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

II. Course Overview and Prerequisites/Co-requisites
Field units, including an integrative seminar, provide the opportunity to integrate social work content and advanced generalist practice and to transcend individual agency settings when addressing social problems as a social worker. This course is focused on social work practice on behalf of children and families, particularly those of low socioeconomic status. The field faculty works closely with agency supervisors in selected child, family and educational settings.

The Unit is part of the Children Youth & Families Focus Area and Educational Settings, offering all students social work content on child welfare and other family services. This unit offers Advanced Generalist students an opportunity to develop knowledge and skills in advanced practice areas and to strengthen foundation areas as needed.

This Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being such as socioeconomic status, economic and/or socio-cultural opportunity or oppression, resources for healthcare, housing, etc.; and public-sector service delivery such as healthcare, child protection, educational settings and family services.

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

The field seminar meets weekly on Saturdays, and provides an opportunity to share ideas, to support and to learn a variety of approaches to child/family services and issues. The meetings
include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student and guest presentation. In the spring semester, students will share responsibility for developing and facilitating seminar sessions on selected topics. Overall, unit activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.

Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as, the time needed for student’s professional development. All settings provide opportunity to learn generalist social work roles in child and family services with individuals, groups and/or families, including support, counseling, education, advocacy, case management, inter-agency participation, contributing to a humane and effective agency environment, and working towards a just and supportive community environment. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc.

Advanced Generalist Specialization students must acquire a minimum of 320 field hours per fall and spring semester, for a total of 640 hours over the academic year. Included in these hours is the weekly 2.5-hour Integrative Seminar held on Saturdays. In order to ensure that students have the most productive field experience, which is the combination of attending the Field Seminar while being placed in the field, students may not finish their placement early. In addition, field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as the time needed for student’s professional development, and so the student’s field experience must continue through the last week of class in May 2018.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. The expectation of the Program is that students remain in their field placements until the last week of class in May. If a student has questions about hours or other expectations and requirements of the Program, the student should contact the field faculty member immediately. Primarily staff members of the agency or program unit to which you are assigned will provide supervision of your direct practice. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

III. Course Competency, Description and Dimensions (Field and Seminar)
Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the generalist (400-401) or advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with generalist (400-401) or advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work
competencies listed in Appendix A of the syllabus.

In seminar, a generalist perspective is used to analyze and reflect on entry (400-401) and advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

In placement, students demonstrate mastery of a set of behaviors tied to entry and/or advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

IV. Course Content
Time: 9:00-11:30 a.m., with one break

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the field faculty member. Three points can be deducted for each day the assignment is late.

Readings: The Field Faculty member will identify which readings are required for completion according to the schedule. Some readings are workshop materials without full citations. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement.

Week 1-August 5 Welcome and Introductions
Field Assignments – Discussion
Areas to be covered in integrative seminar; Check-in, consultation and problem-solving to include:
  • Understanding and utilization of ethical decision making and professionalism
  • Recognizing and understanding that differences in life experiences affect supervision and may include oppression, poverty, marginalization, privilege and affect power differentials
  • Understanding the importance of a dynamic and interactive evaluation process in social work practice and internship
Required Readings:

Week 2-August 12  Ethics and Boundaries
Discussion of readings in regard 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.

Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
- NASW Code of Ethics & also Ethics in relation to social media
- Understanding how basic human rights and social justice intersect with code of ethics
- Know and apply the principals of logic, culturally informed inquiry and ethical approaches to practice-informed research and research informed practice
- Student led discussions on ethical dilemmas and setting boundaries and self-evaluation

ASSIGNMENT: Student come prepared to class to discuss possible ethical dilemmas in relation to the NASW Code of Ethics and social media. Focus your discussion in relation to models of ethical decision making presented in assigned readings. Be prepared to discuss HOW your decision is made and what model you have used in making that decision.

