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

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

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

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

The seminar, as an integral component of field, and the special activities of the Field Unit as a
whole, are intended to support all the Competencies listed below for the Advanced Practice year.
The seminar differs from the field component of the Field course in its emphasis and primary
focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for
introduction of new content, c) transcends the focus of individual agencies and d) works actively
to further integration of practice and knowledge from multiple sources, using multiple methods.
The field seminar meets weekly on Saturdays, and provides an opportunity to share ideas, to support and to learn a variety of approaches to child/family services and issues. The meetings include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student and guest presentation. In the spring semester, students will share responsibility for developing and facilitating seminar sessions on selected topics. Overall, unit activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.

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

Advanced Practice Students must acquire a minimum of 320 field hours per fall and spring semester, for a total of 640 hours over the academic year. Included in these hours is the weekly 2.5 hour Integrative Seminar held on Saturdays. In order to ensure that students have the most productive field experience, which is the combination of attending the Field Seminar while being placed in the field, students may not finish their placement early. In addition, field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as the time needed for student's professional development, and so the student’s field experience must continue through the last week of class in May 2017.

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

III. Course Competencies and Practice Behaviors (Field and Seminar)
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 advanced practice year.
<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a professional social worker and conduct oneself accordingly. | • Apply knowledge of social services policies and programs relevant to the area of children, youth, and families, 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, class exercises, participation in field seminar discussions, Reflection on Field Placement Paper, mid semester and final evaluation with field supervisor. |
| 2.1.2: Apply SW ethical principles to guide professional practice. | • Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families.  
• Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Reflection on Field Placement Paper, Agency Analysis Paper, Artifact #1 Artifact #2, mid semester and final evaluation w/ field supervisor. |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments. | • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to children, youth, and families.  
• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to the area of children, youth, and families.  
• Utilize effective communication skills with diverse communities, constituencies, and multi-and inter-disciplinary colleagues when dealing with issues related to children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Reflection on Field Placement Paper, Agency Analysis Paper, Artifact #1 Artifact #2, mid semester and final evaluation w/ field supervisor. |
| 2.1.4: Engage diversity and difference in practice. | ● Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of children, youth, and families.  
● Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.  
● Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Agency Analysis Paper, Artifact #1 Artifact #3, mid semester and final evaluation w/ field supervisor. |
| 2.1.5: Advance human rights and social and economic justice. | ● Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the area of children, youth, and families.  
● Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Agency Analysis Paper, Artifact #1 Artifact #3, mid semester and final evaluation w/ field supervisor. |
| 2.1.6: Engage in research-informed practice and practice-informed research. | ● Demonstrate ability to evaluate practice in the area of children, youth, and families.  
● Translate practice knowledge in order to contribute to scientific inquiry.  
● Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Artifact #1, mid semester and final evaluation with field supervisor. |
| 2.1.7 Apply knowledge of human behavior and the social environment. | ● Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to area of children, youth, and family problems/populations. | All: Field practicum, class exercises, participation in field seminar discussions, Artifact #1, Artifact #2, Artifact #3, mid semester and final |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | ● Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of children, youth, and families.  
● Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Agency Analysis Paper, Artifact #2, mid semester and final evaluation with field supervisor. |
| 2.1.9: Respond to contexts that shape practice. | ● Assess the impact of historical and contemporary contexts on practice and policy in the area of children, youth, and families.  
● Engage in leadership roles in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Agency Analysis Paper, mid semester and final evaluation with field supervisor. |
| 2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | ● Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of children, youth, and families.  
● Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to area of children, youth, and families.  
● Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the area of children, youth, and families.  
● Apply research skills to analyze, monitor and evaluate interventions in the area of children, youth, and families.  
● Communicate and disseminate | All: Field practicum, class exercises, participation in field seminar discussions, Reflection on Field Placement Paper, Agency Analysis Paper, mid semester and final evaluation with field supervisor. |
IV. Course Content and Outline
Time: 9:00-11:30 a.m.

August 6  Welcome and Introductions
Field Assignments – Discussion

August 13  Critical Thinking
Required Readings:

ARTIFACT #1: DUE Reflect on how critical thinking is demonstrated at your placement, current employment, or in a past life example. How do you use and demonstrate critical thinking? You may also provide an example of a paradigm shift you have experienced and how that impacted you and your critical thinking.

Ethics and Boundaries
NASW Code of Ethics
Student led discussions on ethical dilemmas and setting boundaries.

