School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI  53706

Fall 2016

Instructor Name: Audrey M. Conn, MSSW, APSW
Location: School of Social Work, Room 300
Class Day(s) & Time: Wednesdays from 9:00-11:30am
Office Hours: By Appointment
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I. Catalogue Description
400 Field Practice and Integrative Seminar I.
An approved professional foundation field placement in direct social work practice in a community agency setting. A minimum of 16 hours per week, including an integrative field unit seminar. The first course of the two-semester field sequence.

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

II. Course Overview
This is a public and private social service agency unit with practice including both direct and indirect services to clients. Most students are involved in direct practice which includes services to both voluntary and involuntary clients. Services include group and individual work, case management, client advocacy and case planning. Indirect services may include program planning, administration and evaluation. Placements in the public sector will include both child protection and foster care related positions. Public agencies may be located in a variety of surrounding counties, both urban and rural. Direct service placements for students in the Title IV-E Public Child Welfare Training Program provide skills in Child Protective Services Access, Initial Assessment, Foster Care and Ongoing Child Welfare Services. Field placements for other child welfare students are varied and could include placements in community centers, family service organizations, wrap-around services or residential treatment programs.

This field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) and master level students (first year MSW generalist practice) and advanced practice (concentration) year students. BSW and first year MSW students spend 16 hours per week in field placement, including the integrative seminar, for a total of 256 hours per semester. Advanced practice (concentration) year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week; if students prefer not to be
in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32 hours.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student’s educational experience until May 2016. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student’s professional development. All settings provide opportunity to learn generalist social work roles.

The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities (see Guidelines for Generalist Practice Year Field Placements in the general guidelines, “Field Placement Guidelines and Expectations” in the Field Education Handbook). As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors (see section “Competencies and Practice Behaviors”). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry level generalist practice. In preparing advanced practice (concentration) year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced generalist concentration practice behaviors. Advanced practice students are in field units, the majority of which are organized by an area of focus. The primary area of focus for this unit is children, youth, and family welfare. Students are expected to apply the concentration practice behaviors to this focus area.

In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem-solving and multi-method, evidenced informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors (see section “Course Competencies and Practice Behaviors”). Content areas include: child protective services; foster care and adoption; child and family welfare; learning styles and implications for seminar and practice; ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; social justice and human rights; violence prevention; some alcohol and other drug abuse and mental health; and policy development.
Social Work 441 (*Generalist Practice with Individuals, Families, & Groups*) is an important co-requisites and conceptual supports for the field experience. The development of generalist practice skills and techniques with individuals, family and groups in SW441 (some of which will also be covered in the field seminar) at the foundation level, will be valuable sources of information and skills for field work. Similarly, the integration of knowledge from your coursework with the field experience is an important learning goal in the Field Course. We expect conscious utilization of knowledge in practice situations and full participation in seminar discussions. Even intuitive assessments need to be validated.

### III. Course Competencies, Practice Behaviors, and Assignments (Field and Seminar)

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<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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| **2.1.1**: Identify as a social worker and conduct oneself accordingly. | **Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**  
* Advocate for client access to the services of social work.  
* Practice personal reflection and self-correction to assure continual professional development.  
* Attend to professional roles and boundaries.  
* Demonstrate professional demeanor in behavior, appearance, and communication.  
* Engage in career-long learning.  
* Use supervision and consultation.  

**Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**  
* Apply knowledge of social services, policies, and programs relevant to the focus area, to advocate with and/or on behalf of clients for access to services.  
* Develop a plan for continuing professional education and development.  
* Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). | All: Field practicum, participation in field seminar discussions, Practice Question of the Week, Agency Analysis Report, Change Agent Proposal, and final evaluation with agency supervisor |
| **2.1.2**: Apply SW ethical principles to guide professional practice | **Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**  
* Recognize and manage personal values in a way that allows professional values to guide practice. | All: Field practicum, participation in field seminar discussions, Practice Question of the Week, Agency Analysis Report, |
| **themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law** | **Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.**  
**Tolerate ambiguity in resolving ethical conflicts.**  
**Apply strategies of ethical reasoning to arrive at principled decisions.** | **Change Agent Proposal, and final evaluation with agency supervisor** |
| --- | --- | --- |
| **Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**  
* Evaluate ethical dilemmas related to problems and issues in the focus area.  
* 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 focus area. | **Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**  
* Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
* Analyze models of assessment, prevention, intervention and evaluation.  
* Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
**Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**  
* Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the focus area.  
* Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the focus area.  
* Utilize effective communication skills with diverse communities, constituencies, and multi-and inter-disciplinary colleagues when dealing with issues related to the focus area. | **All: Field practicum, participation in field seminar discussions, Practice Question of the Week, Agency Analysis Report, Change Agent Proposal, and final evaluation with agency supervisor** |
| **2.1.3: Apply critical thinking to inform and communicate professional judgments**  
* Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.** | | |

4
2.1.4: Engage diversity and difference in practice

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

**Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**
* Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
* View selves as learners and engage those with whom they work as informants.
* Recognize and communicate an understanding of the importance of difference in shaping life experiences.

**Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**
* Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the focus area.
* 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 focus area.

2.1.5: Advance human rights and social and economic justice

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

**Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**
* Understand the mechanisms of oppression and discrimination.
* Advocate for human rights and social and economic justice.
* Engage in practices that advance social and economic justice.

**Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**
* Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the focus area.
* Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to
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.

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<tr>
<th>2.1.6: Engage in research-informed practice and practice-informed research</th>
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<td><strong>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.</strong></td>
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<tr>
<td><strong>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</strong></td>
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<tr>
<td><em>Use practice experience to inform scientific inquiry.</em></td>
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<tr>
<td><em>Use research evidence to inform practice.</em></td>
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<td><strong>Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:</strong></td>
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<td><em>Demonstrate ability to evaluate practice in the focus area.</em></td>
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<td><em>Translate practice knowledge in order to contribute to scientific inquiry.</em></td>
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<td><em>Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the focus area.</em></td>
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<th>2.1.7 Apply knowledge of human behavior and the social environment.</th>
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<td><strong>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal</strong></td>
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<tr>
<td><strong>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</strong></td>
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<td><em>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</em></td>
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<tr>
<td><em>Critique and apply knowledge to understand person and environment.</em></td>
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<tr>
<td><strong>Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:</strong></td>
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<tr>
<td><em>Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the focus area.</em></td>
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All: Field practicum, participation in field seminar discussions, Practice Question of the Week, Agency Analysis Report, Change Agent Proposal, and final evaluation with agency supervisor.
## 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

### Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:
* Analyze, formulate, and advocate for policies that advance social well-being.
* Collaborate with colleagues and clients for effective policy action

### Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:
* Evaluate, formulate, and advocate for policies that advance outcomes relevant to the focus area.
* Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the focus area.

## 2.1.9 Respond to contexts that shape practice

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

### Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:
* Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
* Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:
* Assess the impact of historical and contemporary contexts on practice and policy in the focus area.
* Engage in leadership roles in the focus area.

## 2.1.10a-d Engage, assess, intervene (initiate actions to achieve organizational goals. Implement prevention interventions that enhance client problems/populations

### Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:
* Engage with individuals, families, groups, organizations, and communities:
  * Substantively and affectively prepare for action with individuals, families, groups,

### All: Field practicum, participation in field seminar discussions, Practice Question of the Week, Agency Analysis Report, Change Agent Proposal, and final evaluation with agency supervisor
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 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.

organizations and communities.
*Use empathy and other interpersonal skills.
*Develop a mutually agreed-on focus of work and desired outcomes
2.1.10b Assess individuals, families, groups, organizations, and communities:
*Collect, organize, and interpret client data.
*Assess client strengths and limitations.
*Develop mutually agreed-on intervention goals and objectives.
*Select appropriate intervention strategies
2.1.10c Intervene with individuals, families, groups, organizations, and communities:
*Initiate actions to achieve organizational goals.
*Implement prevention interventions that enhance client capacities.
*Help clients resolve problems.
*Negotiate, mediate, and advocate for clients.
*Facilitate transitions and endings

2.1.10d Evaluation
*Critically analyze, monitor, and evaluate Interventions

Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:
2.1.10.a Engage with individuals, families, groups, organizations, and communities:
*Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of focus.