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.
- NASW Code of Ethics

Week 3-August 19  Critical Thinking
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
- Come prepared to discuss using critical thinking skills and theory to process the required reading in regard to frameworks of practice.
- Student discussion and activities to evaluate interventions effects on human rights and social and economic justice impact of article’s implications
- Demonstrate ability to understand policy implementations and potential impact on families

Week 4-August 26  Topic: The Tapestry Mode: Understanding our intersectional lenses and how these perspectives impact our work and our worldview.
- Guest Speaker: Naomi Takahashi

Class will combine with Mental Health SW 800 units for this discussion.

Practice Question: What do we bring into diversity conversations about our own racial/ethnic background? How does this influence our work with our clients?

Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
- Understand how diversity and difference characterize and shape our personality and impact our professional work as social workers
- Learn and discuss forms and mechanisms of oppression and how discrimination for individuals is related to intersection of privilege and power
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with diverse individuals.

Readings- please view these YouTube videos before class:

[goog_831230492]  https://www.youtube.com/watch?v=w6dnj2IyYjE&t=1s
[goog_831230495]  https://www.youtube.com/watch?v=akOe5-UsQ

September 2  Happy Labor Day Break – No Class

Week 5-September 9 Topic: Special Education; RTI & PBIS overview-Social Worker’s Roles. Understanding some current education trends and how they can impact youth and families involved with social work programs.

Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
- Understand and discuss the intersection of diversity and difference in educational program implementation
- Discussion of how practice incorporates knowledge and theory of human rights and social justice in educational access and programs
- Understand school-based practice-informed research for programs and policies, both historical context and current political dynamics

Reading: handouts in class

Week 6-September 16 Current Mental Health Issues Facing Families

Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
- Understand and discuss the interconnections of mental health issues, access to programs and human rights and social and economic justice
- Understand and discuss the implementation of policies and services at the local, state and national level
- Apply theories of human behavior and environment in ongoing assessment, intervention and evaluation of mental health programs

Assignment: each student chooses a mental health disorder to present information to the class. An article is to be presented for others to read, and the presenting student will summarize how the
disorder affects children, youth and families.

**LEARNING PLAN DRAFT DUE (9/16)**

**Week 7- September 23**  
**Poverty and Homelessness**  
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:  
- Understand and discuss the intersection of poverty and homelessness with basic human rights and social justice  
- Recognize and understand policy and policy development impact on families living in poverty  
- Apply knowledge of understanding of theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce homelessness and poverty

**Practice Questions:** What are the individual, family, and community level risk factors that influence homelessness? What interventions have the greatest potential for reducing homelessness?  
**Assignment:** Each student brings a resource for homeless families either statewide or local for them. Students should talk about it, how to access it and provide information to the class.

**Week 8- September 30**  
**Child Abuse Reporting/Confidentiality and the Complexities that occur between CPS, Schools and other agencies**  
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:  
- Scenario discussions and activities to address ethical decisions and considerations affecting child abuse  
- Understand and discuss various laws and policies that impact mandatory reporting  
- Discuss the on-going evaluation and interactive process of social work practice with individuals and families

**LEARNING PLAN DUE (9/30)**

**Week 9- October 7**  
**Social Work Practice and Immigration:** In Class Video and discussion of “Which Way Home”  
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:  
- Discussion of the intersectionality of multiple factors involving race, class, culture, immigration status with marginalization and oppression  
- Understanding the impact of these factors on basic human rights and social justice for families  
- Understand the impact of state and national policies and their global impact on children and families

**Week 10- October 14**  
**Effects of Domestic Violence on Families**  
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
• Understand the impact of various laws and policies on domestic abuse issues and reporting issues
• Discuss methods of assessment, intervention and evaluating various methods of interactive process of social work practice with families and law enforcement

Come prepared to discuss situations you have faced as a social worker involving the impacts of domestic violence on youth and families.

Practice Question: The majority of domestic violence is perpetrated by men to their partners. What are the causes for this fact? Do you think the causes of domestic violence are micro, messo, macro or a combination of some sort? How does your perspective of its causes affect your practice?

Week 11- October 21  System Change, Advocacy and Macro Change
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:

• Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
• Discuss methods of evaluation that are appropriate for understanding the changes on the social environment

Practice Question: How will you put your advocacy ideas into action: first steps? How do you evaluate the effects of climate/culture when you look at systems change? Class discussion of agency/client’s perspective.