ASSIGNMENT: Students come prepared to class to discuss possible ethical dilemmas in relation to the NASW Code of Ethics.

Check-in, consultation and problem solving.

August 20  Adverse Childhood Experience (ACE)

ASSIGNMENT: Students come prepared to class to discuss current readings/information they have found about “Adverse Childhood Experience” (ACE)

Check-in, consultation and problem solving.
August 27  **Social Work Practice and Immigration**  
Also, check-in, consultation and problem solving.  
In Class Video and discussion: “Which Way Home”  

Check-in, consultation and problem solving

September 3  **No Class**

September 10  **LGBTQ Speaker-Safe Space** 
Time permitting, check-in, consultation and problem solving

September 17  **Topic: RTI & PBIS overview-Social Worker’s Roles** 
Guest Speaker: Kent Smith  
Reading handouts in class

**AGENCY/SCHOOL ASSESSMENT PAPER DUE**  
Check-in, consultation and problem solving.

September 24  **Panel of past students**  
Students be prepared with questions for the MSW panel

Time permitting: **Required Readings:**  

October 1  **Effects of Domestic Violence on Families**  
Practice Question: The majority of domestic violence is perpetrated by men to their partners. What are the causes for this fact? Do you think the causes of domestic violence are micro, mezzo, macro or a combination of some sort? How does your perspective of its causes affect your practice?

**LEARNING PLAN DUE**  
Check-in, consultation and problem solving
October 8  **Current Mental Health Issues Facing Families**

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

Check-in, consultation and problem solving.

October 15  **Alcohol and Drug Issues**

Practice Question: What barriers do families with substance use issues confront in order to progress in the child welfare system? Think of individual, family, community, and cultural factors that either help or hinder these families seeking intervention.

Check-in, consultation and problem solving.

October 22  **System Change, Advocacy and Macro Change**

Practice Question: How will you put your advocacy ideas into action: first steps? How do you evaluate the effects of climate/culture when you look at systems change?

**ARTIFACT #2 DUE  Climate/Culture Assessment of Agency. You will share your Artifact #2 in class.**

In Class TED TALKS, “The Man Box”
Class discussion of agency/clients perspective.
Students share Artifact with class.

Check-in, consultation and problem solving.

October 29  **Managing Stress and Setting Priorities in Social Work**

**CLASS DISCUSSION:** Come to class prepared to reflect on your Personal Care Plan for first semester. What has been successful and what changes need to be addressed for semester two?

**Required Readings:**

Check-in, consultation and problem solving.
November 5  All School Guest Speaker 9:00-10:30am

Check-in, consultation and problem solving after.

November 12  Group Dynamics and Meeting Leadership Skills
Class Discussion: Come prepared to discuss a description of meeting dynamics that occurred at your placement. This could include group dynamics you observed or description of how meetings were managed at your placement.

Check-in, consultation and problem solving.

November 19  Cultural Responsiveness, Discrimination in Social Work Programs
Reflect on article of choice about racism or reflect on program at your placement in relation to racism. Be prepared to share your article and Artifact with class.

ARTIFACT #3 DUE
Check-in, consultation and problem solving.

November 26  BREAK

December 3  Collaboration and Consultation with Parents/Schools/Community
Come to class prepared to discuss how your agency/school collaborates with community programs. Are their collaborative efforts adequate for the community needs?

Poverty and Homelessness
Practice Questions: What are the individual, family, and community level risk factors that influence homelessness? What interventions have the greatest potential for reducing homelessness?

ASSIGNMENT: Each student brings a resource for homeless families either statewide or local for them. Students should talk about it, how to access it and provide information to the class.

REFLECTION ON FIELD PAPER DUE
Check-in, consultation and problem solving.
December 10  
**Change Agent Presentations**
Presentations of and discussion about Change Agent Project Ideas

Check in, consultation and problem solving.

**LARGER SYSTEMS CHANGE REFLECTION PRESENTATIONS DUE**

December 17  
**Change Agent Presentations and End of Semester Review**
Wrap-up and Class Evaluations – Review, conclusions, evaluation

**RECORD OF FIELD HOURS – DUE DECEMBER 17th BY 9:00 A.M.**

The schedule represents the agenda of activities the field faculty intends to follow during the term. However, the field faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

**V. 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. Some readings and exercise materials will also be handed out in seminar.

Students are expected to complete and understand all currently assigned readings in Social Work and related courses and to review past readings (e.g., the NASW Code of Ethics, 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 Field Faculty, as applicable, for assistance.

