SW 800 801
FINAL

SOCIAL WORK PRACTICE IN SOCIAL POLICY AND ADMINISTRATION
SPRING 2017

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FIELD SEMINAR: This seminar takes place on Fridays, 8:00-10:30 a.m., Dane County Department of Human Services, 1202 Northport Drive, Room 110 (first floor). This class meets for 14 sessions on the following dates -

January 20, 27 February 3, 10, 17, 24 March 3, 10, 31 April 7, 14, 21, 28,

I. CATALOGUE DESCRIPTION

800 801 Field Practice and Integrative Seminar III. An approved advanced social work practice field placement in an area of concentration. A minimum of 18 hours per week should be performing field internship activities. In addition to this students are required to attend a weekly two and one half hour, weekly integrative field seminar. This in the second course of the two-semester advanced field sequence.
II. FIELD UNIT DESCRIPTION AND COURSE OVERVIEW

This is a two semester course with students in the same field unit and placement for both semesters. The field unit provides placements in a variety of government, human service agencies and community settings. Although this unit is usually for advanced practice students, it accepts generalist practice year students. The perspective is generalist social work with an emphasis on macro-level practice. In preparing advanced practice year students for autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced practice behaviors specific to a concentration area (e.g. children, youth, and family welfare).

Students are required to complete 320 hours, or 18 hours per week over the course of the 16 week semester; classes end May 4. Field hours include the weekly integrative seminar. Students should receive one hour of supervision per week from their primary supervisor at their agency of placement.

This semester students will be exposed to information about the concepts and events in the development and administration of social policy and its impact on human services organizations and clients. Emphasis will be on looking at policy issues from multiple viewpoints at various levels of policy-making and implementation. Specific areas of learning and skill development within the generalist social policy practitioner model include political and policy analysis, policy briefings and report writing, legislative advocacy and coalition building, policy and program planning, budgeting, implementation, and evaluation.

The spring semester will be focused on additional administrative content and skills including grant writing, program planning, supervision, development and evaluation.

Students can develop an array of macro skill social work practice competencies over the course of the academic year. A number of these are listed below.
1) Social Work Identity and Practice

- Engaging in decision-making utilizing NASW’s Code of Ethics.

2) Social Work Macro Practice Technical Skills

- Planning and running meetings.
- Facilitating groups.
- Conducting focus groups.
- Writing memos as a part of your social work practice.
- Analyzing program or policy options.
- Utilizing the internet to respond to an agency, community or legislative issue.
- Mediating conflicts with clients, groups, and staff in larger systems.
- Assessing audiences and conducting presentations for agency, community, or legislative entities.
- Analyzing or developing a budget for an agency, community or legislative entity.
- Developing a marketing strategy for an agency, community or public program.
- Finding resources, services, and programs for clients.
- Developing a presentation for agency staff/officials, community representatives, and public officials.
- Building coalitions and collaborating to improve service delivery.
- Managing budgets and making financial decisions in social work settings.
- Developing media press releases and conducting media interviews.
- Participating in and developing visioning processes, strategic plans, and mission statements.
- Conducting needs assessments at the neighborhood, system and community levels.
- Diagnosing barriers to implementing agency, community or federally funded programs.
- Formulating implementation strategies and assessments in agency settings, community programs and public agencies.
• Researching funding sources.
• Developing a grant proposal.
• Drafting a policy or legislation.
• Utilizing research to design an intervention strategy, program or public policy.
• Participating and working on research and development projects in social work settings.
• Participating and conducting evaluations at the program, neighborhood or community levels.
• Conducting an environmental scan before proposing an agency, community, or legislative innovation.

3) Advocacy and Political Activities

• Involving clients or residents in policy, program, or political activities.
• Advocating with a resident, organization, official, or politician with regard to an action, issue or policy.
• Networking and advocating for clients with agency officials, residents and public officials including politicians.
• Registering or mobilizing voters.
• Initiating litigation to change the policies of organizations, communities, and public agencies and legislatures.
• Working on a campaign for a candidate for an office.
• Seeking a political office.
• Finding resources for political activity.
• Lobbying.
• Mobilizing clients for protests utilizing door-to-door solicitation, information tables, petitions, mass mailings and other techniques.
• Participating in a protest demonstration of an agency, community, or public policy.
• Developing political strategies in agency settings, community programs and public agencies.

