SOCIAL WORK 401: SOCIAL WORK PRACTICE IN COMMUNITY AGENCIES
Spring 2017 Field Practice and Integrative Seminar

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FIELD MEETINGS/SEMINARS/LECTURES are on Saturdays, 9:00 a.m.-11:30 a.m.
Room 300 Social of Social Work

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.

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES
This field unit, which meets for two semesters, is an approved professional generalist practice unit for master level students. Generalist Practice MSW students spend about 12-14 hours per week in field placement, as well as two hours and thirty minutes of integrative seminar for a total of 512 hours for the academic year. Integrated seminar and lecture begins on January 21, 2017 and continues through May 6, 2017, but students may be continuing their field placement hours in the agency after this date up until May 17, 2017. Please note that students are not permitted to end their field placement prior to May, or to drastically reduce hours at the end of the semester.

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 and 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 Generalist 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 practice behaviors specific to a concentration.

The field seminar meets weekly on Saturdays, and provide an opportunity to share ideas, support and to learn a variety of approaches to generalist social work practice and issues. The meetings include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student and guest presentation. Overall, unit activity is intended to advance field learning and to assist the integration
of social work learning from multiple sources.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. The expectation of the Program is that students remain in their field placements through finals week in May 2017. If a student has questions about hours or other expectations and requirements of the Program, the student should contact the field faculty member immediately. Supervision of your direct practice will be provided primarily by staff members of the agency or program unit to which you are assigned. The requirement is that students will receive **a minimum of 1 hour of supervision per week** from the primary supervisor.

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

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: domestic violence and violence prevention; case notes and professional documentation; ethics and boundaries; trauma-informed care; aging and death/dying; application of the strengths perspective; prevention applications; juvenile justice; cultural competence; poverty and housing; and social work with LGBT adolescents. The unit works with a large number of agencies which provide student field placements.

### III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS (Field, Seminar, and Lecture)

**SW 401**

Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the generalist year:

<table>
<thead>
<tr>
<th>Competencies addressed in</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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<thead>
<tr>
<th>Course</th>
<th>Learning Plan and Progress Summaries</th>
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<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>Learning plan and progress summaries</td>
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<tr>
<td>• Advocate for client access to the services of social work</td>
<td>Field Work which is measured through field course evaluation at mid-semester and end of semester</td>
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<tr>
<td>• Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Facilitation of Weekly Check-In.</td>
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<td>• Attend to professional roles and boundaries.</td>
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<td>• Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>• Engage in career-long learning.</td>
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<td>• Use supervision and consultation</td>
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<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>Field Work which is measured through field course evaluation at mid-semester and end of semester</td>
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<td>• Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>In-class Exercise</td>
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<td>• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.</td>
<td>Practice Question of the Week</td>
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<td>• Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>• Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>Field Work which is measured through field course evaluation at mid-semester and end of semester</td>
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<td>• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td>Weekly check-in</td>
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<td>• Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Course Readings</td>
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<td>• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Practice Question of the Week</td>
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<td>2.1.4: Engage diversity and difference in practice</td>
<td>Field Work which is measured through field course evaluation and class discussion</td>
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<td>• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Change Agent Project</td>
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<td>• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>In-class exercises</td>
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<td>• Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
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| 2.1.5: Advance human rights and social and economic justice | • View selves as learners and engage those with whom they work as informants | Field Work which is measured through field course evaluation and class discussion  
Change Agent Project  
In-class exercises and guest speakers |
|---|---|---|
| 2.1.6: Engage in research-informed practice and practice-informed research | • 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 | Change Agent Project  
Course Readings |
| 2.1.7: Apply knowledge of human behavior and the social environment. | • Use practice experience to inform scientific inquiry.  
• Use research evidence to inform practice. | Field Work which is measured through field course evaluation and class discussion  
Practice Question of the Week  
Facilitation of Weekly Check-In |
| 2.1.8: Engage in policy practice to advance social well-being and to deliver effective social work services. | • Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
• Critique and apply knowledge to understand person and environment. | Field Work which is measured through field course evaluation and class discussion  
Change Agent Assignment  
Facilitation of Weekly Check-In |
| 2.1.9: Respond to contexts that shape practice. | • Analyze, formulate, and advocate for policies that advance social well-being.  
• Collaborate with colleagues and clients for effective policy action. | Field Work which is measured through field course evaluation and class discussion  
Change Agent Assignment |
|  | • 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. |  |
| 2.1.10.a Engage with individuals, families, groups, organizations, and communities: | • Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
• Use empathy and other interpersonal skills.  
• Develop a mutually agreed-on focus of work and desired outcomes | Field Work which is measured through field course evaluation at mid-semester and end of semester |
|---|---|---|
| 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 | In-class exercises including “Practice Question of the Week” |
| 2.1.10c Intervene with individuals, families, groups, organizations, and communities: | • Help clients resolve problems.  
• Negotiate, mediate, and advocate for clients.  
• Facilitate transitions and endings | Field Work which is measured through field course evaluation at mid-semester and end of semester |
| 2.1.10d: Evaluation | • Critically analyze, monitor, and evaluate Interventions | Field Work which is measured through field course evaluation and class discussion |

