field seminar discussions; Change Agent</th>
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<tr>
<td>- Continuously discover, appraise, and attend to</td>
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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.

| changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. |
| - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| Project; final evaluation with agency supervisor |

### 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; Change Agent Project; final evaluation with agency supervisor

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### 2.1.10. (a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

**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.**

| **Generalist:** |
| 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 |

| 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 |

<p>| All: Field practicum; participation in field seminar discussions; Field Spotlight; final evaluation with agency supervisor |</p>
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<tr>
<th><strong>engagement</strong></th>
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<tr>
<td>individuals, families, groups, organizations, and communities:</td>
<td>2.1.10d Evaluation</td>
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<td>- Initiate actions to achieve organizational goals.</td>
<td>- Critically analyze, monitor, and evaluate interventions</td>
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<td>- Implement prevention interventions that enhance client capacities.</td>
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<td>- Help clients resolve problems.</td>
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<td>- Negotiate, mediate, and advocate for clients.</td>
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<tr>
<td>- Facilitate transitions and endings</td>
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**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.

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,

*All: Field practicum; participation in field seminar discussions; Field Spotlight; final evaluation with agency supervisor*
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.

1. COURSE CONTENT AND SCHEDULE (see Appendix A)

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 taken into account 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 taken into account 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
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.

Appendix A: Semester Seminar Schedule

**SW 800 Social Work Practice in Educational Settings**
**FIELD PRACTICUM AND INTEGRATIVE SEMINAR**
Fall, 2016

**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 I AGENDA**

1) **September 7  **ORIENTATION TO SOCIAL WORK IN EDUCATIONAL SETTINGS  
Community Building, School Social Work Roles, Professional Affiliations, Supervision  
(*Competencies: professional identity, behavior/attitudes necessary to practice social work, larger system skills*)  
Check-in, consultation and problem-solving.

Required Readings:
- *Chapter 2: A Typical Day?* (Jarolmen, Jo Ann)  
- *Chapter 3: Introductions and Definitions: Discussions of the Skills, Techniques and Essential Practice.* (Jarolmen)  

2) **September 14  **HISTORY AND ROLE OF SCHOOL SOCIAL WORKER;  
Social Work Licensure Issues: introduction to portfolios  
(*Competencies: behaviors/attitudes necessary to practice social work, larger system skills.*)  
Check-in, consultation and problem-solving.

Required Readings:
- *Chapter 1: The role of the School Social Worker* (Massat, et. Al 7th edition)  
- *Portfolio examples will be available for review during our class discussion on licensure.*

3) **September 21  **CBITS-Mental Health Assessments in Schools, CBITS Training  
Presenter: Mary Sue Roberts, Social Worker at Journey Mental Health on CBITS interviews  
Both sections will combine for the speaker and meet at the Doyle Administration building for this date.  
The Cognitive Behavioral Intervention for Trauma in Schools program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems and to improve functioning, grades and attendance, peer and parent support, and coping skills.

Readings: Guest speaker has requested that all students go to this website and register. The home page gives lots of information but the registered site will give lots of good background into the purpose and curriculum of CBITS. The website is: [https://cbitsprogram.org](https://cbitsprogram.org)

**ARTIFACT #1 DUE:** Portfolio Artifact #1 Write a brief summary of the history of education and how it relates to the history of school social work. (use information from Chapter 2 from Allen-Meares and Chapter 3 from Jarolmen)
4) September 28  EXPLORING RACE RELATIONS IN SCHOOLS
(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:
· “Responding to Hate at School” and “Speak up at School” from “Teaching Tolerance” Magazine
· “Racial Micro aggressions in Everyday Life” May-June 2007

5) October 5 UNDERSTANDING SCHOOL CLIMATE: POSITIVE BEHAVIOR
SUPPORT IN SCHOOLS
(Competencies: understanding pupil services programs, systematic assessment, larger systems skills,
prevention and intervention, organizational assessment and analysis, articulate mission)
Check-in, problem-solving and consultation.

Required Readings:
· Chapter 27: Response to Intervention and the School Social Worker (Massat, 7th edition)
· Chapter 35: Tier 2 Behavioral Interventions for At-risk students (Massat, et. al, 7th edition)
· Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen)

***Learning Plan (signed by field supervisor) are due***

***Schedule Mid-semester Evaluation to take place between 10/5 and 10/19  ***

6) October 12 EDUCATIONAL POLICY ISSUES: HOMELESSNESS AND THE ROLE
OF THE SCHOOL SOCIAL WORKER
(Competencies: Critical thinking; engage diversity in practice; engage in research-informed practice;
apply knowledge of human behavior and the social environment; engage, assess, intervene and evaluate)
Check-in, problem-solving and consultation.