4) Civic and Volunteer Activities

• Donating time and resources to various groups and coalitions.
• Seeking a position with an association, agency, board, or political office.

### III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Advanced Practice Year Required Practice Behaviors</th>
<th>Tasks and Assignments related to Advance Practice Competencies</th>
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</thead>
</table>
| **2.1.1** Identify as a professional social worker and conduct oneself accordingly. | • Apply knowledge of social services, policies, and programs relevant to the student’s concentration, to advocate with or on behalf of clients for access to services.  
• Develop a plan for continuing professional education and development.  
• Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders) | • Learning Plan and Internship Placement  
• Class Readings  
• Ethical Decision-making Case Study  
**Framing Question:** How do you utilize social work values and skills in your internship and practice activities? |
| **2.1.2** Apply social work ethical principles to guide professional practice. | • Evaluate ethical dilemmas related to problems and issues in the student’s concentration.  
• Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, the International Federation of Social Workers Ethics in Social Work (Statement of Principles) in order to address ethical dilemmas related to practice in the student’s concentration area. | • Learning Plan and Internship Placement  
• Ethical Decision-making Case Study  
• Class Readings  
**Framing Question:** How do you utilize social work principles, values and skills in your decision-making and practice activities? |
### 2.1.3 Apply critical thinking to inform and communicate professional judgments.

SWs 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.

- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the student’s concentration.
- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.
- Utilize effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues when dealing with issues related to the concentration.

**Framing Question:** How do you utilize social work values and skills in your internship and practice activities to inform your critical thinking and professional judgments?

### 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.

- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.
- Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.
- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.

**Framing Question:** How do you utilize aspects and issues of diversity to inform your internship and social work practice activities?
### 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.

- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.
- Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the concentration.

**Framing Question:** How do you utilize issues of human rights and economic justice to inform your internship and social work practice activities?

### 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.

- Demonstrate ability to evaluate practice in the concentration area.
- Translate practice knowledge in order to contribute to scientific inquiry. Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the concentration.

**Framing Question:** How do you utilize aspects and issues of human rights to inform your internship and social work practice activities?

### 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

- Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the concentration problems and populations.

**Framing Question:** How do you utilize knowledge of human behavior and social environments to inform your social work practice?
which people live; and 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.

### 2.1.9 Respond to contexts that shape practice.

SWs are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. SWs recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

- Assess the impact of historical and contemporary contexts on practice and policy in the student’s concentration area.
- Engage in leadership roles in the student’s concentration area.

**Framing Question:** How do you utilize “generalist” social work practice to inform your internship and work activities?

### 2.1.10(a)–(d)—

**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice

- Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of student’s concentration.

**Framing Question:** How do you utilize “generalist” social work practice in your work?
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.

<table>
<thead>
<tr>
<th>2.1.10 b</th>
<th>Assess individuals, families, groups, organizations, and communities</th>
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</thead>
<tbody>
<tr>
<td>• Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the student’s concentration.</td>
<td>• Learning Plan and Internship Placement</td>
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<tr>
<td><strong>Framing Question:</strong> How do you utilize “generalist” social work practice in your work?</td>
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<thead>
<tr>
<th>2.1.10c</th>
<th>Intervene with individuals, families, groups, organizations, and communities</th>
</tr>
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<tbody>
<tr>
<td>• Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the student’s concentration.</td>
<td>• Learning Plan and Internship Placement</td>
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<tr>
<td><strong>Framing Question:</strong> How do you utilize “generalist” social work practice in your work?</td>
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<tr>
<th>2.1.10d</th>
<th>Evaluation</th>
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</table>
| • Apply research skills to analyze, monitor, and evaluate interventions in the student’s concentration.  
• Communicate and disseminate evaluation results to a variety of audiences. | • Learning Plan and Internship Placement  
• Class Readings |
| **Framing Question:** How do you utilize a “generalist” social work practice framework to inform your evaluation efforts? |
III. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS

Supervision and Consultation

Students have three sources of guidance and consultation: 1) the agency supervisor, 3) the faculty instructor, and 3) the seminar group. Each student will complete a field learning plan reflective of both course objectives and their particular learning needs. Students are responsible for defining and achieving goals and personal learning objectives, organizing and documenting activities, and fully participating in the field seminar process. It is expected that field course students in Advanced Practice will demonstrate higher level competencies in comparison to Generalist (1st) year objectives. Students should demonstrate autonomy, leadership, integration of learning, clear professional identification and contribution, with particular strength in their area of concentration.