Students share artifact with class.

ARTIFACT #1 DUE Climate/Culture Assessment of Agency. (Be prepared to discuss artifact in class also)

Week 12- October 28 All School Guest Speaker: Social Work and LGBTQ issues 9-10:30 10:30-11:30
Class discussion and processing about speaker topic
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:

• Forms and mechanisms of oppression and discrimination for LGBTQ individuals and related intersection of privilege and power impacts.
• Interconnections of LGBTQ issues with social and economic justice and strategies to employ to eliminate oppressive barriers.
• State and federal laws and policies that impact LGBTQ individuals and programs
• Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with LGBTQ individuals.
• Appropriate interventions for selected populations.

Week 13- November 4 Cultural Responsiveness, Discrimination and Racism in Social Work Programs
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:

• Discuss the various intersectionality of multiple factors that impact racism (including age, class, race, religion, disability, gender identity and
expression, religion, culture)
  - Understand and discuss the connection between discrimination and overall oppression and social justice issues
  - Relate the impact of discrimination with various policies and laws

Be prepared to share your article and artifact (racism reflection) with class for discussion. Discuss why the article or situation was important to you and what aspects of racism or discrimination it describes.

**ARTIFACT #2 DUE (11/4)**

**Week 14 November 11  Adverse Childhood Experience (ACE) and Childhood Trauma**
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
  - Discussion based upon research-informed practice regarding trauma
  - Application of theories to assessment of programs and individuals and treatment options

**ASSIGNMENT:** Students come prepared to class to discuss current readings/information they have found about “Adverse Childhood Experience” (ACE) and Trauma Effects on Children.

**Week 15- November 18  Social Work Practice and Women’s Issues**
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
  - Forms and mechanisms of oppression and discrimination and related intersection of privilege and power impacts
  - Interconnections of women’s issues with social and economic justice and strategies to employ to overcome barriers
  - Discuss methods of assessment, intervention and evaluating various methods of interactive process of social work practice with women and women’s issues

**Required Readings:**

**November 25- No Class, enjoy your break!**

**Week 16- December 2  Managing Stress and Setting Priorities in Social Work**
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
  - Understanding of awareness of personal values and ethics in maintaining professional standards and work
  - Self-evaluation
CLASS DISCUSSION: Come to class prepared to reflect on your Personal Care Plan for first semester. What has been successful and what changes need to be addressed for semester two?

Required Readings:
Tools to Reduce Overload in Schools-PDF
Other readings on Canvas Site

REFLECTION ON FIELD PAPER DUE (12/2)

Week 17- December 9 Change Agent in Social Work
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
• Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
• Discuss methods of evaluation that are appropriate for understanding the changes on the social environment
• Self-reflection and evaluation and consultation regarding project

Presentations of and discussion about Change Agent Project Ideas (start presentations)

LARGER SYSTEMS CHANGE REFLECTION PRESENTATIONS (and outline) DUE

Week 18-December 16 Change Agent Presentations and End of Semester Review
Areas to be covered in integrative seminar; check-in, consultation and problem-solving to include:
• Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected.
• Discuss methods of evaluation that are appropriate for understanding the changes on the social environment
• Self-reflection and evaluation and consultation regarding project

Finish Presentations. Wrap-up and Class Evaluations – Review, conclusions, evaluation
Potluck brunch

The schedule represents the agenda of activities the field faculty intends to follow during the term. However, the faculty 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.

V. Text and Reading Materials
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not
allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar.

Students are expected to complete and understand all currently assigned readings in Social Work and related courses and to review past readings (e.g., the NASW Code of Ethics, Canvas readings) to enhance ability to understand and integrate theory and methods with practice. If you do not understand or have questions about any reading or the Code, please see the class Instructor or Field Faculty, as applicable, for assistance. All reading materials can be found on Canvas.

**Recommended Resources for School Social Work Students:**


**VI. Evaluation: Assignments, Grading and Methods**

**Assignments SW 800:** In order to achieve the competencies timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

**Learning Plan**

**Learning plan drafts are due September 16 and final versions are due on September 30th.** Learning plans will be graded on a 10-point grading scale based on completeness of information and timeliness of submission. Final learning plans must be approved by field supervisors and field faculty and signed by students, field supervisors and field faculty.

