Instructor Name: Audrey M. Conn, MSSW, APSW
Location: School of Social Work, Room 300
Class Day(s) & Time: Wednesday; 9:00-11:30am
Office Hours: By appt., School of Social Work, Room 320
Phone Number: 608.265.6924
E-mail: amconn@wisc.edu

I. Catalogue Description

401 Field Practice and Integrative Seminar II. Continuation of Social Work 400. Prerequisites: Sr, or Grad standing; Social Work major; Soc Work 400; cons field director.

801 Field Practice and Integrative Seminar IV. Continuation of Social Work 800. Prerequisites: Grad standing; Soc Work 800; cons of field director.

II. Course Overview and Prerequisites/Co-requisites

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 field supervisor to spend more hours in earlier weeks.

Please note that 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 2017. 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 field 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 humility; social justice and human rights; violence prevention; some alcohol and other drug abuse and mental health; and policy development.

Social Work 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) is an important co-requisite and conceptual support for the field experience. The theory, value, process content and the development of generalist practice skills and techniques with individuals, family and groups in SW 441 (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 course work with the field experience is an important learning goal in the field seminar. 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 and Practice Behaviors

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<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. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. | **Generalist Practice (BSW/Ist 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, Change Agent Project and Presentation, and final evaluation with agency supervisor |
| 2.1.2: Apply SW ethical principles to guide professional practice Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | **Generalist Practice (BSW/Ist Year MSW)** **Required Practice Behaviors:**  
*Recognize and manage personal values in a way that allows professional values to guide practice.  
*Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
*Tolerate ambiguity in resolving ethical conflicts.  
*Apply strategies of ethical reasoning to arrive at principled decisions.  

**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  
| All: Field practicum, participation in field seminar discussions, practice question of the week, Change Agent Project and Presentation, and final evaluation with agency supervisor |
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.

| 2.1.3: Apply critical thinking to inform and communicate professional judgments | **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, Change Agent Project and Presentation, and final evaluation with agency supervisor |
|---|---|
| 2.1.4: Engage diversity and difference in practice | **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  
  
All: Field practicum, participation in field seminar discussions, practice question of the week, Change Agent Project and Presentation, and final evaluation with agency supervisor |
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 sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Generalist 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 the focus area.

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

**Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:**
* Use practice experience to inform scientific inquiry.
* Use research evidence to inform practice.

**Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:**
* Demonstrate ability to evaluate practice in the focus area.

All: Field practicum, participation in field seminar discussions, practice question of the week, Change Agent Project and Presentation, and final evaluation with agency supervisor
**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.**

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<th>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</th>
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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>Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:</th>
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<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 problems/populations.</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>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 arts to understand biological, social, cultural, psychological, and spiritual development.</td>
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<th>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</th>
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<tr>
<td><em>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</em></td>
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<td><em>Critique and apply knowledge to understand person and environment.</em></td>
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<th>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
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<td>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</td>
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<th>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</th>
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<td><em>Analyze, formulate, and advocate for policies that advance social well-being.</em></td>
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<tr>
<td><em>Collaborate with colleagues and clients for effective policy action.</em></td>
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<th>Advanced Generalist Concentration (2nd Year MSW) Required Practice Behaviors:</th>
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<tr>
<td><em>Evaluate, formulate, and advocate for policies that advance outcomes relevant to the focus area.</em></td>
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<tr>
<td><em>Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the focus area.</em></td>
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All: Field practicum, participation in field seminar discussions, practice question of the week, Change Agent Project and Presentation, and final evaluation with agency supervisor.
in service delivery; and the role of practice in policy development.

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<th>2.1.9: Respond to contexts that shape practice</th>
<th>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</th>
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| Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. | *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. | |

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<th>2.1.10a-d Engage, assess, intervene (initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capabilities) and evaluate with individuals and families, groups, organizations and communities.</th>
<th>Generalist Practice (BSW/1st Year MSW) Required Practice Behaviors:</th>
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| 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 | *Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
*Use empathy and other interpersonal skills.  
*Develop a mutually agreed-on focus of work and desired outcomes  
2.1.10a Engage with 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  
2.1.10b Assess 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 |
| All: Field practicum, participation in field seminar discussions, practice question of the week, Change Agent Project and Presentation, and final evaluation with agency supervisor | |
**IV. Course Content and Schedule** 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 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.