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

**Week One: January 21, 2017**  
Warm-Up Activity  
Syllabus Review  
Learning Plan Brainstorming
Check-In & Reflections on Winter Break

Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:
Syllabus (LEARN@UW)

Week Two: January 28, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Safety in the Social Work Field Placement

Practice Question of the Week: Consider a time in your field placement when safety was (or could have been) a concern for either you, a colleague or a client. What measures were or could have been in place to prevent this situation?

Required Readings:

Required Listening:
Singer, Jonathan, Client Violence: Interview with Dr. Christina Newhill, The Social Work Podcast

Week Three: February 4, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Documentation in Community Agencies
Revised Learning Plan Due

Practice Question of the Week: What format/template for documentation is used in your field placement? How is documentation used? How do you, or can you utilize your supervision to expand your documentation skills?

Required Readings:

Worksheet/Reference sheet: Guidelines for Social Work Case Management Documentation

Week Four: February 11, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Oppression and Empowerment of Women
Guest Speaker: Aubrey Johnson, MSW
Updated Change Agent Plan Due

Practice Question of the Week: At least one in five women will be sexually assaulted in their lifetime. What impact does this have on the work that you are doing in your field placement? What is the social work role in changing this statistic?
**Required Readings: TBA**

**Week Five: February 18, 2017**
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Poverty and Homelessness and Generalist Social Work Practice

*Practice Question of the Week:* How are poverty and economic hardship viewed within your agency?  How accurate are commonly held stereotypes about poverty and homelessness?  How do your own perceptions of poverty and homelessness enhance or hinder your practice?

**Required Readings:**

**Week Six: February 25, 2017**
Topic: Juvenile Justice and Generalist Social Work Practice
Site Visit: Dane County Juvenile Reception and Detention Center
9:30-11:00am
Meet in lobby of City County Building at 9:25am, 210 Martin Luther King Jr. Blvd.

**Required Reading:**

**Week Seven: March 4, 2017**
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Trauma-Informed Care and Generalist Social Work Practice

*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/or your agency improve your services to be more trauma-informed?

**Required Readings:**

**March 11, 2017**
No Class-Spring Break

**March 18, 2017**
No Class-Spring Break
**Week Eight: March 25, 2017**

Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** LGBTQ Youth of Color: Intersectionality and Generalist Social Work Practice

**Guest Speaker:** Ali Muldrow, Racial Justice Coordinator, GSAFE

*Practice Question of the Week:* How have you observed the concept of intersectionality to be relevant in the lives of your clients? How does the experience of an LGBTQ youth of color potentially compare the experience of an LGBTQ youth who is Caucasian?

**Required Readings:**


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**Week Nine: April 1, 2017**

Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

**CHANGE AGENT PROJECT WORK DAY**

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**Week Ten: April 8, 2017**

Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** Grief and Loss in the Workplace

**Guest Speaker:** Professor Betty Kramer

*Practice Question of the Week:* Have you had the experience of having a current client pass away? If so, what was that experience like for you, and how did you and your co-workers take care of yourselves? If not, what sort of plan can you establish in the event this happens? What can you put in your self-care plan for assistance?