2.1.10b Assess individuals, families, groups, organizations, and communities:
*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the focus area.

Change Agent Proposal, and final evaluation with agency supervisor
2.1.10c Intervene with individuals, families, groups, organizations, and communities:
*Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the focus area.

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

IV. Course Content and Schedule

Time: 9:00am to 11:30am

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments (available on LEARN@UW) 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 will 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. 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. Additional relevant readings may be provided by the field faculty member throughout the semester.

Week 1: Wednesday, September 7

Welcome and Get Acquainted Exercise
Field Seminar to Meet at School of Social Work, Room 300

Introduction to Field Unit
- Review syllabus, key themes, and assignments
- Integrating placement experiences and social work concepts and principles
- Student Learning Plan, Student Field Performance Evaluation Tool, and Record of Field Hours
- Fall semester schedule and dates
- Background Checks and Continuing Duty To Inform

Field Issues/Situations for Consultation/Collaborative Problem Solving
Professional Behavior and Expectations
Planning for Success in your Agency and Beyond
Pitfalls to Avoid, Keys to Success

Exercise: Creating an Effective and Supportive Learning Environment in the Field Seminar
(How do you learn best? What is your learning style? Ground rules for seminar)?

Required Readings:
University of Wisconsin-Madison School of Social Work Field Handbook
   Available at: http://socwork.wisc.edu/files/field/FieldHandbook.pdf
National Association of Social Workers (NASW) Code of Ethics
   Available at: http://socialworkers.org/pubs/code/default.asp

Week 2: Wednesday, September 14
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

**Topic**: Mandated Reporting and the Role of Child Protective Services
Guest Speaker: Ellen Smith, MSSW; Clinical Associate Professor; School Chair of Children, Youth and Family Focus Area

Practice Question: How does mandated reporting affect your colleagues and the clients at your field placement agency? Are there any additional policies or procedures in place for mandatory reporting?

Required Readings:
Dane County Department of Human Services; Protective Services, Child Abuse and Neglect, Reporting Child Abuse and Neglect Concerns. Available at: https://danecountyhumanservices.org/ProtectiveServices/Child/reporting_child_abuse_and_neglect.aspx

Wisconsin Department of Children and Families; Child Abuse and Neglect Program (Child Protective Services) Mandated Reporters
http://dfc.wisconsin.gov/children/cps/progserv/manrpts.HTM


Week 3: Wednesday, September 21
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

***Learning Plan DRAFT Due (unsigned, submitted to Dropbox)
School of Social Work Outcome Study Administered

**Topic: Safety and Self-Care in the Field**

Practice Question: What are the precautions in place at your field placement for your safety, the safety of your colleagues, and the safety of your clients? What are the strengths of these systems? Areas for improvement? Describe the importance of self-care in social work practice. What are your areas of strength and areas of continued growth related to your self-care?

**Required Readings:**

Review the following website prior to class: http://socialwork.buffalo.edu/resources/self-care-starter-kit.html
- “Introduction to Self-Care” page and “Developing Your Self-Care Plan”

NASW Guidelines for Social Worker Safety
Available at: http://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf

**Week 4: Wednesday, September 28**
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

**Topic: Supervision in the Social Work Field Placement**

Practice Question: Compare your field experiences to-date with the Sweitzer & King article. What similarities and differences do you notice in your experience? To what degree is field what you expected? How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to ethical social work practice?

**Required Reading:**
NASW Best Practice Standards for Social Work Supervision; pp. 8-27
(http://www.naswdc.org/practice/naswstandards/supervisionstandards2013.pdf)

**Recommended Reading:**
September 29th and 30th: YWCA Racial Justice Summit. Students are encouraged to attend (more information will be provided during field seminar).