**Readings:** The field faculty member will identify which readings are required for completion according to the schedule. Students are also expected to complete, critically reflect, 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, January 18, 2017**
Field Seminar to Meet at School of Social, Room 300
Welcome Back!
Syllabus Review and Seminar Expectations
Learning Plan Brainstorming
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Week 2: Wednesday, January 25, 2017**
Field Seminar to Meet at School of Social, Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: **Self-Care: Preventing Compassion Fatigue, Burnout and Vicarious Traumatization**

Required Reading:

Recommended Reading:

***Monday, January 30: Social Workers Confronting Racial Injustice Conference***

**Week 3: Wednesday, February 1, 2017**
Field Seminar to Meet at School of Social, Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: **The Indian Child Welfare Act and the Wisconsin Indian Child Welfare Act**
Guest Speaker: Tania Cornelius, CSW, MSW
Tribal and Legislative Affairs Specialist
Wisconsin Department of Children and Families

Practice Question of the Week: What is your understanding and experience with the Indian Child Welfare Act (ICWA) and the Wisconsin Indian Child Welfare Act (WICWA)? What information and resources, related to ICWA and WICWA, do you feel you need to be more culturally competent when working with clients and within systems?

Required Video:
*Missing Threads: The Story of the Wisconsin Indian Child Welfare Act*
Available at: [https://www.youtube.com/watch?v=ZCLUbS4FxWo](https://www.youtube.com/watch?v=ZCLUbS4FxWo)

Recommended Reading:
*Everything You Ever Wanted to Know About Indians but Were Afraid to Ask* by Anton Treuer

✓ Revised Learning Plan Draft Due
**Week 4: Wednesday, February 8, 2017**
Field Seminar to Meet at School of Social, Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** *Macro Social Work Practice: Child protection around the world; differences & similarities, advocacy, and applying structured decision making*

**Guest Speaker:** Julie Davis, APSW
Program Associate Senior
NCCD Children’s Research Center

**Required Readings:** TBA

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**Week 5: Wednesday, February 15, 2017**
No Field Seminar - Continue with Activities in Field Placement

✓ Signed Learning Plan Due

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**Week 6: Wednesday February 22, 2017**
Field Seminar to Meet in Room 427 at 9:00am at the School of Social Work
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** *Impact of Immigration and Internal Migration on Individuals and Families: Social Work Advocacy and Other Services*

**Guest Speaker:** Jessica Canela, MSW, MST, Pre-College Advisor, PEOPLE Program and former Director of New Routes Adolescent Programs, Centro Hispano of Dane County. Mrs. Canela graduated from the Columbia School of Social Work with minor in International Social Welfare and Services to Immigrants and Refugees and can share her practice experiences in providing immigration-related services to many individuals and families over the years. She will also speak to how trauma-informed care is essential working with clients who have had (or whose parents may have had) difficult migration histories.

**Practice Question of the Week:** Does a client’s documentation status impact the type of services they could receive at your agency (directly or indirectly)? Critically think about how current immigration policy impacts social work practice? Are there implications for social work practice regarding refugee policies and practices? Are there any ethical implications? Are there advocacy responsibilities in these areas?

**Required Reading:**

**Recommended Readings:**

Week 7: Wednesday, March 1, 2017
Field Seminar to Meet in Room 427 at 9:00am at the School of Social
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Social Work Practice with LGBTQ+ Individuals and Families

Guest Speaker: Gabe Javier, Assistant Dean/Director LGBT Campus Center. Discussion will include terminology, how it is determined, who chooses; services provided for the community, what has worked, not worked, and service and resource gaps; what social workers can do to provide better inclusive services; what is one social work practice the speaker would like to see more of, less of; competency of community agencies in working with trans populations; list of resources including trans-inclusive shelters and agencies in Madison; micro aggressions against the LGBTQ populations; and how social workers can best support LGBTQ populations.

Practice Question: Critically think about how content in this course, other courses, today’s presentation and discussion apply to your knowledge and practice relative to sexual orientation and gender identity issues. What are some best practices when working with individuals who identify as LGBTQ+ and their families?

Required Readings:
Gattis, M. & McKinnion, S. School Experiences of Transgender and Gender Non-Conforming Students in Wisconsin, University of Wisconsin-Madison (Feb 2015).
Speaker will also provide materials.

Recommended Readings:

Week 8: Wednesday, March 8, 2017
Field Seminar to Meet at School of Social Work Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Mental Health Services and Trauma Informed Care with Children, Youth, and Families

Practice Question of the Week: Trauma informed care is multifaceted. When hearing about trauma informed practice what does this mean to you? How are your clients impacted by trauma, and in what ways can you and your agency improve your services to be more trauma-informed?