**Required Readings:**

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**Week Eleven: April 15, 2017**

Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Topic:** Cultural Competence Revisited

**Required Readings:**
Week Twelve: April 22, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Secondary Trauma and Self Care in Social Work

Required Readings:

Week Thirteen: April 29, 2017
Change Agent Poster Presentations

Week Fourteen: May 6, 2017
Pulling It All Together; Course Review and Wrap Up
Course Evaluations
End of Semester Celebration!

V. COURSE TEXT AND READING MATERIALS
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. 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., SW 440 and 441, 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 Code, please see the class Instructor or Field Faculty, as applicable, for assistance.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Assignments SW 401: 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 Field Faculty and/or 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 (generalist or advanced year, as applicable), 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) 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 Field Evaluation Instrument). The revised learning plan is to be signed and dated by the Agency Supervisor and the student. The student will provide the Agency Supervisor and Field Faculty with a copy by the due date. The Field Faculty will review the plan and notify the student, within two weeks, of any additional revisions needed. The plan should be saved on the computer for future revisions and for completing the progress summary (see next assignment). 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, they are expected to immediately contact the Field Faculty.

3. Progress Summary. By March 25, 2017, students are expected submit a typed progress summary to the dropbox at LEARN. For the summary, it is expected that the student will use sufficient time to thoroughly reflect upon and retrospectively and creatively analyze her/his learning and professional development and growth. The learning plan is used for this assignment so students need to make a second copy of the plan. This assignment is worth 10 points, and points will only be given for responses that show thoughtful preparation and self awareness. The summary should have three parts as indicated below:

Part A (6 points). The student would type (in different type, bold or italics than the plan) her/his summary of progress after each of the respective methods, activities, and assignments under each of the competencies. This part would include:

- statements made about changes in content from 1st semester to 2nd semester
- statements about what has or has not been accomplished (if not, why not);
- identification of strengths;
- identification of areas for improvement;
- strategies for enhancing strengths or achieving improvements

Part B (2 points). After completing the above for all of the competencies, the student would add a Part B at the end of the plan in which the student notes any other observations, questions, current issues, ideas, thoughts, and/or feelings s/he may have regarding the field experience. The student also indicates if s/he would like to discuss the information with the Field Faculty privately or in a 3-way meeting with the Field Faculty and the Agency Supervisor. As noted earlier, students are
expected to inform the Field Faculty IMMEDIATELY if there are unresolved concerns about the field placement or progress issues and not wait until formal evaluations.

**Part C (2 points).** The student would also add a Part C in which the student provides feedback on the field seminar. This part would include the seminar’s strengths and areas for improvement relative to the student learning social work. Students are also encouraged to discuss any concerns regarding seminar earlier than at evaluation time so that these can be addressed on a timely basis.

Students who keep a daily or weekly journal and/or make on-going progress notes on their learning plan (notes or journaling directly into learning plan may make it easier to complete the summary later), report an easier time preparing the summary; submit more complete, concise, useful summaries; demonstrate clearer understanding and integration of social work concepts and principles with practice; and are more active participants during the evaluations (e.g., able to identify what they have learned, need to learn, and learning opportunities) as well as in seminar discussions (able to present and/or discuss practice issues).

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, and so forth 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 would be 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 in community settings. 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 (for their level) and other materials (e.g., social work process, generalist social work principles and concepts, active peer consultation and support, 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.

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 (e.g., SW 441 and NASW Code of Ethics) to their field practice experiences. Students are also expected to read relevant materials available in their agency placements. Readings that are familiar may be skimmed or reviewed to further understanding and integration with practice. 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 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. This is an ungraded assignment, although will be a component of the participation grade.

7. **Facilitating Weekly Check-In.** As a part of their participation/professionalism grade, each
student will have the opportunity to facilitate the weekly check-in time. A sign-up sheet will be
distributed during the first week. Students are responsible for ensuring that each of their peers has an
opportunity to check-in about their field experiences and to receive consultation and support.
Students may choose to use a variety of creative methods to ensure that this is a useful and
meaningful time for the field seminar.

8. **Change Agent Project (planned change effort) Poster Presentation (See grading criteria at
the end of this syllabus).**

This assignment significantly expands upon an exercise you did last 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.