**Week 5: Wednesday, October 5**
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 427 (at 9:00am) and Room 300 following presentation
***Student Lead Activity

***Learning Plan with Agency Supervisor Signature Due

**Topic: Indigenous Communities in Colombia, Poverty and Inequality**
Presenter: Angela Maria Guarin Aristizabal, B.A.
PhD Program in Social Welfare; School of Social Work; University of Wisconsin-Madison

Presentation and Discussion: Angela Guarin Aristizabal will present “Indigenous Communities in Columbia, Poverty and Inequality”. The presentation will include an overview of the indigenous communities in Columbia, their socioeconomic status and some of the social problems affecting them. It will also include Angela’s particular experience as a social worker with the Wayuu Tribe and some of the challenges she faced while supporting their survival.

*Practice Question: What were some ethical issues and value conflicts that Angela experienced? How are these social justice issues? How did she resolve them?*

**Required Readings:**
The International Federation of Social Workers (IFSW) Ethics in Social Work/Statement of Principles/International Association of Schools of Social Work
Available at: [http://ifsw.org/policies/statement-of-ethical-principles/](http://ifsw.org/policies/statement-of-ethical-principles/)

Handouts: Ethical Decision Making Models and Approaches

**Week 6: Wednesday, October 12**
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social, Room 300
***Student Lead Activity

**Topic: Social Work Ethics and Boundaries**

*Practice Question: What are your observations regarding how conflicts related to ethical issues and values are handled at your agency? Have you or your agency supervisor encountered any ethical dilemmas? How are these resolved at your agency? Were any of the decision making models or approaches used?*
Required Readings:


Wisconsin Chapter SFC20 Conduct

Wisconsin Statute, Chapter 457

Week 7: Wednesday, October 19
Field Issues/Situations for Consultation/Collaborative Problem Solving

Field Seminar Trip to Safe Harbor, Child Advocacy Center (1457 E. Washington Ave. #102, Madison). ***Meet in the main lobby at 9:00am***

Topic: Personal and Professional Social Work Values

Values Self-Awareness Exercises
Practice Question: What areas are you noticing that there may be dissonance between your personal and professional values, or that you may need to pay attention to?

Required Reading:

Week 8: Wednesday, October 26
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

***Agency Analysis Report Due and Class Discussion

Week 9: Wednesday, November 2
No Field Seminar
UW-Madison Conference on Child Sexual Abuse
Madison Marriott West (more information will be provided in field seminar)

Week 10: Wednesday, November 9
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity
**Topic: Culturally Competent Social Work Practice**

*Practice Question:* After reading the “Areas (to be) Addressed re Agency User Friendliness” handout, as well as the NASW standards, what are your observations regarding strengths and opportunities for growth related to cultural competence in your field placement? How does this inform possibilities for your change agent project?

**Required Readings:**

NASW Standards for Cultural Competence in Social Work Practice


**Week 11: Wednesday, November 16**
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

**Topic: Culturally Competent Social Work Practice**

*Practice Question:* How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency?

**Required Readings:**


**Week 12: Wednesday, November 23**
University Thanksgiving Recess
No Seminar-Participate in Activities at your Agency
Week 13: Wednesday, November 30
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

**Topic: Continued Discussion of Boundaries in Social Work Field Work**

**Practice Question:** In what scenarios is self-disclosure appropriate with clients? Benefits? Challenges? What are your experiences with self-disclosure? What is your agency’s perspective on self-disclosure? Do these experiences or perspectives vary depending on different populations or individuals within those populations?

**Required Reading:**

Week 14: Wednesday, December 7
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

**Topic: The Strengths Perspective in Social Work Practice**

**Practice Question:** How is the Strengths Perspective utilized at your agency? What opportunities have you had to observe or practice this? What are challenges or questions that you have about this perspective?

**Required Reading:**

***Change Agent Proposal Due***
***Change Agent Brief Presentation*** (brief 3-4 minute oral description regarding change agent project: what you will do and why)?