In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report)
and how it will be observed and measured (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report).

Some behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the School’s curriculum. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. In many ways, the learning plan is similar to a case plan. It needs to be specific, observable, individualized and can be changed over time. Students needing assistance in completing it should contact the field faculty member.

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

Integrative Seminar
There is a required weekly seminar with the field faculty on Saturdays from 9:00 am -11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

The Portfolio (School Social Work Students)
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. Electronic portfolios will not be accepted at this time. 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 be assessed in total when the portfolio is completed in the spring of his/her advanced practice concentration year.
Supervision, Consultation, and Evaluation
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. At mid-semester, students will receive feedback on their seminar and field performance separately from their agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes the student, the agency supervisor, and the field faculty instructor. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

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

The Field Faculty has the following responsibilities:
1. Responsible for student selection and community placement.
2. Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide good professional role model.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development
8. Help student integrate constructive criticism and responsible for evaluation and grading.

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

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

Grading: Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty Jenny Braunginn. The Field Faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a shared responsibility so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

Forty percent (40%) of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison weather advisories encouraging travel restrictions. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:
For professionalism (10%), field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments this semester (30%), field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus.

If you have not completed the required hours for field practicum, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have gotten advance approval from field faculty of your plan to complete the hours).

The Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings course (SW 800) covers two semesters; summer semester (August 2017 and fall semester (September-December 2017. Students will earn 2 credits for the summer semester and 4 credits for the fall semester. Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of ‘P’ (Progress) at the end of the semester or an ‘NR’ (No Report) if they are a special student. ‘P’ and ‘NR’ are temporary grades specifically designed for courses extending beyond one term that
will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

Grades for summer and fall semester will be given at the end of fall semester. Field hours will accumulate over both semesters for a total of 320 hours/semester and the Field Evaluations will reflect work accomplished over summer and fall semesters and will be applied to the final grade in December.

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

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

GRADE STANDARDS FOR THE COURSE:

Grading for this class will be based on the following percentage scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

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

*Superior/excellent progress towards achieving goals and activities specified in your learning plan.
*Excellent, accurate, thorough, and timely clinical documentation as required by your agency.

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

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

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

*Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.

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

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

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

*Consistent attendance and thoughtful, collaborative participation in the field seminar, with

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

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

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

The “C” grade represents below minimum performance standards in several areas or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”
A grade of “D” or “F” may be assigned and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

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

Summer and Fall Semesters

Weekly Seminar (40% of Final Grade)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism &amp; Class Participation</td>
<td>Ongoing</td>
<td>15 points</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>09/30</td>
<td>10 points</td>
</tr>
<tr>
<td>Artifact 1 (climate of agency)</td>
<td>10/21</td>
<td>15 points</td>
</tr>
<tr>
<td>Artifact 2 (reflection on racism)</td>
<td>11/4</td>
<td>15 points</td>
</tr>
<tr>
<td>Reflection on Field</td>
<td>12/2</td>
<td>30 points</td>
</tr>
<tr>
<td>Larger Systems Change Reflection Presentation &amp; Outline</td>
<td>12/9 &amp; 12/16</td>
<td>15 points</td>
</tr>
</tbody>
</table>

End-of-semester evaluations (60% of final grade)

Total Maximum Points: 100 points

Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

1. WEEKLY FIELD SEMINAR

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

2. WRITTEN ASSIGNMENTS

*ARTIFACT ASSIGNMENTS – 15 points each

1. ARTIFACT #1 (DUE 10/21/17) Climate/Culture Assessment of Agency.
   (15 points maximum)

   Reflect on the following in your placement by your observations and discussion with your field supervisor and/or other staff:

   1. Describe your agency (2 points)
      a. What is the population that you serve?
      b. Is the space and environment representative and welcoming of all the clients it serves?
2. Read and review the NASW Standards for Cultural Competence (3 points)

3. Based upon your observation and conversations; Discuss the level of cultural competence by determining: (10 points)
   a. What is the overall knowledge level of cultural competence at your agency?
   b. What training in cultural competency has your agency been through?
   a. What standards of culturally competence practice are present?
   b. What standards of culturally competence are lacking/missing/or being ignored?
   c. Of those missing elements, what are the impediments?