Required Reading:
· Murphy, Joseph and Tobin, Kerri. Homelessness Comes to School, Corwin Press, 2011.
  Chapters 6 & 7.
· “The McKinney-Vento Act at a Glance”, National Center for Homeless Education. 2008

  ARTIFACT #2 DUE: REFLECT ON AN ARTICLE OF YOUR CHOICE ABOUT RACISM OR
  REFLECT ON A PROGRAM AT YOUR PLACEMENT IN RELATION TO RACISM.
  (School Social Work Standards 3, 4 and 7)
7) October 19  EDUCATIONAL POLICY ISSUES IN SCHOOL SOCIAL WORK
CONFIDENTIALITY AND MANDATED REPORTING

(Competencies: knowledge of human behavior and social policy, social welfare and educational policy, values and ethics, at-risk populations, assessment and intervention)

Check-in, problem-solving and consultation.

Required Readings:
· Chapter 8: Current Societal Issues Affecting Children in Schools (Jarolmen)
· MMSD document: Mandated Reporting of Suspected Child Abuse and Neglect

8) October 26  ETHICS AND BOUNDARIES IN SCHOOL SOCIAL WORK

Discussion of readings in regards to models of ethical decision making and also supplemental ethical standards for School Social Workers.

(Competencies: professionalism and conduct, apply social work ethical principles to guide professional practice, apply critical thinking to inform and communicate professional judgments)

Check-in, problem-solving and consultation.

Required Readings:
· Chapter 6: Ethical Dilemmas (Jarolmen)
· Supplemental Ethical Standards for School Social Workers, Nic Dibble, State Consultant for Wisconsin Department of Public Instruction, 2014. (posted on Learn@UW site)
· NASW Code of Ethics.

***SCHOOL-COMMUNITY ASSESSMENT PAPER DUE***
(WI School Social Work Standards 1,4,5,7, 8)

Mid-semester Evaluation, signed by field instructor is due

9) November 2 ASSESSMENT AND INTERVENTION SKILLS

(Competencies: advanced assessment and intervention, knowledge of “at risk” populations, apply a number of practice methods, engagement, linkage, diversity)

Check-in, problem-solving and consultation.

Required Readings:
· Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen)
· Functional Behavioral Assessment web site on DPI web page: http://dpi.wi.gov/sped/topics/functional-behavioral-assessment
ARTIFACT #3 DUE: Portfolio Artifact #3 Social welfare and educational policy (confidentiality & mandated reporting).
(WI School Social Work Standards 1, 2)

10) November 9 CHILDREN WITH DISABILITIES/SPECIAL EDUCATION
(Competencies: social welfare and educational policy, comprehensive, coordinated practices strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups)
Check-in, problem-solving and consultation.

Required Reading:
- Chapter 4: Special Education Component and School Social Work (Jarolmen)
- Chapter 15: School Social Workers and the Special Education Process (Massat et. al., 8th edition)

11) November 16 RESTORATIVE PRACTICES IN SCHOOL
(Competencies: comprehensive, coordinated practice strategies in schools, system-wide interventions)
Presenter: Lonna Stolzfus, MMSD Social Worker (class sections combined; meet at Doyle Administration building)

Materials provided in class.

12) November 23 ATTENDANCE/TRUANCY PREVENTION
(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.

Required Reading:
- Chapter 37: Attendance and Truancy: Assessment, Prevention and Intervention Strategies (Massat, et. al, 7th edition)
- http://sspw.dpi.wi.gov/sspw_sswpattendance

ARTIFACT #4 DUE: Portfolio Artifact #4: School Policy Analysis on Attendance/Truancy (WI School Social Work Standard 1, 4, 5)

13) November 30 COLLABORATION AND CONSULTATION WITH TEACHERS AND PARENTS
(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.

Required Readings
Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen)

Schedule final evaluation for period between 11/30 and 12/14

14) December 7 VIOLENCE PREVENTION IN THE SCHOOLS, HARASSMENT AND BULLYING
(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)

Presenter: Sherie Hohs, School Social Worker/ LGBTQ+ Support (classes combined for speaker, meet at Doyle Administration Building)

Required Reading:
· Chapter 12: School Policy, Program Development, and Evaluation (Jarolmen)
· “Teaching tolerance” Magazine, summer 2014 articles: “LGBTQ Best Practices”
· “Helping families to Support their LGBTQ Children” article available at: The SAMHSA website: http://store.samhsa.gov/product/PEP14-LGBTQTKIDS

ARTIFACT #5 DUE: Portfolio Artifact #5: Assessment (use of formal tool, classroom observation, or structured social development history) (WI School Social Work Standard 4 and 5)

15) December 14 MANAGING STRESS AND SETTING PRIORITIES IN SCHOOL SOCIAL WORK
Also- class Systems change agent brief presentations here
(Competencies: professionalism and conduct, apply critical thinking to inform and communicate professional judgments)
Check-in, problem-solving and consultation.