Week 15: Wednesday, December 14
Field Issues/Situations for Consultation/Collaborative Problem Solving
Field Seminar to Meet at School of Social Work, Room 300
***Student Lead Activity

Pulling It All Together; Course Review, Wrap Up, and End of Semester Celebration!
Planning for Spring Semester
Course Evaluations
V. Course Reading Materials
Readings will be assigned, in advance, for specific class topics. For those identified as required readings, students are expected to come prepared for class having thoughtfully read the assigned articles or other materials. The readings and exercises are available on Learn@MYUW. Some readings and exercise materials will be handed out in seminar. Students are also expected to read relevant practice material available in their agency placement.

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

Reading reflection: Please come prepared to seminar having thoughtfully read the assigned articles or other materials. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in Social Work and related courses and to review past readings (e.g., SW441 and the NASW Code of Ethics) to enhance understanding and integration of theory, methods and practice. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW). If you do not understand the readings or the Code, please see the field faculty member for assistance. Seminar is an ideal place to discuss questions related to these various dimensions of learning.

Online Pre-Service Training (Requirement for Title IV-E Public Child Welfare Training Program students only): Located at www.wcwts.wisc.edu (Click on the Pre-Service online training tab). Please print out the quizzes at the end of each module, along with the signature page found on LEARN@UW, and turn in to the field faculty member. The modules include: Introduction to Child Welfare, Engaging Families, Safety, Development & Dynamics of Human Behavior, Access, Court, Initial Assessment, Ongoing Services, and Permanency. This requirement is due by the end of the spring semester.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods
Assignments and Expectations: 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). Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. In compliance with new University Graduate School rules that graduate students be assessed separately from
undergraduate students, there are criteria (outlined in the grading rubrics) specific to graduate students in the expectations and assignments for this course.

1. **Learning Plan** (see "Course Content/Schedule Outline" for draft and final copy due dates) Students are to complete the learning plan with their agency supervisor to ensure that learning opportunities for the development or advancement of competencies can be jointly identified. The learning plan outline consists of three parts:

**Part A. Field Placement Arrangements and Hours.** Put your name on plan (no cover sheet), and list agency name, address, phone, the days, time, and duration of your field placement schedule, [e.g., M, 8:00am–3:00pm (7); F, 8:00am–3:00pm (7)] and the name(s) of your supervisor(s).

**Part B. Competencies and Assignments, Methods, Activities (completed with agency supervisor).** Review the ten competencies and required practice behaviors as found in the syllabus. Use the learning plan (provided by the field faculty member) to list and briefly describe the “individualized” learning opportunities available in your agency to accomplish the competency. The learning opportunities need to sufficiently address the relevant practice behaviors in order to measure achievement of the competencies (see Field Evaluation Instrument). The learning opportunities would include methods, activities, or assignments.

**Part C. Field Learning Process.** List all professional staff, faculty, and others who will be a learning resource to you. Also list pertinent reading material which would provide background for your field placement.

Formatting and Due Dates: Prepare a draft of the learning plan by the date indicated on the course schedule. Provide a concise, SINGLE spaced (double space between competencies), typed final draft learning plan by the date indicated on the course schedule. Students must discuss the learning plan with their agency supervisor prior to submitting the draft to the field faculty member. Immediately inform the field faculty member of any problems in reaching agreement and/or completing and/or accomplishing the learning plan. Once the draft is completed the student will submit the learning plan electronically to the field faculty member. The field faculty member will return the plan with any needed revisions noted. Once the final plan is approved by the field faculty member, it should be signed and dated by the student and the agency supervisor, and turned in by the date indicated on the course schedule. The field faculty member will then sign the learning plan and provide the student and agency supervisor with an electronic copy. This learning plan is a working document and will be added to and revised for second semester. The learning plan should be saved on the computer for future revisions.