All reading materials can be found on Learn@UW.

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


2.) Dibble, Nic. School Social Work Practice Guide. DPI Publication. Provided at no cost. See Wisconsin Department of Public Instruction Website.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Assignments SW 800: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources.

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and LEARN@UW 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.

Learning Plan
Learning plan due October 1.

Learning plans will be graded on a 10-point grading scale based on completeness of information and timeliness of submission. Final learning plans must be approved by field supervisor and field faculty and signed by student, field supervisor and field faculty.

In the learning plan, students, in collaboration with field supervisor and field faculty, identify the methods by which the practice behaviors outlined in the syllabus will be measured. For example, relative to the first one, “advocating for client access to the services of social work, “the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to her/his advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this practice behavior (an advocacy plan and outcome report) and how it will be measured (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). Some practice behaviors may have multiple strategies and some may not be addressed in the field placement but would then need to be addressed in another part of the agency, school or facility, in the field seminar or elsewhere in the School’s curriculum. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. In many ways, the learning plan is similar to a case plan. It needs to be specific, measurable, individualized and can be changed over time. Students needing assistance in completing it should contact the field faculty.

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

**Integrative Seminar**

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

**The Portfolio (School Social Work Students)**

In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI 34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process. For further details, please see the Learn Site. Electronic portfolios will not be accepted at this time.

Portfolio Artifacts will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will be assessed in total when the portfolio is completed in the Spring of his/her advanced practice concentration year.

**Supervision, Consultation, and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the field supervisor, the field faculty and the field seminar group. Students are required to receive weekly supervision from their field supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their field supervisor or field faculty, as needed. At mid-semester, students will receive feedback on their seminar and field performance from their field supervisor and field faculty. A final semester evaluation is also completed, which includes the student, the field supervisor, and the field faculty. If at any time the student, field supervisor, or field faculty feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.
The **Agency Supervisor** has the following responsibilities:
1. Participate in student selection/placement process.
2. Work with student and field faculty in development of learning plans and supervisory arrangements.
3. Orient student to agency, school and/or facility.
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 field placement.
2. Develop and approve learning plan and supervisory arrangements with student and field supervisor.
3. Teach field 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 field 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 details, see “Summary of Educational Roles in Working with Field Students” in the Field Education Handbook.

**Evaluation and Grading**

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

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

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

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

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

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

The Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings (SW 800) covers two semesters; summer semester (August 2016) and fall semester (September-December 2016). Students will earn 2 credits for the summer semester and 4 credits for the fall semester. The University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Satisfactory Progress) at the end of the summer semester. 'P’ is a temporary grade that will be replaced at the end of the fall semester with the final grade you earn for the complete course.

Grades for summer and fall semester will be given at the end of fall semester. Field hours will accumulate over both semesters for a total of 320 hours/semester and the Field Evaluations will reflect work accomplished over summer and fall semesters and will be applied to the final grade in December.
Sixty percent (60%) of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through measureable practice behaviors, including the student’s performance in the classroom and in the field. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. 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 field supervisor’s assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student’s work in the field placement. Field faculty will periodically review your progress both with you and with the field supervisor and joint meetings will be held with you if indicated or desired by you or your supervisor. A mid-semester meeting can be scheduled if the student, field supervisor, or field faculty request a meeting.

In December, the student, field supervisor and field faculty 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 an evaluation completed by your field supervisor and reviewed with you. Arriving at your final grade for fieldwork, greatest weight will be given to your field supervisor’s overall assessment of your work.

FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:

Three way: input and evaluation from student, field supervisor (and staff through supervisor) and field faculty.

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

Purposeful: Ongoing feedback (and of a summary of it at joint meetings) helps to clarify 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 faculty, field supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.

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

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

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

**Individualized:** Given the diverse educational and life experiences of students, each student's learning plan and expectations are very individualized in the three-way plan. Feedback is intended to clarify progress toward these goals.

**Graduated:** Expectations for student performance increase each semester.

**GRADE STANDARDS FOR THE COURSE:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A/B</td>
<td>88-93</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>B/C</td>
<td>76-81</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;=63</td>
</tr>
</tbody>
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A grade (consistently superior/excellent performance) will include:

* Superior/excellent progress towards achieving goals and activities specified in your learning plan.

* Excellent, accurate, thorough, and timely clinical documentation as required by your placement.