2. **ARTIFACT #2 (due 11/04/17) (15 points maximum)**

Reflect on an article of choice about racism or reflect on program at your placement in relation to racism.

For an article, describe the key points and how it applies to your internship setting. If you are describing a program, discuss how it relates to racism overall in your setting or specifically tied to a program.

a.-Clear summary of article or placement program/situation (5 points)

b.-Discussion of the impact of the program/article key points/situation on social work (5 points)

c.-Critical thinking/analysis applied to impact, unintended consequences, your approach as social worker, etc. (5 points)

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 the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester (SCHOOL PLACEMENTS ONLY are required to complete a portfolio for licensing second semester, however all students are required to complete assignments for field). Each artifact assignment should be 2-4 pages in length.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<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 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 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>
</tr>
</tbody>
</table>
*LEARNING PLAN (10 points)
Draft Due: September 16       Final Version Due: September 30

A sample format for the learning plan is provided for the student to follow when developing their learning plan. The Learning Plan will require input and approval of your agency supervisor, and should include the following:

*Agency Overview: Agency name and services provided, population served by the agency, and the agency’s organizational/power structure (please attach an organizational chart).

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

    Each goal should be clearly written and followed by:
        a) A description of experiences and methods you will use to reach your goal
        b) A description of what your agency supervisor will do in support of your goal
        c) A statement that describes how you, your agency supervisory, and I will know that each goal has been met.

*A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffing’s you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.
    *Self-care plan.
    *Field placement schedule.
    *Field placement supervision plan and schedule.

Your Learning Plan needs to be signed by you and your supervisor prior to turning it in on October 1st and your supervisor should keep a copy. I will review the plan and sign it. If any revisions are required, you will need to provide your agency supervisor with an updated copy.

The Individual Learning Plan will be graded on the basis of how thoroughly each of the six (starred) criteria stated above are written. The following are point values for the six criteria:

    Agency overview:                        1 point
    Goals for each of the 10 competencies:   3 points
    Field placement activities:              3 points
    Self-care plan:                         1 point
    Placement schedule:                     1 point
    Supervision plan and schedule:          1 point
    Total Maximum Points:                   10 points
**The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.**

**REFLECTION ON FIELD PAPER (30 points)**
Due: December 2nd

The purpose of this assignment is to assess how your academic work informs your work in the field. Identify an individual, family, or group that you have worked with in your field placement. In 5-8 pages, describe how your academic work has influenced how you work with the family/community.

Provide specific examples such as research, course work, social work literature, etc. Describe how you have been able to use your academic experiences in your field placement. Use references as appropriate.

The paper should be in APA style. Grammar, punctuation, and spelling will be evaluated as part of the grade.

Students will be expected to utilize at least 2 academic articles in preparing their papers. Please see the grading rubric below.

Reflection on Field Paper Rubric (30 points)