In the learning plan, students, in collaboration with agency supervisors and the field faculty member, identify the methods by which the practice behaviors outlined in the syllabus will be measured. For example, relative to the first one, “advocating for client access to the services of social work,” 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 the student’s advocacy work for the supervisor’s review and feedback. This indicates
how the student will achieve this practice behavior (an advocacy plan and outcome report) and
how it will be measured (e.g., supervisor’s approval, review and feedback regarding the plan and
outcome report). Given that the measurable methods of achievement are “individualized,” that
is, specific to the student’s learning needs and the opportunities available at each agency, these
will be different for undergraduates and graduates, as well as being different for individuals
within each group. Some practice 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, measurable, individualized and can be changed over time.

This learning plan is meant to be an organizational aid to help initiate, plan and update/revise
your field experience. It is not intended to be a substitute for regular supervisory contact and
educational consultation with faculty and professional staff. The learning plan lists the
competencies and the Field Evaluation Instrument lists the competencies AND the practice
behaviors in order to ensure that these are addressed in the development of the learning plan
(e.g., learning opportunities), throughout the field experience (if not, must then be addressed in
field seminar or elsewhere in the curriculum), and are the FOCUS of attention during the student
performance evaluations (given the competencies are met through the measurable practice
behaviors). Students needing assistance in completing it should immediately contact the field
faculty member.

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

2. **Integrative Seminar: Sharing Field and Other Experiences**

There is a required weekly seminar with the field faculty member. 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.

Each student is expected to share field and other related experiences in order to enhance the
integration and application of social work concepts with practice through active
consultation/problem solving and support. Given the diversity of students and their life
experiences and the various agency placement settings, populations-at-risk, and the human rights
issues, active participation is critical to learning about various perspectives and social work in
public and private child welfare agencies.

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 seek
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.

3. **Agency Analysis Report and Class Discussion**

The purpose of this assignment is to:

- familiarize students with their social organization/agency including information on diversity of populations served, issues, oppression, and so forth that the student can refer to, share and expand upon throughout the school year
- provide an early opportunity to use data collection and assessment skills focusing on a social agency
- provide background information that students can use for other classes and field seminar agenda items such as weekly practice questions (e.g., regarding oppression and empowerment, cultural competence, “user friendliness) and for assignments (i.e., the self-assessment and change agent project)
- provide the field seminar a beginning basis for understanding and comparing local service delivery systems, their services, policies, decision-making structures and issues in relationship to local and broader communities
- familiarize students with the variety of opportunities to practice social work and the roles and responsibilities associated with them.

It is strongly suggested that students check content in SW441 and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seek this information within your agency (in agency documents, interviews with workers) early in the semester, to adequately and accurately cover this in the report.

It is expected that the report will address all of the criteria identified in the Agency Analysis Paper and Presentation Grading Criteria (see Evaluation and Grading). The organizational chart is an attachment and is not included in total page requirement. Students will provide a brief 5 minute presentation and summary report in seminar that consists of a general overview of the agency (mission statement and purpose, demographic characteristics of those served, brief description of services) and how you fit into the agency/what you will do. There will be other opportunities during the semester (e.g., when responding to practice questions for each week including those on oppression and empowerment, and dimensions of diversity) to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

It will be helpful for students to also review the social work competencies and practice behaviors included in this syllabus. Please also review your report before handing it in to ensure that all criteria are included and that it is your final version. The criteria will be used for grading. In fairness to all, there is no opportunity to address missed criteria later. Graduate and undergraduate students have different grading rubrics (see LEARN@UW).

4. **Practice Question of the Week**

This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is
expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are also encouraged to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

5. **Readings**
Readings (and exercises) are to be completed according to the “Course Content/Schedule Outline”. Additional readings may be handed out during class time. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 441 and NASW Code of Ethics) to their field practice experiences. Students may be asked to facilitate group discussions based upon the readings. Students are also expected to read relevant materials available in their agency placements. Experience indicates that students who do not complete or understand these readings are unable to or struggle with the integration of theory and methods with practice.

6. **Change Agent Proposal (due fall semester) and Change Agent Assignment (final project due in spring semester)**
Students will begin a change agent project in the fall and complete it in the spring semester. Utilizing the planned change process, the project would seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. Students note that it is helpful to begin the assessment process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LGBTQ groups. If interested in other populations, contact the field faculty member. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used.