Required Reading:

Week 9: Wednesday, March 15, 2017
Field Seminar to Meet at School of Social Work Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Trauma Focused Practice with Individuals Committed under Wisconsin’s Sexually Violent Persons Law (Chapter 980, Wisconsin Statutes)
Guest Speaker: Rachel M. Jasper, LCSW
Sand Ridge Secure Treatment Center
Wisconsin Department of Health Services

Required Readings:
Adverse Childhood Experiences (ACE) Study Available at: https://www.cdc.gov/violenceprevention/acestudy/index.html
Adverse Childhood Experiences (ACE) Study (Handout)
Connections between childhood adversity and psychiatric disorders seen at cellular levels. Women & Infants Hospital (Handout)

Recommended Reading:
Adverse Childhood Experiences in Wisconsin, Wisconsin’s Trust Fund

Wednesday, March 22, 2017
No Class - Spring Break

Week 10: Wednesday, March 29, 2017
Field Seminar to Meet at School of Social Work Room 300
Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Motivational Interviewing
Guest Speaker: Laura A. Saunders, MSSW
Senior Counseling Manager
Department of Family Medicine and Community Health
UW- School of Medicine and Public Health

Required Readings: TBA

Week 11: Wednesday, April 5, 2017
Field Seminar to Meet at School of Social Work Room 300
Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Professional Ethics and Boundaries in Child Welfare

Practice Question of the Week: What ethical issues/dilemmas appear to be the most challenging in your field placement? How are they understood and responded to with your field placement? How do we assure that the values, ethics and beliefs underlying our practice are those identified by the social work profession?

Required Reading:
Recommended Reading:

**Week 12: Wednesday, April 12, 2017**
Advocacy-Lobby Day
No Field Seminar

**Week 13: Wednesday, April 19, 2017**
Field Seminar to Meet at School of Social Work Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: *Human Trafficking and Public Child Welfare*

Required Readings: TBA

**Week 14: Wednesday, April 26, 2017**
Field Seminar to Meet at School of Social Work Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Question of the Week*: What lessons did you learn from the development and implementation of your Change Agent Project? How did this experience impact your learning and professional development?

- Change Agent Report Due
- Change Agent Presentations

**Week 15: Wednesday, May 3, 2017**
Field Seminar to Meet at School of Social Work Room 300
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving
Pulling It All Together; Course Review and Wrap Up
Course Evaluations
**End of Year Celebration!**

***Monday, May 1 (9:00-11:00am) Agency Supervisor Appreciation Brunch at Goodman Community Center (details to follow)***

V. TEXT/READING MATERIALS
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. We will continue to refer to some readings from last semester. Some readings and exercise materials will also be handed out in seminar.

Students are expected to complete and understand all currently assigned readings is Social Work and related courses and to review past readings (e.g., SW441, the NASW Code of Ethics, LEARN@UW) to enhance ability to understand and integrate theory and methods with practice.
If you do not understand or have questions about any reading or the NASW Code of Ethics, please see the field faculty member for assistance.

VI. EVALUATION OF STUDENT OUTCOMES: ASSIGNMENTS, GRADING AND METHODS
Assignments SW 401-801: 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).

1. Carefully review syllabus, assignments, expectations and evaluation criteria for this semester. Ask the field faculty member and/or the agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

2. Learning Plan. For the spring semester, students will revise the fall semester learning plan which includes all of the competencies, practice behaviors, and the “individualized” learning opportunities (e.g., assignments, methods or activities available to accomplish each competency). During the fall final semester three-way (student, agency supervisor, and field faculty member) performance evaluation, the process for revision began. Using the student’s learning plan and the field evaluation instrument, the student’s strengths and areas for improvement regarding each of the competencies were determined. A discussion also began regarding additional or revised learning opportunities that would further enhance student strengths and address areas for improvement relative to each of the competencies.

In the first two weeks of the spring semester, students are expected to work with their agency supervisor to complete the needed revisions keeping in mind that the learning opportunities need to sufficiently address the relevant practice behaviors in order to measure achievement of the competencies (see the Field Evaluation Instrument). The field faculty member will review the plan and notify the student, within two weeks, of any additional revisions needed. The revised learning plan is to be signed and dated by the agency supervisor and the student. The field faculty member will also sign the final version of the learning plan and provide an electronic copy of the learning plan to the student and agency supervisor. The plan should be saved on the computer for future revisions and for completing the progress summary. During weekly supervision, the agency supervisor and student should discuss progress on the learning plan and develop strategies (e.g., additional or revised learning opportunities) for any improvements needed. Students are expected to immediately alert the agency supervisor if there are progress issues. If students are unable to discuss issues with the agency supervisor or, if issues are unresolved, students are expected to immediately contact the field faculty member.