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

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

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

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

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

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

* Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.
**Consistent attendance and thoughtful, collaborative participation in the field seminar.**

**AB grade** 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.

**B grade** 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.

**BC grade** indicates the student has met the minimum criteria needed to pass the course.

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

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

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

**Summer and Fall Semesters**

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

**Weekly Seminar (40% of Final Grade)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Ongoing</td>
<td>10 points</td>
</tr>
<tr>
<td>Artifact 1 (critical thinking)</td>
<td>8/13</td>
<td>5 points</td>
</tr>
<tr>
<td>Agency/School Assessment</td>
<td>9/17</td>
<td>25 points</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>10/1</td>
<td>10 points</td>
</tr>
<tr>
<td>Artifact 2 (climate of agency)</td>
<td>10/22</td>
<td>5 points</td>
</tr>
<tr>
<td>Artifact 3 (reflection on racism)</td>
<td>11/19</td>
<td>5 points</td>
</tr>
<tr>
<td>Reflection on Field</td>
<td>12/3</td>
<td>30 points</td>
</tr>
<tr>
<td>Larger Systems Change Reflection Presentation</td>
<td>12/10</td>
<td>10 points</td>
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**Total Maximum Points:** 100 points
1. WEEKLY FIELD SEMINAR
Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to obtain consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

2. WRITTEN ASSIGNMENTS

*ARTIFACT ASSIGNMENTS (15 points total), 5 each

1. **ARTIFACT #1: DUE 8/13** Reflect on how critical thinking is demonstrated at your placement, current employment, or in a past life example. How do you use and demonstrate critical thinking? You may also provide an example of a paradigm shift you have experienced and how that impacted you and your critical thinking. *(Competencies 2.1.1 2.1.2)*

2. **ARTIFACT #2: DUE 10/22** Climate/Culture Assessment of Agency. Reflect on the climate/culture of your placement. *(Competencies 2.1.3 and 2.1.8)*

3. **ARTIFACT #3: DUE 11/19** Reflect on an article of choice about racism or reflect on an issue at your placement in relation to racism *(Competencies 2.1.4, 2.1.5 and 2.1.6) (Wisconsin School Social Work Standards 3 and 7) (Competency 2.1.3 and 2.1.8) (Wisconsin School Social Work Standard 4, 5, and 8)*

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester (SCHOOL PLACEMENTS ONLY are required to complete a portfolio for licensing second semester, however all students are required to complete assignments for field). Each artifact assignment should be 1-2 pages in length.

<table>
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<tr>
<th>Exemplary</th>
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<th>Attempted</th>
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<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 1 page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 1 page requirement.</td>
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</tbody>
</table>
*AGENCY/SCHOOL ASSESSMENT (25 points)
Due: September 17

The purpose of this assignment is (a) to familiarize students with the organization of their own social agencies; (b) to provide an early opportunity to use data collection skills and assessment skills focusing on a social agency; and (c) to provide the unit a beginning basis for comparison of local services delivery systems and issues in relation to community agencies.

Note: This assignment should be 4-6 typed, double spaced pages.

Sources: Be sure to list all of your sources of information. It is expected that you will interview, at a minimum, your field supervisor and anyone else with information. Agency reports, board minutes, brochures, pamphlets, and staff handbooks, if current, are useful sources of some information.

The practice behaviors that apply to this assignment are found under competencies: 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9, and 2.1.

- Identify your name, agency or school placement, and address. Brief history of placement site and mission statement
- Current structure
  - organizational chart written or adapted/updated by student
  - describe how you fit into placement site/ tasks assigned to you
  - describe staff job duties AND identify their qualifications (degrees and experience of field supervisor, director, principal and other key personnel)
- Budget settings
  - if agency/school is large, please include local figures, so that we can compare
  - typical salary for line staff personnel, a range or average is acceptable
- list funding sources and percent of each
- Describe population(s) served: diversity (e.g., percentage of racial & ethnic groups,
class, age, gender); if at-risk, how and why at-risk AND current human rights, social & economic issues of the population(s). List and briefly describe client services AND which of the human rights and social and economic issues they are to address. Also describe how services are determined/selected and delivered, for those of you placed in a school, describe the resources available in the school and in the community. What are formal versus informal resources?

- Power in your opinion, where does the power lie in your organization? Justify your assessment of power? (e.g. money, decision-making on resources, access to information, etc.) Describe how policies are determined/how decisions are made.

- General organization and quality of paper (4-6 pages)
  - Papers will be judged on the overall quality of the critical thinking of the author.

