I. Catalogue Description

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

II. Course Overview

This is the second semester of the advanced practice field course in the Mental Health Concentration that is designed to bridge academic learning and practice experience. Prior or concurrent enrollment in SW712 (Psychopathology) and SW835 (Advanced Practice in Mental Health) and successful completion of SW800 is required for this course. Students will complete 320 hours, (January 21-May 14; classes end May 6). Field hours include the weekly integrative seminar (2.5 hours). It is expected that students will receive a minimum of 1 hour of individual supervision per week from their primary supervisor at the agency in which they are placed.

Advanced Practice Students will spend between 13.5 to 16 hours per week in the field placement, which with the weekly 2.5 hour Integrative Seminar on Saturdays, totals 320 hours per semester. The range in hours of 13.5 to 16 allows students to meet MSW Field Program requirements and maintain work and family commitments. Please note that students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most fruitful field experience is the combination of attending the integrative field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student and the agency to continue the student’s educational experience into May 2017. The expectation of the MSW Field Program is that students remain in their field placements until 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 member. The acceptable range of hours per week is between 13.5 to 16 hours. It is the student’s responsibility to document the field hours. 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.

This advanced practice course will focus on the provision of recovery oriented and culturally competent clinical services for people who are diagnosed with mental illness and/or substance
use disorders. Such services include assessment, diagnosis, counseling and psychotherapy, clinical case management, client-centered advocacy, consultation, and evaluation. The course will emphasize the importance of recognizing mental health service consumers as “persons in context,” and of assessing the ways in which relevant systemic connections (e.g., family, community, service providers and agencies, economic policies, society, etc.) relate to presenting problems and potential solutions. Special focus is given to disenfranchised populations who have been traditionally underserved, and to the impact of oppression, discrimination, and poverty on their well-being and access to effective resources.

The primary purpose of the field placement and seminar is to provide mental health practice opportunities for the development, integration, and application of key competencies; which are met through measurable practice behaviors (see section “Competencies and Practice Behaviors”). Students will develop learning plans that reflect their educational/professional needs, the school’s learning objectives, and the opportunities available through their placement.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, more competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

The Integrative Seminar will be organized around major questions that guide practitioners:

1. How can I conceptualize clients’ problems and strengths in both a clinical and cultural context?
2. What is the nature of the client’s problem and what are the circumstances that give rise to it or keep it going?
3. How can I intervene in an ethical and culturally appropriate way to help the client access the internal and external resources necessary to resolve or cope more effectively with this problem?
4. How has the client responded to my interventions (either for better or for worse)?
5. What can I learn from this experience that will help me function more effectively as a clinical social worker?

We will address these issues from a practice perspective that is community-based and that continues to ask: “How well are we meeting the mental health needs of those who have traditionally been underserved or poorly served due to economic, social and political disenfranchisement?” This question will challenge us to consider how to reduce barriers to mental health service delivery that may arise from intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses. This question will also guide you in the development and implementation of your larger-systems change project.
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 Advanced 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.

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 respective year (generalist or advanced practice):

Competency 2.1.1
Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth

Advanced Generalist Concentration Required Practice Behaviors:
- Apply knowledge of social services, policies and programs relevant to mental health 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).

Competency 2.1.2
Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law

Advanced Generalist Concentration Required Practice Behaviors:
- Evaluate ethical dilemmas related to problems and issues in mental health.
- 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 mental health.

Competency 2.1.3
Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Advanced Generalist Concentration Required Practice Behaviors:
- Identify and synthesize multiple sources of knowledge to understand policy and practice
issues related to mental health.
- Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to clinical social work.
- Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues when dealing with issues related to mental health.

Competency 2.1.4
Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced Generalist Concentration Required Practice Behaviors:
- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in mental health.
- 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 mental health problems.

Competency 2.1.5
Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions and society to ensure that these basic human rights are distributed equitably and without prejudice.

Advanced Generalist Concentration Required Practice Behaviors:
- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to mental health practice.
- Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to mental health practice.

Competency 2.1.6
Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Advanced Generalist Concentration Required Practice Behaviors:
- Demonstrate ability to evaluate practice in mental health.
• Translate practice knowledge in order to contribute to scientific inquiry. [based on your practice experience, what questions need further research?]
• Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the mental health focus area.

Competency 2.1.7
Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development.

Advanced Generalist Concentration Required Practice Behaviors:
• Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the mental health focus area, problems/population.

Competency 2.1.8
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Advanced Generalist Concentration Required Practice Behaviors:
• Evaluate, formulate and advocate for policies that advance outcomes relevant to the mental health focus area.
• Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the mental health focus area.

Competency 2.1.9
Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Advanced Generalist Concentration Required Practice Behaviors:
• Assess the impact of historical and contemporary contexts on practice and policy in the concentration.
• Engage in leadership roles in the mental health focus area.

Competency 2.1.10(a)–(d)
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels. Social workers have the knowledge
and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Advanced Generalist Concentration Required Practice Behaviors:**

1. Engage with individuals, families, groups, organizations, and communities:
   - Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of concentration.

2. Assess individuals, families, groups, organizations, and communities:
   - Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to mental health.

3. Intervene with individuals, families, groups, organizations, and communities:
   - Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to mental health.

4. Evaluation:
   - Apply research skills to analyze, monitor and evaluate interventions in mental health.
   - Communicate and disseminate evaluation results to a variety of audiences.