3. Facilitation of Check-in. In the service of practicing your group leadership skills, each student will have the opportunity to co-facilitate the check-in portion of seminar. Students will work together and determine how they would like to structure the check-in. You are free to be creative. Students might choose to have a structured check-in with a particular topic identified to discuss, or they might choose to have a less-structured check-in. You might even choose to begin with an icebreaker or activity. 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 field portion of your grade.
4. **Sharing Field and Other Experiences.** Each student is expected to share field and other related experiences or events (e.g., current events, other workshops or training, policies, programs at local, national or global levels related to social issues or resolutions) in order to enhance the integration of social work concepts with practice through active consultation, problem solving and support. Students are expected to demonstrate the practice behaviors for their levels.

Given the diversity of students and their life experiences and the diversity of agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work practice with children, youth, and families. Students are also expected to provide feedback to other students presenting field experiences, especially during case consultation or problem solving discussions. In terms of sharing experiences or providing feedback, students will find it helpful to review the competencies and practice behaviors and other materials (e.g., social work process, generalist social work principles and concepts) during active peer consultation and problem solving. In addition, students are encouraged to introduce any area for discussion that may not have been covered, or to the degree desired, by other students or the field faculty member.

5. **Readings.** Readings are to be completed according to the “Course Content/Schedule Outline”. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses to their field practice experiences. 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. **Practice Question of the Week.** Please note that on many of the dates on the course schedule, there is a Practice Question of the Week listed (*in italics*). This practice question will relate to topics discussed in previous weeks, topics discussed in other courses, and topics related to readings and field experiences. When there is a Practice Question of the Week, it is the expectation that students spend some time thoughtfully reflecting on this question prior to class, and be prepared to share their thoughts during check-in. Students are also encouraged to discuss the weekly questions with their agency supervisors during supervision to gain additional insight and perspectives on the topic. This is an ungraded assignment, although will be a component of the participation grade.

7. **Change Agent Project Report and Presentation.** This assignment significantly expands upon an exercise you completed in the fall semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal. Review the course calendar for due dates regarding this assignment.

**Report** (*Report* of your action, outcomes, recommendations, and learning):

In 6-8 pages, report (simultaneously to agency supervisor) and brief seminar presentation:

- What actions you took within the agency to address the selected issue and why these choices. It is understood that agency-level intervention will require considerable inclusion or, and collaboration with, a variety of agency staff and possibly others. You should detail these choices of personnel and why, and your actions toward your goal. It is required that you will share the
results of your project with your agency supervisor as well as the director of the organization, prior to the due date of the report and presentation. This activity should be noted in your report (how you provided the information and the response).

- A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.

- A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of four sources)

- What outcomes or results have occurred thus far? What do you make of these results? Specify if there are additional outcomes expected in the near future and why.

- How you evaluated or would evaluate the change effort (if time does not allow completion)

- What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?

- What have you learned from working on this project? What you would do differently in the future? Be honest, complete, and objective as it will make your learning and written reporting more clear.

- Use generalist social work concepts and principles as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials.

- In a separate document each student will write a brief, one paragraph, description and overview of their change agent project.

- Students will report on their change agent project in field seminar.

*If students worked in groups, each student must turn in their own report and identify within the report what their individual responsibilities were throughout the project.*

A grading rubric for this assignment for graduate and undergraduate students is available on Learn@UW.

The **purpose** of the assignment is to:

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

- Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.

- Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review SW442 & SW840).

- Complete and evaluate, to degree possible, a change effort that is effective, efficient and sustainable.

- Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).

The opportunities in field to move from careful assessment to planned intervention at the mezzo and
macro level supports a skill area of critical importance in all social work. Focusing each semester on mezzo and macro considerations helps to attune the student, agency supervisor and field faculty member to student learning at this level. It also assists the student and agency supervisor in supporting positive agency and system approaches to services delivery. It can assist the field faculty member and/or subsequent students to continue on your work. Finally, if results are shared with the seminar, it can assist the field unit as a whole to learn.

The seminar is designed to support the integration of academic course content in the generalist curriculum and practice experience in the field pertinent to social work practice with children, youth, and families. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in field, fostering the implementation of evidenced-informed practice. Faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, offering active consultation and problem solving 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 consultation, support, and teamwork involving students, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support, and readings.

8. Participation and Professionalism:
Professional participation involves a range of expectations regarding classroom behavior and preparation for class. Professional behavior is expected from all students. There is no separation between professional work and classroom behavior. Professionalism includes being prepared and present in every class. It includes arriving on time. My policy is to deduct three points each time you are late to class. If you arrive to class after we have started, you can assume you will be deducted three points unless we have discussed the reason for your late arrival and it is deemed unavoidable. If you leave class early, without discussing it with me ahead of time, three points will be deducted from your grade. See attendance policy for information on absences.