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<tr>
<th>Topic</th>
<th>Exemplary</th>
<th>Acceptable</th>
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<tbody>
<tr>
<td>Provided a clear and comprehensive assessment of the agency or school. Used a variety of materials to research information related to the agency or school. Obtained information from a variety of sources. Addressed both the population served and the organization of the agency or school thoroughly. Identified both formal and informal resources and decision-making.</td>
<td>Provided a clear assessment of the agency or school. Used some materials to research information related to the agency or school. Obtained information from a few constituents. Offered a brief analysis of population, organization of the agency or school, formal and informal resources, and decision-making processes.</td>
<td>Provided an overview the agency or school. Obtained information from few constituents. Listed facts about population, organization of the agency or school, formal and informal resources, and decision-making processes.</td>
<td>Provided a few facts about the agency or school. Obtained information from few constituents. Did not clearly address population, organization of the agency or school, formal and informal resources, and decision-making processes. Unable to identify potential and problems in the agency or school.</td>
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<td>processes. Analyzed both potential and problems in the agency or school. Clearly differentiates between fact and opinion.</td>
<td>Identified a few areas of potential and problems in the agency or school.</td>
<td>school.</td>
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<tr>
<td><strong>Mechanics</strong> Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 4 - 6 pages long not including the cover page and the reference page.</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 4 -6 pages long not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 4-page requirement.</td>
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<tr>
<td><strong>Creativity</strong> Was extremely clever and original; a unique approach that truly focused on the critical assessment components of the agency or school.</td>
<td>Was clever at times; thoughtfully and uniquely written with basic knowledge of agency or school assessment.</td>
<td>Added a few original touches to enhance the paper but knowledge of agency or school assessment was limited.</td>
<td>Little creativity or clear knowledge of agency or school assessment.</td>
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</table>
**Strategies**

| There is a clear link between assessed factors and strategies offered. Multiple strategies to enhance potential and strengths in the agency or school are identified. Multiple suggestions to address problems in the agency or school are well developed with ideas for how to get started. | There is a link between assessed factors and strategies offered. Strategies to enhance potential and strengths in the agency or school are limited. Suggestions to address problems in the agency or school are developed with ideas for how to get started. | The link between assessed factors and strategies offered are tenuous or unclear. Very few strategies are offered to address potential and problems in the agency or school. | Little effort in describing strategies to enhance potential and improve problems in the agency or school. No real connection between assessment and strategies offered. Unclear on how to get started. |

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**LEARNING PLAN (10 points)**

**Due: October 1**

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

*Placement Overview:* Name of placement site and services provided, population served, and the organizational/power structure.

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

Each goal should be clearly written and followed by:

a) a description of experiences and methods you will use to reach your goal  
b) a description of what your field supervisor will do in support of your goal  
c) a statement that describes how you, your field supervisor, and field faculty will know that each goal has been met.
*A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your field supervisor, meetings/staffings you will attend, agency or community trainings you will attend that are identified, and involvement in program development or procedures policy review.

*Self-care plan.
*Field placement schedule.
*Field placement supervision plan and schedule.

Your Learning Plan needs to be signed by you and your supervisor prior to turning it in on October 1 and your supervisor should keep a copy. Field faculty will review the plan and sign it. If any revisions are required, you will need to provide your field supervisor with an updated copy. **The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.**

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Placement overview:</td>
<td>1 point</td>
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<td>Goals for each of the 10 competencies:</td>
<td>2 points</td>
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<tr>
<td>Field placement activities:</td>
<td>2 points</td>
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<tr>
<td>Self-care plan:</td>
<td>2 points</td>
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<tr>
<td>Placement schedule:</td>
<td>1 point</td>
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<tr>
<td>Supervision plan and schedule:</td>
<td>2 points</td>
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Total Maximum Points: 10 points

*REFLECTION ON FIELD (30 points)
Due: December 3

The purpose of this assignment is to assess how your academic work informs your work in the field. Identify an individual, family, or group that you have worked with in your field placement. In 3-5 pages, describe how your academic work has influenced how you work with the family/community. Provide specific examples such as research, course work, social work literature, etc. Describe how you have been able to use your academic experiences in your field placement. Use references as appropriate.

The paper should be in APA style. Grammar, punctuation, and spelling will be evaluated as part of the grade. Students will be expected to utilize at least 2 academic articles in preparing their papers. Please see the grading rubric below.