**Updated Plan (Outline) (your intended action, and ways to evaluate):**

Turn in via LEARN@UW **no later than the 4th week** of Spring semester a 1-2 page draft
(simultaneous copy to supervisor) indicating

a) the issue that you have selected, in discussion with your supervisor, to work on and why;
b) how you intend to address the issue, the plan of action (including the involvement of key players
such as supervisors, other administrators, board members, community leaders or members, policy
makers)
c) how the outcomes will be evaluated, how will you know if/when the intervention has succeeded,
and by when for which outcome?

**POSTER PRESENTATION (Visual and Verbal Report of your action, outcomes,
recommendations, and learning):**

**Due April 29, 2017**

Students will create a professional poster for a multi-seminar presentation on April 29th. Posters
should include a title, and be large enough to accommodate the required sections below. To create a
visually appealing and effective poster, students should allow ample space for text and for space in
between text boxes/topics. Students can find professional poster examples and tips at the following:

http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

http://ugs.utexas.edu/our/poster/review

https://harrisresearch.tcu.edu/student-research/research-symposium/poster-samples/

In addition to the poster, students should prepare a very brief 3-5 minute verbal synopsis of the
“take away points” from their project, and also be prepared to answer questions.

Include the following on your poster and/or in your brief verbal presentation:

- 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.

- 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 include these choices of personnel and why, and your actions toward your goal.
- 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?
- Use generalist social work concepts and principles in the presentation as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials including readings from this course and other classes.
- A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of three sources)

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 LGBT 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 440, 441 and especially 579).
- 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).

Field opportunity 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. Field student focus each semester on mezzo and macro considerations helps attune the student, supervisor and field instructor to student learning at this level. It also assists the student and supervisor in supporting positive agency and system approaches to services delivery. It can assist field instructor and/or subsequent students to continue on your work. Finally, when results are shared with the seminar, it can assist the field unit as a whole to learn.

9. **RECORD OF FIELD HOURS – DUE WEDNESDAY MAY 17th by 5:00pm**

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.

**Supervision, Consultation and Evaluation**
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty faculty/instructor, and the seminar group. Each student will complete a field learning plan reflective both of course competencies and their particular learning needs (i.e., individualized learning opportunities). Students are responsible for achieving the competencies; suggesting, organizing, and documenting methods, assignments, and activities; and fully participating in the field instruction process.

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

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

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

**EVALUATION AND GRADING**
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 instructor EARLY in the semester if you need any assistance in this or any other areas.

2. **Grading.** Evaluation is on-going between you, your agency supervisor(s) and the Field Faculty
The Field Faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a **shared responsibility** so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting.

**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 articles, practice question of the week, and facilitation of check-in (10%), revised learning plan (required); change agent assignment (20%); and mid-semester progress summary (10%).

**Sixty percent (60%)** of the grade is based on actual field work taking into account the degree to which the competencies are met through measurable 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 the student’s performance in the placement rests with the field faculty. In 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 you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. **BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY OF EACH OTHER’S EVALUATION FORM AND HAVE SHARED THIS INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.**

The grade equivalency for these percentages is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
</tr>
<tr>
<td>70-75</td>
<td>C (see “Field Education Handbook” regarding this grade)</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
</tr>
</tbody>
</table>

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

The Field Evaluation Instrument (attached) 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 256 hours per semester for generalist practice year students cooperate fully with agency staff and the faculty instructor; 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:**

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

**Written Assignment Policy:**
All written assignments are to be computer-generated and submitted via LEARN@UW. 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 have a compelling and unavoidable reason for turning in a late assignment should contact the instructor 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 my students to have an excellent learning experience.
Students who are requesting an accommodation due to a disability should inform the field faculty 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.

**Student Professionalism Policy:**
In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. 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 additional expectations of student professionalism.

- Be on time to class each week, and stay for the duration of the class. Utilize breaks so that there is no need to disrupt class time.
- Respect another person’s viewpoint with which you may disagree, and respect each student’s right to be heard in the classroom.
- Respect the confidentiality of clients and classmates.
- Demonstrate a capacity to embrace diversity and difference.
- Display qualities of an active learner, including taking notes when appropriate.
- Use careful, respectful language in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Solicit and incorporate feedback when there are questions about performance
- Actively participate in classroom discussion.
- Refrain from technology use during class.
- If you miss class, obtain class materials and other notes from a classmate.
- If you have any concerns with the course, contact the instructor promptly.