Participation is measured by amount and quality. Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. You are expected to demonstrate 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. 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 (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

Participation can be challenging for some students. Please see the field faculty member EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

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 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.

**Methods: Integrative Model**

**Integrative Seminar**
There is a required weekly seminar with the field faculty on Wednesdays from 9:00-11:30 am. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities.

**Supervision, Consultation and Evaluation**
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty member and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed.

Students are encouraged to meet with me at any time during the semester. I am most accessible by email, which I check daily. I will respond to emails within 24 hours during the business week (Monday – 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. I do ask that if you have questions related to our class, please review the syllabus before contacting me to see if you might find the answer to your question there.

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. As your field faculty, I will be in regular contact with your agency supervisor throughout the semester. 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.

**Student has the following responsibilities:**
- Attend, prepare for and actively participate in weekly seminar meetings
- Respect classroom guests and be prepared to ask at least one question of each speaker
- Identify learning needs and in consultation with the agency 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 faculty member jointly during the academic semester to review and evaluate progress
- Be in attendance at the agency on days and at times agreed upon by the student and agency 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 faculty member any practice or behavior that is concerning
- Discuss with the agency supervisor or field faculty member any areas of significant confusion, disagreement, or dissatisfaction or concern related to the field practice experience

**Agency Supervisor has the following responsibilities:**

- 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 weekly scheduled private supervision conferences with the student
- 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 faculty member during the academic semester to review and evaluate progress
- Complete all evaluation forms and reports required by the school
- Model ethical practice and professional behavior
- Participate in educational events sponsored by the School of Social Work
- Work with the field faculty member on future planning for student placements

**Field Faculty Member has the following responsibilities:**

- Select agencies and field instructors 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 learning needs and preparing the learning plan and/or 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 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 curriculum with their field experience
• Maintain contact with agency supervisor to monitor student performance, ensure learning opportunities, and/or 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
• Work with agency supervisor on future planning for student placements

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

EVALUATION AND GRADING
1. Participation in all field unit seminars is required. Participation is measured by amount and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see 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 the student performance from the student and the agency supervisor(s) and determines the grade earned. The student’s education is a shared responsibility. Students should 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 grade is for the integrative seminar each week. The 40% of the grade is based on the following: preparation and contributions to seminar discussion, including
practice question of the week and facilitation of check-in (15%), revised learning plan (required); change agent assignment (25%).

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

In April/May, 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 the student will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. Be sure that the student and agency supervisor each have a copy of each other’s evaluation form and have shared this information with each other prior to the joint 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: “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 SUCCESSFUL COMPLETION OF THE COURSE REQUIRES COMPLETION OF ALL ASSIGNMENTS.

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 must be able to receive and apply the performance feedback provided during the school year.

Students are expected to achieve the competencies of the field course through the measurable
practice behaviors; complete the required field and seminar hours (256 hours per semester for
generalist practice year and 320 for advanced practice year students), 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 community 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.

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.

Accommodation of Student 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 instructor 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.

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.

Written Assignment Policy:
All written assignments are to be either typed or computer-generated. 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 instructor, course number, and course title (do not put
this information on the first page of your paper). All assignments should be checked thoroughly
for correct spelling and grammar.
Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the field faculty member prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Use of Technology in the Classroom:
A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices are not to be used during class expect in unusual circumstances and with the express written permission of the field faculty member. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

Attendance & 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 of 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. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure. On a case by case basis, it is left to the field faculty’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans. Three points will be deducted from your final grade for each unexcused absence incurred; this includes arriving late to class and early departure from class.

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 an agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

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. Community Guidelines will be developed collaboratively by students and the field faculty member to structure the integrated field seminar. Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be
tolerated. Disrespectful behavior will be determined at the discretion of the field faculty. Some examples of this behavior are, but not limited to, talking while others are speaking, arriving late or leaving early, and not being respectful to other students, field faculty or to guest speakers. Field seminar is an extension of the field placement. Your grade in field seminar is based on successful completion of the competencies and behaviors, both in seminar and in the field. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. It is the student’s responsibility to contact the field faculty for any clarification on disrespectful and unprofessional behavior. If you have a concern that needs to be brought to the class’s attention, please speak with this field faculty member.

Note about Consultation & Feedback:
I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. In addition, if my office door is open this means I am generally available to meet briefly and you are welcome to stop by. I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. I am available at amconn@wisc.edu or you can call me at 608.265.6924. I will do my best to be responsive to your needs.