This project focuses on:
- applicable social worker roles and interventions
- developing or enhancing knowledge, skills and values regarding a meso/mezzo or macro change effort
- utilizing the planned change process
- learning social work roles and intervention involved in change efforts
- complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable
- develop or enhance knowledge, skills and values regarding working in teams *(with other seminar students and/or with others in your field placement and the community)*

Students would be using social work theory, methods, principles, and concepts learned in SW 441, 606, 711, 640, other courses, and assigned readings to complete this assignment. During the fall semester, students will begin to assess for possible issues and targets and discuss these in
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. For example, if students choose policies and/or procedure, they would attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at their placement. They could gather information in a number of ways including: listening carefully to clients’ experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about the effects of various policies and social problems. Students are also encouraged to 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 field placement.

This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester. For the fall semester, students will complete a brief, written proposal outline of their plan for the change agent project. This proposal will provide a starting point for a SW401 & SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A written outline and final outcome report will be completed in the spring semester. The agency supervisor must be familiar with and support the proposal and the feedback from the agency supervisor must be provided in the outline/proposal. The proposal must also include the following; a brief description of what the student plans to do and how they will do it, why they have selected this project, what their intended impact will be (the outcome expected), who the key players in the project will be, and how they will evaluate it. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used. While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (5 minutes) share what they will do and how they will do it. Graduate and undergraduate students have different grading sheets (see LEARN@UW). Please refer to the handout regarding this assignment for more specific information.

7. Record of Field Hours
Students are required to use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. 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. Students are encouraged to consult with their agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log.

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 the field
faculty member and the agency supervisor, 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, and students are unable to begin a new semester with an “Incomplete.”

8. **Student Lead Field Seminar Activity**
In order to practice your group facilitation skills, as well as to enhance all of our learning in field, each student will have the opportunity to plan and lead a group activity as a portion of seminar. You are encouraged to be creative. You might choose to lead a team building exercise, icebreaker or activity focused on building team cohesion lasting 5-10 minutes. It is entirely up to you. This is your group! A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the seminar portion of your grade.

**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, which I check daily. I will respond to emails within 24 hours during the business week (Monday thru Friday). 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.

**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, before our end-of-semester meeting.

Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss and process the following:

a. issues, situations, challenges, opportunities, and/or successes experienced in practice;

b. what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter;

c. the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);

d. seminar discussions and assignments, including the practice questions of the week; and

e. other topics for discussion identified by the field faculty member, agency supervisor, or student
You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and the Field Education Handbook, section I.

**Supervision, Consultation and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty member, and the seminar group. The required weekly field 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. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs. Students are responsible for defining and achieving the competencies and practice behaviors suggesting, organizing, and documenting activities; and fully participating in the field instruction process. 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.

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. 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. 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, before our end-of-semester meeting.

The **agency supervisor** has the following responsibilities:
- Participate in student selection/placement process.
- Work with student and faculty in development of learning plans and supervisory arrangements.
- Orient student to agency, work unit, and practice area.
- Provide ongoing practice supervision.
- Possible teamwork with student.
- Provide good professional role model.
- Consult with student on professional growth and development.
- Provide student with ongoing constructive criticism and final evaluation.

The **field faculty** has the following responsibilities:
- Responsible for student selection and community placement.
- Develop and approve learning plan and supervisory arrangements with student and agency supervisor
- Teach field unit seminar to provide relevant theoretical, policy, and problem content.
• Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
• Provide good professional role model.
• Maintain regular contact with agency supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
• Consult with student on professional growth and development
• 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:
The previous subsection described assignments, expectations, and the criteria for evaluation. This subsection expands upon field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students given they are based on “measurable methods of achievement” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plan.

1. Participation and professionalism in all field unit seminars is required. 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.

Professionalism includes being prepared and present in every class. It includes arriving on time. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an 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. Please see the field faculty member EARLY in the semester if you need any assistance in this or any other areas.
2. **Grading.** Evaluation is on-going between the student, agency supervisor(s) and the field faculty member. The field faculty member 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.