More specifically, Advance Practice students should be able to:

- Attend and participate fully in weekly seminar meetings.
- Demonstrate competence in all second year objectives.
- Articulate the mission of social work to others and their professional purview as a social worker in the field of social policy and administration. This can include participating in professional social work associations or promoting social work in other venues outside of their primary work setting.
- Exhibit the requisite attitudes necessary to practice social work in accordance with professional values and ethics such as those articulated in the NASW Code of Ethics.
- Work autonomously and solicit supervision and consultation as needed.
- Apply knowledge of human behavior and social work practice in social policy and administration within their concentration are.
- Identify, secure, and develop the resources necessary for macro-level social work intervention.
- Display practice knowledge and skills to work with diverse populations in a variety of areas including issues of race, ethnicity, gender, social class, sexual orientation, disability, and other marginalized statuses.
- Promote social justice and work to advance the interests of oppressed, marginalized and at risk members of society.
• Achieve proficiency in macro level social work skills such as political and policy analysis, policy briefing and report writing, legislative advocacy, program planning, budgeting and implementation and coalition building. This can include leadership activities in group tasks, policy, program, and organizational assessment and evaluation.

• Evaluate their social work practice using research methods and feedback from supervisors, colleagues and other sources.

The Agency Supervisor has the following responsibilities:

• Participates in the student selection and placement process.
• Works with the student and faculty in the development of learning plans and supervisory arrangements.
• Orients the student to agency, work unit and practice area.
• Performs ongoing practice supervision helping the student develop Advance Practice competencies.
• Presents a good professional role model.
• Consults with the student on professional growth and development.
• Provides the student with ongoing constructive criticism and written evaluations both at the mid-term (December) and the end of the internship (May).

The Faculty Instructor has the following responsibilities:

• Facilitates student placements in field internships.
• Develops and approves student learning plans and supervisory arrangements with the student and agency supervisor.
• Teaches the field unit seminar to provide relevant theoretical, policy and problem content.
• Shares ongoing practice supervision and helps student integrate seminar content with the placement experience.
• Provides a good professional role model.
• Maintains regular contact with the agency supervisor to monitor student performance, ensure learning opportunities, and address performance problems if necessary.
• Consults with student on professional growth and development.
• Helps student integrate constructive criticism and conducts student evaluations including grading.
• Assigns final grade for the course.

Faculty and students share responsibility for achieving seminar objectives. A more detailed listing of student, agency supervisor, and faculty instructor accountabilities is provided in Appendix D.

Objectives for the integrative seminar include:

• Identify practice problems and issues arising in field work.
• Provide a supportive environment for group input, consultation, skill building, and problem solving.
• Integrate other theory and methods course content into student’s direct practice.
• Cultivate student’s ability to apply ethical decision making principles in accordance with the NASW Code of Ethics in a variety of work contexts and situations.
• Enhance students’ understanding of oppression as it intersects with age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses, specifically with regard to the adversity clients confront in their daily existence and how it affects their access to resources and services.
• Expand students’ knowledge of “at risk” populations and strategies to assist these vulnerable groups.
• Increase students’ knowledge and skills to combat discrimination, oppression, and economic justice.
• Promote application of the generalist model of social work practice in students’ field work.
• Provide a forum for student dialogue, guest presentations, faculty and other seminar activities to achieve field course and seminar objectives.
• Have fun and develop relationships that help advance each other’s professional and career interests.
IV. Reading Materials and Texts

The faculty instructor will provide readings and media sources based upon course content and emerging issues in the seminar and field placements.

The texts required for this semester are as follows:


These texts are available on reserve in the Social Work Library.

V. EVALUATION OF COMPETENCIES; ASSIGNMENTS & GRADING

ASSIGNMENTS:

1. **Learning Plan:** Continue completion of learning plan goals and tasks.