Name: ____________________________

Date: ______________________________

Class: ______________________________

Topic Selection/Research: (4) ________________

All sources cited, logic, clear, concise writing/mechanics (3) ________________

Creativity (5) ________________

Appropriate strategies (6) ________________

Critical Thinking (6) ________________

Overall organization and quality (6) ________________
<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Selection/ Research</strong></td>
<td>Provided a clear and comprehensive assessment of the individual, group or family. Used a variety of materials to thoroughly research information related to the presenting situation. Obtained information from a variety of sources.</td>
<td>Provided a clear assessment of the individual, family or group. Used some materials to research information related to the presenting situation. Obtained information from a few constituents.</td>
<td>Provided an overview of the individual, family or group. Obtained information from few constituents.</td>
<td>Provided a few facts about the individual, family or group. Obtained information from few constituents.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<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 5-8 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 5-8 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 5-page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 5-page requirement.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Was extremely clever and original; a unique approach that truly focused on the critical assessment components of the individual, family or group.</td>
<td>Was clever at times; thoughtfully and uniquely written with basic knowledge of agency or school assessment.</td>
<td>Added a few original touches to enhance the paper but knowledge of individual, family or group was limited.</td>
<td>Little creativity or clear knowledge of individual, family or group</td>
</tr>
<tr>
<td><strong>Appropriate Strategies</strong></td>
<td>There is a clear link between assessed factors and strategies offered. Multiple strategies to enhance potential and strengths in client are identified. Multiple suggestions to address problems with the individual, family, or group are well developed with ideas for how to get started.</td>
<td>There is a link between assessed factors and strategies offered. Strategies to enhance potential and strengths in the client or family are limited. Suggestions to address problems with the individual, family or group are developed with ideas for how to get started.</td>
<td>The link between assessed factors and strategies offered are tenuous or unclear. Very few strategies are offered.</td>
<td>Little effort in describing strategies to enhance potential and improve situations. No real connection between assessment and strategies offered. Unclear on how to get started.</td>
</tr>
</tbody>
</table>
**LARGER SYSTEMS CHANGE REFLECTION PRESENTATION (15 points)**

Due: December 9 or December 16

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.

**Grading Rubric for your presentation:**

1. **Describe** the three agencies or larger system policy changes for which you will advocate (2 points)
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 (3 points)
3. **Utilize** at least three references from the readings that inform your thinking, (2 points)
4. **Identify** other individuals; groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective. (2 points)
5. **Overall presentation** style, clarity and organization (2 points)
6. **Outline** describing the 4 steps for your 3 ideas. (3 points)

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

***Grade is based on the depth and completeness that you meet the four indicated areas above in your outline and in your verbal presentation to class. (see points listed above)***

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.

1. **RECORD OF FIELD HOURS – DUE DECEMBER 16th BY 9:00 A.M.**

Use the form provided in class 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. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

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

2. **INDIVIDUAL MEETINGS AND OUT-OF-CLASS CONTACT**

   Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days.

   I am most accessible by email or text, which I check daily. I will try to respond to emails within 24-48 hours.

   However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

3. **MEETINGS TOGETHER WITH YOUR AGENCY SUPERVISOR**

   Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will EACH fill out, and then share with each other, ideally before our end-of-semester meeting.

**VII. Course Policies**

Your final course grade will be based on your work both in your work at your field placement and your field seminar.

**Reading Assignments:** You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions and successfully complete written assignments.

**Written Assignment Policy:**

All written assignments are to be typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.
Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments may be deducted three points for each day they are late.

Students with Disabilities:
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience. Please either email me or ask to meet with me personally about your accommodation by the second week of class or as soon as possible after the disability has been recognized or incurred.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

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

Student Behavior Policy: In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or
The following is a list of expectations of student’s display of personal integrity:

- Critical Thinking and questioning are KEY to class participation
- Please turn off cell phones before entering the classroom.
- 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.
- Bring your assignments to class when appropriate.
- Read the material and be prepared for class!
- Actively participate in classroom discussion. If you have a concern that needs to be brought to the class’s attention, please speak with your field faculty.

Technology Policy
Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

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

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. This make up work will include a paper that uses readings from class to incorporate the content into practice OR may include an in-depth written analysis of classroom discussion topics. Readings may be found on the Canvas site for this course. This make up work may have to be redone if not all instructions are followed. The field faculty
member will distribute/discuss the assignment to the student when a make-up assignment is required.

- **Students are responsible for completing any class requirements for the day missed**, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- If you are unable to attend class for any reason, **please email me PRIOR to class** to see if you are able to receive an excused absence.
- **Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.**

**INCLEMENT WEATHER POLICY FOR PART-TIME MSW PROGRAM**

Inclement weather:

~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

**A FEW OTHER TIPS FOR SUCCESS**

1) Assignments should be typed and double-spaced. Students submit a copy into the drop box at Canvas site by date and time indicated.
2) Prepare for class through **critical thinking, reflection** and reading the assigned text. Participate actively in class, and be willing to take risks. Critical Thinking and on-going challenging discussions and insight are key!!
3) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.

**FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:**

Three way: input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor

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

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

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

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

Professional: Feedback and evaluation focus on social work professional education for practice. While some feedback may also be useful to personal life, this is not the intent of field course feedback from supervisor and/or instructor.

Holistic: a) Performance includes both knowledge and skills put to use, since both conceptualization of practice and action itself are important. b) Areas of focus include all field related activity; field unit activity, agency and community activity, client work, consultation and supervision, etc.

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

Graduated: Expectations for student performance increase each semester.

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

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
### Appendix A: CSWE Competencies

<table>
<thead>
<tr>
<th>CSWE Competency Addressed in Course</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (K,S,V,C &amp; AP) Using these methods, we will explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics as well as School Social Work Supplemental Ethics (K,V,C &amp; AP) Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,V,C &amp; AP) Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, Supplemental School Social Work ethics, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. (K, V, C &amp; AP) Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K,V,C &amp; AP) 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) (K,V,C &amp; AP) Reflection on Field Paper Artifact #1 Climate/Culture Assessment of agency(K,V,C &amp; AP) Artifact #2- Reflection on Racism in SW Programs (K,VC &amp; AP) Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<td>All: Field practicum, class exercises, participation in field seminar discussions Week 1 Week 2 Week 2 Week 3 Week 8 Week 16 Week 16 Week 11 Week 13 Weeks 17 -18</td>
</tr>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of diversity issues in working with children and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K,S,V, C &amp; AP) Impact on diversity factors that impact student performance, family engagement and discipline, Special Education, RTI (K,S,V,C &amp; AP) Immigration discussion related to diversity issues. (K,S,V,C &amp; AP) Immigration discussion related to diversity issues. (K,S,V,C &amp; AP) LGBTQ issues, forms and mechanisms of oppression and discrimination Artifact #2: Reflection on Racism in SW (K,S,V, C &amp; AP)</td>
<td>Week 1 Week 6 Week 13 Week 15 Week 5 Week 9 Week 12 Week 13 Week 16</td>
</tr>
<tr>
<td>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (K,S,V,C &amp; AP)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</td>
<td>Identification of inequities of access to programs and strategies to eliminate oppression (K,S,V,C &amp; AP)</td>
<td></td>
</tr>
<tr>
<td>Reflection on Field Paper(K,S,V,C &amp; AP)</td>
<td>Reflection on Field Paper(K,S,V,C &amp; AP)</td>
<td></td>
</tr>
<tr>
<td>End of Semester and Mid-semester evaluation and learning plan</td>
<td>Evaluations-mid semester and final</td>
<td></td>
</tr>
<tr>
<td>Weeks 16-17-18</td>
<td>Week 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.4: Engage in Practice-informed Research and Research-informed Practice</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of evidence based methods and practices in working with Children, youth and families (V,C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</td>
<td>Focus on assessments and interventions and their implementation</td>
</tr>
<tr>
<td>-Ethics and boundaries</td>
<td>-Ethics in mandated reporting</td>
</tr>
<tr>
<td>-Special Education</td>
<td>-ACE and Trauma</td>
</tr>
<tr>
<td>-Ethics in mandated reporting</td>
<td>-Ethics and boundaries (K,S,V,C &amp; AP)</td>
</tr>
<tr>
<td>Reflection on Field paper (K,S,V, C &amp; AP)</td>
<td>-Government and policy</td>
</tr>
<tr>
<td>Change Agent Presentation (K,S,V C &amp; AP)</td>
<td>-Social justice and power</td>
</tr>
<tr>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
<td>-Social and economic justice</td>
</tr>
<tr>
<td>Weeks 16-18</td>
<td>Week 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.5: Engage in Policy Practice</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of local, state and national policies in education with emphasis on the role of the school social worker. (K,S,V,C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local</td>
<td>-McKinney Vento Act</td>
</tr>
<tr>
<td>-Special education law</td>
<td>-McKinney Vento Act</td>
</tr>
<tr>
<td>-Federal law</td>
<td>-Special education law</td>
</tr>
<tr>
<td>-State and local law</td>
<td>-Federal law</td>
</tr>
<tr>
<td>Reflection on Field Paper(K,S,V,C &amp; AP)</td>
<td>Reflection on Field Paper(K,S,V,C &amp; AP)</td>
</tr>
<tr>
<td>End of Semester and Mid-semester evaluation and learning plan</td>
<td>End of Semester and Mid-semester evaluation and learning plan</td>
</tr>
<tr>
<td>Weeks 7</td>
<td>Week 5</td>
</tr>
</tbody>
</table>
levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.