The practice behaviors that apply to this assignment are found under competencies: 2.1.1, 2.1.2, 2.1.3, 2 and 2.1.10.
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<tr>
<td></td>
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<td>or family. Used a variety of materials to thoroughly research information</td>
<td>materials to research information related to the presenting situation.</td>
<td>information from few constituents.</td>
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<td>related to the presenting situation. Obtained information from a variety</td>
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<td>topics. All sources are cited, margins are one inch, 12-point font is</td>
<td>between topics. All sources are cited, margins are one inch, 12-point font</td>
<td>not meet the minimum 3-page requirement.</td>
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<td>used and the paper is double-spaced. The length of the paper is 3-5 pages</td>
<td>is used and the paper is double-spaced. The length of the paper is 3-5</td>
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**Strategies**

| There is a clear link between assessed factors and strategies offered. Multiple strategies to enhance potential and strengths in client are identified. Multiple suggestions to address problems with the individual, family, or group are well developed with ideas for how to get started. |
| There is a link between assessed factors and strategies offered. Strategies to enhance potential and strengths in the client or family are limited. Suggestions to address problems with the individual, family or group are developed with ideas for how to get started. |
| The link between assessed factors and strategies offered are tenuous or unclear. Very few strategies are offered. |
| Little effort in describing strategies to enhance potential and improve situations. No real connection between assessment and strategies offered. Unclear on how to get started. |

**LARGER SYSTEMS CHANGE REFLECTION PRESENTATION (10 points)**

**Due: December 10**

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your placement. Listen carefully to experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. Ask questions and visit with your field supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

Present a reflection to the class that identifies three ideas for agency or social policy change that you believe would benefit clients/students served by your placement. Policy change may include modification of existing policy or introduction of new policy. Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups. Select policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. Consider changes that could improve the quality of services, reduce barriers to service, increase the cultural competence of services, introduce or enhance evidence informed practice, introduce or support strength-based services.
Students will be using social work theory, methods, principles, and concepts learned in other courses and assigned readings to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

**In your presentation:**
1) **Describe** the three ideas for larger system changes for which you will advocate.
2) **Reflect** on the observations, information, and/or experiences that led you to select these three issues and that provide a rationale for change.
3) **Utilize** at least three references from the readings that inform your thinking.
3) **Identify** other individuals, groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective.

This presentation will provide a starting point for a SW801 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. Students will be required to present the ideas of their paper on December 10 and 17 to the seminar group.

**RECORD OF FIELD HOURS**
**DUE DECEMBER 17 BY 9:00 A.M.**

Use the form provided to record weekly the number of hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete 320 hours for the semester. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

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

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

Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I will respond to emails within 24 hours. 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.
**2. EVALUATION MEETING**
Open and frequent communication among all parties over the course of the semester will help keep us all on track. At the end of the semester, we will meet with your field supervisor at the placement site for evaluation of your work. There are evaluation forms for this end-of-semester meeting that your supervisor and you will fill out and discuss prior to the evaluation meeting.

**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 typed or computer-generated and submitted to LEARN@UW DropBox. 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 instructor prior to the due date. Unapproved late assignments will be deducted three points for each day they are late.

**Accommodation Due to a Disability:**
It is important that all students have access to this course and all its content. If you need any accommodations due to a disability or other reason, please let me know. The McBurney Disability Resource Center is available and able to assist as needed as well. Please let me know at the beginning of the semester or as soon as the need for an accommodation is determined.

**Student Behavior Policy:**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity.
• Please turn off cell phones before entering the classroom.
• Respect another person’s viewpoint with which you may disagree.
• Respect another student’s right to be heard.
• Demonstrate a capacity to accept diversity.
• Do not use your computers during class time.
• Read the material and be prepared for class.
• Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class’s attention, please speak with field faculty.

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

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

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

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Excused and Unexcused Absences:
Two unexcused absences will result in a student’s grade being dropped one full grade.

Three unexcused absences will place the student at risk for failing the course.

On a case by case basis, it is left to the field faculty’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans. One excused absence will be approved per semester. After one excused absence (unless due to inclement weather), additional assignments will be issued by the instructor. Excused absences must have prior approval by the instructor.

Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. This make-up work will include a paper that uses readings from class to incorporate the content into practice. This make-up work may have to be repeated if all instructions are not followed. The field faculty member will distribute the assignment to the student when a make-up assignment is required.

Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

Students who must be absent due to inclement weather or other emergencies must contact the field faculty 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 that he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan not to travel. The student will be responsible for learning the material they missed.

Code of Ethics, Professional Conduct & Plagiarism

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

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.
The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html