2. **Ted Talk Blogs:** Students will be expected to identify two Ted Talks pertinent to the course (*due February 17th*). Students will reflect on two Ted Talks - one of their identified Ted Talks and another one of their choice. *Reflection 1 is due February 24th; Reflection 2 is due March 10th.*

3. **One Ethical Decision-making Scenario:** Ask your field agency supervisor to provide you with an ethical decision-making scenario, preferably involving an administrative or macro context. You should delineate the presenting situation and how it turned out. Indicate the ethical principles in play and whether there is an ethical dilemma. Critique your agency field supervisor’s response to the situation. We will process these scenarios in class when time permits. *Ethical decision-making scenarios are due March 3rd.*
4. **Completion of a Written Assignment or Project Identified by the Instructor:** Students can give a Ted Talk or complete a written assignment (e.g. a literature review on promising approaches to chronic child neglect) or a project (e.g. a stakeholder survey to get feedback on a program) identified by the instructor in lieu of the Ted Talk assignment or for extra credit.

Professional conduct is expected. It is important to review the section “Professional Conduct in All Social Work Degree programs” in the “Student Rights and Responsibilities Handbook.”

**REASONABLE ACCOMMODATIONS:** Students who are requesting an accommodation due to a disability are expected to inform field faculty and provide verification from the McBurney Center at the beginning of the semester.

**EVALUATION AND GRADING** – Assessment of student performance is ongoing. Students should feel free to ask faculty and the agency supervisor about their performance and how it can be improved if necessary. Regular check-ins with the faculty instructor are encouraged. The final grade will be assigned by faculty. This grade will be based on

- Accomplishment of competencies and practice behaviors in field (60%),
- Ethical Decision-making Case Example (10%)
- Ted Talk Reflections (15%),
- Class Participation (15%).

Field evaluation instruments will be provided to students and agency supervisors as appropriate. Class participation evaluation criteria is described in an attachment to this syllabus. Unexcused attendances will result in -2 points for every unexcused absence.
GRADE STANDARDS

The grade of “A” represents consistently superior performance and includes:

- Superior progress towards achieving goals and activities specified in your learning plan.
- Excellent, thorough and timely completion of all written assignments.
- Superior ability to utilize supervision and receive feedback with minimal defensiveness, productive responses to suggestions and thorough follow through.
- Enthusiasm and responsiveness to learning opportunities.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- Excellent integration with placement, including an outstanding ability to relate to staff, supervisor, and other students, including superior performance as a team member.
- Consistent attendance and thoughtful participation in the field seminar, with consistent evidence of having read assigned material.

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

A grade of “B” represents good performance. A student earning a B will exhibit good performance in most areas. A student may only meet minimum standards in an area but actively works to improve performance.

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

A grade of “C” represents below minimum performance standards in several areas, or major deficits in two areas. A grade of C will not allow a student to continue in the program.

A grade of “D” or “F” would represent extremely serious performance issues.
GRADE POINT SYSTEM

A  94-100  Outstanding; surpasses expectations in all areas.
AB  88-93  Surpasses expectations in most areas.
B  92-87  Surpasses expectations in some areas.
BC  81-76  Meets expectations in most areas, above in some.
C  75-70  Meets expectations in some areas.
D  64-69  Below expectations in all areas.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**

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

**GUIDELINES AND CRITERIA FOR CLASS PARTICIPATION**

Class participation constitutes 10% of your grade. Your presence and activity are integral to the quality of the classroom experience and your education.

You need to be present in order to participate. If you cannot make it to class you must let me know ahead of time, (email or phone call). I will determine what constitutes an excused absence. Everyone is allowed one excused absence; except in rare circumstances, more than one absence will most likely result in a lower grade for class participation.

By participating in class, you are contributing to a learning environment for yourself and your colleagues. You are also practicing critical thinking,
communication, and leadership skills required in the competencies and practice behaviors that enhance your capacity to function as a proficient social worker.

Quality participation involves comments that are thoughtful, persuasive, logical and provide insight to the class. It also involves active listening and responding to your colleagues’ contributions.

**Guidelines for Evaluating Participation**

**Outstanding Contributor:**

Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide insights and give direction to the discussion. Challenges are well-substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be markedly diminished.

**Good Contributor:**

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Perspectives or arguments are persuasive and presented fairly well. Responses to colleagues’ ideas are sensitive and insightful. If this person were not a member of the class the quality of the class would be diminished.