- Mandatory reporting laws
- Domestic violence
- Racism and discrimination
- Sexual identity policies
- Women’s issues

Discussion of policy development, implementation and change. (involving the above stated policies)
- Critical thinking skills
- Mental health issues
- Special Ed. Issues
- McKinney Vento Act
- Mandatory reporting
- Immigration policy
- Domestic violence
- Racism and discrimination
- Sexual identity
(K, S, V, C & AP)

Artifact #2-reflection on racism in SW (K, S, V, C & AP)

Reflection on Field paper
(K, S, V, C & AP)

Change Agent initial presentation (K,S,V,C & AP)

Mid and End of semester evaluation and learning plan with supervisor and field faculty

<table>
<thead>
<tr>
<th>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings. (K, S, V, C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection on Field paper (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td></td>
<td>Change Agent initial presentation (K,S,V,C &amp; AP)</td>
</tr>
<tr>
<td></td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment knowledge and skills to the following content areas: (K, S, V, C &amp; AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact of mental health issues</td>
</tr>
<tr>
<td></td>
<td>Cultural awareness and racism</td>
</tr>
<tr>
<td></td>
<td>Impact of homelessness</td>
</tr>
<tr>
<td></td>
<td>Effects of domestic violence</td>
</tr>
<tr>
<td></td>
<td>ACE and Trauma</td>
</tr>
<tr>
<td></td>
<td>LGBTQ interconnectedness</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Women’s issues</td>
</tr>
</tbody>
</table>

|                           | Impact of mental health issues                                                                                 |
|                           | Cultural awareness and racism                                                                                   |
|                           | Impact of homelessness                                                                                         |
|                           | Effects of domestic violence                                                                                   |
|                           | ACE and Trauma                                                                                                 |
|                           | LGBTQ interconnectedness                                                                                       |
|                           | Professional development                                                                                        |
|                           | Women’s issues                                                                                                 |
### Advanced Practice Effectiveness

Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Field paper (K,S,V,C &amp; AP)</td>
<td></td>
<td>Week 16</td>
</tr>
<tr>
<td>Change Agent initial presentation (K,S,V,C &amp; AP)</td>
<td></td>
<td>Weeks 17-18</td>
</tr>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</td>
<td></td>
<td>Weeks 16-18</td>
</tr>
</tbody>
</table>

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering interventions—various evidence based approaches in the following content areas:

- Impact of mental health issues
- Cultural awareness and racism
- Impact of homelessness
- Effects of domestic violence
- ACE and Trauma
- LGBTQ interconnectedness
- Professional development
- Women’s issues

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Field paper (K,S,V,C &amp; AP)</td>
<td></td>
<td>Week 16</td>
</tr>
<tr>
<td>Change Agent initial presentation (K,S,V,C &amp; AP)</td>
<td></td>
<td>Weeks 17-18</td>
</tr>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</td>
<td></td>
<td>Weeks 16-18</td>
</tr>
</tbody>
</table>

### 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

Each seminar week: Class consultation, check-in and problem-solving along with lecture, readings, assignments and group discussion using various evaluation tools for school social work interventions such as – (K, S, V, C & AP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Field paper (K,S,V,C &amp; AP)</td>
<td></td>
<td>Week 16</td>
</tr>
<tr>
<td>Change Agent initial presentation (K,S,V,C &amp; AP)</td>
<td></td>
<td>Weeks 17-18</td>
</tr>
<tr>
<td>Mid and End of semester evaluation &amp; learning plan with supervisor and field faculty</td>
<td></td>
<td>Weeks 16-18</td>
</tr>
</tbody>
</table>

### Appendix B: Evaluation Instrument and Student Learning Plan

*electronic version is on Canvas*