**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 turned 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 when travel is discouraged due to inclement weather. 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:
Regarding professionalism, 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, 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 by the end of the semester, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have obtained advance approval from field faculty of your plan to complete the hours).

**Sixty percent (60%)** of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through measurable practice 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. The following components will be assessed based on the student’s performance:

**End of semester evaluation instrument:**
- Utilization of supervision (listens to and accepts critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions,
sharing concerns and ideas; preparedness for supervision meetings)

- Participation in field placement activities (taking initiative to seek learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)

- Cultural and ethical components of field practice (displays cultural competence with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)

- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)

- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)

- Attendance and timeliness (in seminar and in field)

Practice Skills:

- Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)

- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)

- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

- Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

- Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

Final responsibility for grading the student’s performance in the placement rests with the field faculty member. 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 agency supervisor and joint meetings will be held with you if indicated or desired by you or your agency 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 agency 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 agency supervisor’s overall assessment of your work. Be sure that you and your agency supervisor each have a copy of each other’s evaluation form and have shared this information with each other prior to the final evaluation meeting.

The grade equivalency for these percentages is as follows:

- 94-100 A
- 88-93 AB
- 82-87 B
- 76-81 BC
- 70-75 C (see “Field Education Handbook” regarding this grade)
- 64-69 D

The following are grading standards for the course:

A grade of “A” will include:

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

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

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

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

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

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

* Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop learning opportunities and take appropriate risks to further your learning.
*Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.

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

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

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

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

A grade of “D” or “F” may be assigned in this class and would represent extremely serious performance issues. Conditions under which these grades might be assigned include, but are not limited to, serious ethical misconduct, commission of a crime while engaged in a field activity, or using alcohol or drugs (except as prescribed by a medical provider) while engaged in a field activity.

D= failing, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue

**Note about grading:** Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), (3) your ability to demonstrate critical thinking, and (4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in
writing with specific attention to the four points raised above and I will give your appeal my careful attention.

**Fall Semester**

**Weekly Seminar (40% of Final Grade):**
- Professionalism & Participation: 10 points
- Agency Analysis Report: 15 points
- Change Agent Outline/Proposal: 15 points

**Total Maximum Points:** 40 points

*End-of-semester evaluation* (60% of final grade)
Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

The Field Evaluation Instrument with the competencies and respective practice behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process.

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

Successful completion of the course requires completion of **all** assignments.

**VII. Course Policies:**

*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.
Reading Assignments:
Students 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.

Confidentiality:
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Written Assignment Policy:
All written assignments are to be either typed or computer-generated using Microsoft Word. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 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 field faculty member, course number, and course title (do not put this information on the first page of your paper). You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting (http://writing.wisc.edu/Handbook/DocAPA.html). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the field faculty member. Failure to comply with these expectations will result in a loss of points. 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 field faculty member prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

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

Academic Misconduct:
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to
claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc.

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

Attendance & Class Participation Policy:
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning and end of each class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Three points will be deducted from your grade for each unexcused absence incurred.

Technology in Class:
A minimal level of external distractions is essential to a productive learning environment. Cellphones, iPods, iPads, and any other electronic devices are not to be used in seminar. 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.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
- Laptops are not to be utilized during field seminar.
• Respect is displayed for viewpoints with which you may disagree.
• Respect is displayed for each student and colleague’s right to be heard.
• A capacity to respect and appreciate diversity is displayed.
• Appropriate materials are brought to class and field placement.
• Student has read materials and prepared for class.
• Student displays qualities of an active learner, including taking notes when appropriate.
• Student actively and constructively participates in classroom and field site discussion.
• Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
• Student solicits and incorporates feedback when there are questions about performance.
• Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom and field will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the field faculty member. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to peers, 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. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook. If you have any concerns with this policy, or a concern that needs to be brought to the class’s attention, please speak with this field faculty member. It is the student’s responsibility to contact the field faculty member for any clarification on disrespectful and unprofessional behavior.