**Adequate Contributor:**

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for discussion. The contributor occasionally responds to colleagues’ comments in a way that is useful. If this person were not a member of the class the quality of the discussion would be diminished somewhat.

**Non-contributor:**

The student says little or nothing in class, nor does he or she encourage others through active listening. Contributions in class reflect inadequate preparation. If the person were not a member of the class the quality of the discussion would not be changed.
# APPENDIX A

## Class Speakers, Topics, & Events

### Social Policy and Administration Seminar

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<th>Week</th>
<th>Speakers</th>
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<tr>
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<td>No Speaker</td>
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<tr>
<td>January 27</td>
<td>No Speaker</td>
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<tr>
<td>February 3</td>
<td>No Speaker</td>
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<tr>
<td>February 17</td>
<td>No Speaker</td>
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<tr>
<td>February 24</td>
<td><strong>Joining Forces for Families</strong></td>
<td>“Voices from the Hood: Impact of Social Policies on Allied Drive residents” facilitated by Erica Anderson</td>
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<tr>
<td>March 3</td>
<td><strong>Bob Lee, Administrator, Children, Youth and Families Division, Dane County Human Services</strong></td>
<td>“Lessons Learned Over Four Decades of Public Service”</td>
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<td>March 10</td>
<td><strong>Allie Gardner, Organizer, IAF-affiliated Common Ground in Milwaukee</strong></td>
<td>“Tactic and Trends in Community Organizing” facilitated by Leland Pan</td>
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<tr>
<td>March 31</td>
<td>No Speaker</td>
<td>Discussion of the Documentary: “13” facilitated by Megan Drury</td>
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<tr>
<td>April 7</td>
<td><strong>Everett Mitchell, Juvenile Court Judge and Social Justice Advocate</strong></td>
<td>“The Intersection of Juvenile Justice and Social Justice Advocacy” facilitated by Erica Anderson</td>
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<tr>
<td>April 14</td>
<td><strong>Lorrie Hurckes, Dane County Timebank; Lisa Olsen, Scott Strong, Community Partnerships</strong></td>
<td>“Managing Non-profit Human Services Organizations In Dane County: Key Issues” facilitated by Molly Jones</td>
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<tr>
<td>April 28</td>
<td>Last Day of Class</td>
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# APPENDIX B

## Class Readings and Assignments
### Social Policy and Administration Seminar

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments Due Dates</th>
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<tbody>
<tr>
<td>January 20</td>
<td>No Readings</td>
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<tr>
<td>January 27</td>
<td>Brody (“Leading the Organization”, Section 1), 1-17; Hillbilly Elegy, Chapters 1-2</td>
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<tr>
<td>February 3</td>
<td>Brody (“Designing and Developing Consumer-Oriented Programs”, Section 3), 39-56; Hillbilly Elegy, Chapters 3-5</td>
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<tr>
<td>February 10</td>
<td>Brody (“Strategic Resource Development”), 254-298; Hillbilly Elegy, Chapters 6-7</td>
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<tr>
<td>February 17</td>
<td>Brody (“Evidence-based Management”, Section 17) (4th Edition); Hillbilly Elegy, Chapters 8-9</td>
<td>Ted Talk Selections Due</td>
</tr>
<tr>
<td>February 24</td>
<td>Brody (“Humanizing the Organization”, Section 19); 151-168; Hillbilly Elegy, Chapters 10-11</td>
<td>Ted Talk Reflection 1 Due</td>
</tr>
<tr>
<td>March 3</td>
<td>Brody (Managing Agency Finances”, Section 13), 225-252; Hillbilly Elegy, Chapters 12-13</td>
<td>Ethical Decision-Making Case Study Due</td>
</tr>
<tr>
<td>March 10</td>
<td>Brody, (&quot;Preparing Effective Proposals&quot;), 301-321; Hillbilly Elegy, Chapters 14-15 &amp; Conclusion</td>
<td>Ted Talk Reflection 2 Due</td>
</tr>
<tr>
<td>March 31</td>
<td>Brody (“Seeking Funding”) 324-341</td>
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<tr>
<td>April 7</td>
<td>Brody (“Working with a Board of Trustees”) 402-421</td>
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<tr>
<td>April 14</td>
<td>Assigned Readings</td>
<td>Processing of Ethical Decision-making Scenarios</td>
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<tr>
<td>April 21</td>
<td>Assigned Readings</td>
<td>Processing of Ethical Decision-making Scenarios</td>
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<tr>
<td>April 28</td>
<td>Assigned Readings</td>
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**Note:** With regard to readings, they should be read by the dates they are listed.
APPENDIX D