Required Readings:
· Tools to Reduce Overload in Schools- PDF
· Other readings on Learn site

Appendix B: Social Work in Educational Settings: Written Assignments 800

WRITTEN ASSIGNMENT 1: Student Learning Plan
Due October 5th
(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.

WRITTEN ASSIGNMENT 2
SCHOOL-COMMUNITY ASSESSMENT(also a Portfolio Artifact)
Due: October 26th
(Competencies: organizational assessment and analysis, larger systems skills, advanced assessment and intervention skills, use of research to inform practice, social welfare and educational policy; WI DPI Standards 4, 5, 8)
1. This assignment should be typed and generally be within the 4-6 page range.
2. This assignment begins to look at your skills in looking at multiple sources of information to begin to identify needs. While you may be creative, the following questions should be addressed in your assessment:

A. Demographics and School/Community Description:
   Describe the population of your student and staff (Visit your district website)
   Describe demographic and achievement data with your critical analysis.
   Describe the organizational structure of your school/community.
   How is the school organized? What is unique about it? Describe the school climate.
   How is the community organized?
   (neighborhoods, housing patterns, transportation to/from school)

B. Leadership and Decision-making
   Describe the power/decision making in the school
   How are decisions made?
   Describe formal and informal structure for decision-making
   What are your observations about the leadership style evident in your building?

B. Resources
   Describe the resources available in the school and in the community
   What formal and informal resources are available? (Explained on pg. 89 of text)
   Where are there gaps in resources or access to resources?

C. School Priorities
   What is the school and district mission?
   Identify the problems and potentials in both the school and community
   What are the top goals the school has identified for school improvement? How do they connect
to the district’s priorities?

D. Implications for School Social Work

If you were a school social worker starting at this school, what would be your priorities for meso-macro level practice interventions? Why?

How would you get started? What would you do first? What would be your plan for the first 4 weeks of the school year?

What steps could you take to evaluate your progress?

Note: The scoring rubric for this assignment is on Learn@UW site

WRITTEN ASSIGNMENT 3
CHANGE AGENT PROJECT

Due: Semester 2- Oral Presentation of ideas due Semester 1

*LARGER SYSTEMS CHANGE REFLECTION Oral Presentation
Due: December 14th

During the fall semester a brief (three-five minute), ungraded oral report is given on what the student is “thinking” about doing for this assignment. A brief written proposal and final outcome report will be completed in the Spring Semester.

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your placement. Listen carefully to clients’ experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. Ask questions and visit with your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

Present a reflection to the class that identifies three ideas for agency or social policy change that you believe would benefit clients served by your placement agency. Policy change may include modification of existing policy or introduction of new policy. Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups. I suggest selecting policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. Consider agency changes that could improve the quality of client services – reduce barriers to service, increase the cultural competence of services, introduce or enhance evidence informed practice, introduce or support strength-based services, for example.

Students will be using social work theory, methods, principles, and concepts learned in other courses and assigned readings to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency
for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

**In your presentation:**
1) **Describe** the three agencies or larger system policy changes for which you will advocate
2) **Reflect** on the observations, information, and/or experiences that led you to select these three policy issues and that provide a rationale for change

***Presentation brief outline is DUE to INSRUCTOR on the date you present to class.***

This presentation will provide a starting point for a SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. Students will be required to present the ideas of their project to the seminar group.

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**Portfolio Artifacts – Semester One**

Portfolio artifacts are designed to be directly relevant to the teaching of knowledge, values and skills in the field of school social work. They are also in adherence with the Wisconsin State Licensing Standards. Portfolio artifacts should be a minimum of one page and should be included in the portfolio that is turned in for approval by the end of each semester of the student’s graduate program at UW-Madison school of social work.

**ARTIFACT #1 DUE WEEK 3:** Portfolio Artifact #1 Write a brief summary of the history of education and how it relates to the history of school social work. (use information from Chapter 2 from Allen-Meares and Chapter 3 from Jarolmen)

**ARTIFACT #2 DUE WEEK 6:** Reflect on an article of your choice about racism or reflect on a program at your placement in relation to racism. (School Social Work Standards 3, 4 and 7)

**ARTIFACT #3 DUE WEEK 9:** Portfolio Artifact #3 Social welfare and educational policy (confidentiality & mandated reporting). (WI School Social Work Standards 1, 2)

**ARTIFACT #4 DUE WEEK 12:** Portfolio Artifact #4: School Policy Analysis on Attendance/Truancy (WI School Social Work Standard 1, 4, 5)

**ARTIFACT #5 DUE WEEK 14:** Portfolio Artifact #5: Assessment (use of formal tool, classroom observation, or structured social development history) (WI School Social Work Standard 4 and 5)
PLAGIARISM POLICY:

Plagiarism

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