Professional conduct is expected. 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.

**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.

**Technology Policy**
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 except in unusual circumstances and with the consent of the instructor. Failure to comply with this policy will impact the participation/professionalism grade for field students.
Attendance Policy:
The field seminar is highly interactive and attendance is required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from the field seminar, attendance and active participation are expected. 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. **Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence.** Three points will be deducted from your participation grade for each unexcused absence incurred.

- 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.
- Students who **must** be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an **excused** absence.
- **Inclement Weather Policy**
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
    ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.
CHANGE AGENT POSTER PRESENTATION Grade Sheet – SW401

Student’s Name: ____________________________

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Plan (turned in 4th week of class) addressed rationale behind project (0.5 pt), key players (0.5 pt) and evaluation procedures anticipated (0.5 pt). All elements of plan showed evidence of careful planning, incorporation of client/colleague/other stakeholder input, and reflection of social work values (0.5 pts). (Total 2 points)</td>
<td><em><strong>2</strong></em>_</td>
</tr>
<tr>
<td>II. Poster Presentation (Visual and Verbal Report of your action, outcomes, recommendations, and learning):</td>
<td></td>
</tr>
<tr>
<td>A brief description of the needs/asset assessment was provided with a statement of a practice issue or problem at the mezzo and/or macro levels (2 points).</td>
<td><em><strong>2</strong></em>_</td>
</tr>
<tr>
<td>Actions taken within the agency to address the selected issue and why these specific actions were taken (1 point).</td>
<td><em><strong>1</strong></em>_</td>
</tr>
<tr>
<td>Outcomes or results that have occurred thus far, and student presentation demonstrated critical thinking in interpreting those results. Student specified if there are additional outcomes expected in the near future and why (3 points).</td>
<td><em><strong>3</strong></em>_</td>
</tr>
<tr>
<td>How the student evaluated or would evaluate the change effort, and showed evidence of incorporation of principles of social work research and evaluation (2 points).</td>
<td><em><strong>2</strong></em>_</td>
</tr>
<tr>
<td>What the student has learned from the process (including what they would do differently next time) and recommendations (and clear rationale for the recommendations) for the agency (on the change agent issue) or for other students pursuing this issue (3 points).</td>
<td><em><strong>3</strong></em>_</td>
</tr>
<tr>
<td>A concise review of relevant literature/research in which they indicated clearly how the research informed their practice (minimum of three sources) (3 points).</td>
<td><em><strong>3</strong></em>_</td>
</tr>
<tr>
<td>Poster was professional, organized, visually appealing and clearly outlined the key elements of the project (2 points).</td>
<td><em><strong>2</strong></em>_</td>
</tr>
<tr>
<td>Professionalism was demonstrated through preparation, presentation and response to questions (2 points).</td>
<td><em><strong>2</strong></em>_</td>
</tr>
</tbody>
</table>

Total Points Possible 20
Total Points Earned ___20____
Name:____________________________________

Criteria and Grading for the Spring semester:

____Class attendance (present and on-time unless excused in advance), Professionalism, and Class Preparation (e.g., assignments completed, articles discussed, practice question of the week, class exercises, facilitation of check-in and active participation)  10 points

____ Learning Plan Revision (must be completed to proceed)

____Progress summaries 10 points

____Change Agent Project 20 points (see attached criteria sheet)

____TOTAL SEMINAR POINTS (OUT OF 40)

Comments:

____TOTAL FIELD 60 points (Includes field supervisor and field instructor’s evaluation of the student’s progress toward achievement of the competencies and practice behaviors listed in the learning plan and evaluation tool. Also includes field instructor’s overall evaluation of the student’s performance as a Generalist Year Social Work Student.)

Comments:

____FINAL TOTAL GRADE
FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:

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

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

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

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

**Performance focused:**
Feedback and evaluation are based on the here-and-now, not on previous work nor on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year.

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

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

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

**Graduated:** Expectations for student performance increase each semester over the four semesters, 400-801. This means, for example, that beginning students (400-401) need not feel they should perform at the same levels as advanced practice (800-801) students. Feedback should be solicited by student and given by supervisor/instructor and gives a sense of level of performance.