Expectations of Students, Agency Supervisors and Field Faculty

(excerpted from Dr. Betty Kramer’s Syllabus, Social Work Practice with Adults Field Unit and Integrative Seminar I & III (SW 400/800)

Student is expected to:

- Attend, prepare for and actively participate in weekly seminar meetings.
- Identify learning needs and in consultation with the field supervisor develop a learning plan that will describe the methods by which the practice behaviors for each of the core competencies required by the Council of Social Work Education (CSWE) will be measured.
- Meet with the agency supervisor on a regular basis (at least weekly).
- Prepare for all meetings with the agency supervisor and alert the supervisor to topics that need to be discussed during the upcoming meeting.
- Honestly assess one’s progress toward accomplishing competencies and practice behaviors.
- Meet with the agency supervisor and the field instructor jointly at least twice during the academic semester to review progress.
- Be in attendance at the agency on days and at times agreed upon by the student and field supervisor, and provide notification by the start of the work day if unable to attend due to illness or unforeseen emergencies.
- Behave in a professional manner, taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
- Complete all agency and seminar-related assignments, record keeping, tasks, and responsibilities in a manner consistent with agency and seminar policies.
- Bring to the attention of the field instructor any practice or behavior within the agency that is clearly unethical.
- Discuss with the agency supervisor or field instructor any areas of significant confusion, disagreement, or dissatisfaction or concern related to the practicum experience
- Devote and keep records of the total required number of hours spent in the practicum.
Agency Supervisor is expected to:

- Interview prospective field students and provide input into placement decisions.
- Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
- Assist the student to develop a learning plan that will describe the methods by which the practice behaviors for each of the required core competencies required by CSWE will be measured.
- Provide regularly scheduled private supervision conferences with the student (i.e., at least weekly).
- Provide the practicum student with suitable office space, equipment, and support staff.
- Include the student in regular staff meetings and staff training sessions.
- Assign duties and responsibilities that are appropriate to the student’s learning needs and that are increasingly difficult and challenging.
- Assign duties and responsibilities that help the student to achieve the core competencies and practice behaviors detailed in the learning plan.
- Work with the student in ways that recognize the practicum first and foremost as a learning experience and in ways that expand the students’ opportunities to learn.
- Monitor the student’s work and progress and regularly provide feedback and constructive criticism.
- Evaluate the student’s performance in a fair, respectful, rigorous and thorough manner.
- Meet with the student and field instructor jointly at least twice during the academic semester (mid-semester and final) to review progress.
- Complete all evaluation forms and reports required by the school.
- Model ethical practice and reframe from inappropriate or unethical behavior toward the student (i.e., verbal abuse, sexual harassment, dual relationships).
- Participate in educational events sponsored by the School of Social Work.
- Work with the field instructor on future planning for student placements.
Faculty Field Instructor is expected to:

- Select agencies and agency supervisors and match them with student learning needs.
- Help the agency supervisor and other agency personnel learn about the school’s expectations of students, the social work curriculum, and the school’s goals for the practicum.
- Monitor the student’s practicum experience and assist in evaluating the student’s performance.
- Assist the student in identifying his or her learning needs and preparing the learning plan and revising the learning plan.
- Facilitate the student’s learning by providing guidance and serving as a source of information.
- Be available to meet individually with students to process the field experience, and to consult with student on professional growth and development.
- Meet at least twice each semester with the student and the agency supervisor to discuss the practicum and the student’s progress.
- Develop syllabus and facilitate the field unit seminar to assist the student in the integration of academic course content in the generalist and concentration curriculum with their practicum experience.
- Maintain regular contact with agency supervisor to monitor student performance, ensure learning opportunities, and address performance problems.
- Consult with student on professional growth and development.
- Help student integrate constructive criticism.
- Assume responsibility for arranging and securing a midterm and final evaluation of the student’s performance in the practicum.
- Assign student’s final grade.
- Works with practicum supervisor on future planning for student placements.