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**Course Competencies, Practice Behaviors, and Assignments**

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<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. | *Apply knowledge of social services, policies, and programs relevant to the Mental Health concentration, to advocate with and/or on behalf of clients for access to services.  
*Develop a plan for continuing professional education and development.  
*Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media and political leaders). | All: Field practicum, participation in field seminar discussions, assignment 2 and 5 final evaluation with agency supervisor |
| 2.1.2 Apply social work ethical principles to guide professional practice. | *Evaluate ethical dilemmas related to problems and issues in the area of Mental Health practice.  
*Weigh values, principles of ethical decision-making, and the NASW\(^1\) code of ethics in order to address ethical dilemmas related to practice in mental health. | All: Field practicum, participation in field seminar discussions, assignments 3, 5, 6, final evaluation with agency 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 the Mental Health area. *Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of Mental Health. *Utilize effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues in mental health practice. | All: Field practicum, participation in field seminar discussions, assignments 3, 4, 5, 7, 8, final evaluation with agency 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 Mental Health. *Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds. *Active engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems in the area of Mental Health. | All: Field practicum, participation in field seminar discussions, assignments 3, 5, 6 final evaluation with agency 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 mental health. *Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the Mental Health concentration. | All: Field practicum, participation in field seminar discussions, assignments 2, 3 final evaluation with agency supervisor |
| 2.1.6 Engage in research-informed practice and practice-informed research. | *Demonstrate ability to evaluate practice in the area of Mental Health. *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 Mental Health. | All: Field practicum, participation in field seminar discussions, assignments 3, 4, 5, 6 final evaluation with agency 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 the area of Mental Health’s problems and populations. | Field practicum, participation in field seminar discussions, assignments 3, 5, 6, final evaluation with agency supervisor |
| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | *Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of Mental Health. *Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of Mental Health. | All: Field practicum, assignment 2 & final evaluation with agency supervisor |
IV. Course Content and Outline
Time: 9:00-11:30 a.m.

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. Three points will be deducted for each day the assignment is late.

Readings: The Field Faculty member will identify which readings are required for completion according to the schedule. 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.

Reading and Assignment Schedule:

Seminar 1 (1/21): Getting started; syllabus review & extended check-in. We will go over the field unit, syllabus, course expectations, and discuss each student’s placement with a focus on updating the seminar about successes and issues in the field experiences earlier in January.

Seminar 2 (1/28): Dialectical Behavioral Therapy

Process Questions: How do you treat emotional dysregulation?

Required Readings:

Recommended Readings:


Seminar 3 (2/4): Sexual Assault Bystander Intervention Training, Chris Jorgenson, speaker

Required Readings:

Seminar 4 (2/11): Continued from week 2 regarding DBT **Individual Learning Plan due!**

Seminar 5 (2/18):
Termination: Ending Our Work With Clients
*Practice Questions* When do you begin to consider terminating with clients? How do you know when to terminate? Do you believe that you are competent when referring clients to other clinician’s for services? What techniques do you use when terminating or transferring clients?

Required Readings:


Seminar 6 (2/25):
Treating Trauma and PTSD: EMDR
*Practice Questions*: What is it about a trauma that makes it PTSD? What effective techniques do you use to help patients overcome their traumatic events? How can you move a patient’s cognitive thinking to a more effective belief after a traumatic event? What is your experience with EMDR? What are the therapeutic benefits to this type of treatment?
Required Readings:


**Seminar 7 (3/4):**
MSW Panel Discussion=Licensing, Job Search, and SW Career Path: Community Provider Panel

*Practice questions: Where do you visualize your social work career going in 5, 10, 15 years? How will you prepare for the role of supervisor to other staff? Do you see yourself moving into an administrative role or do you want to remain in the clinical provider role?*


(3/11): **Spring Break- No Seminar Class!**

(3/18): **SPRING BREAK—NO SEMINAR CLASS!**

**Seminar 8 (3/25):**
*Tracy A. Schroepfer, Ph.D., Associate Professor, Associate Director, & Director of Part-Time MSW Program, AGESW President, & Hartford Geriatric Social Work Faculty Scholar will be presenting.*

Required Readings:


We have already arranged our last supervisor meeting. Double check to make sure that date and time is still available to meet. Remember I will meet with you and your supervisor at the agency or via facetime or skype. Allow one hour for the meeting. Be sure to provide your supervisor with the evaluation form.

**Seminar 9 (4/1):**
Acceptance and Commitment Therapy
Guest Speakers – Joe Bodnar, LPC, Gundersan Lutheran, Psychotherapist
Required Readings:

**Seminar 10 (4/8):**
For the remainder of the semester we will be discussing our change agent ideas. You will sign up in January for a date to discuss her change agent idea and prepare a presentation about your agency and your ideas. Please plan for 10-15 mins of presentation with handouts, video, discussion, etc to enhance your peers learning about your change idea.

**Seminar 11 (4/15):** Change Agent Presentations and check-in

**Seminar 12 (4/22):** Change Agent Presentations and check-in

**Seminar 13 (4/29):** Change Agent Ideas and check-in

**Seminar 14 (5/6):** Last graduate class!!!!!!
Wrap up and you did it!

***Due not later than 5/6@ 9:00 am: Record of field hours.***

The schedule that follows represents the agenda of activities the field faculty intends to follow during the term. However, the 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. 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 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 NASW Code of Ethics,
please see the class Instructor or Field Faculty, as applicable, for assistance.

**Required Texts:**
American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders,*

National Association of Social Workers (2008). *Code of ethics of the National Association of
Social Workers,* adopted by the NASW Delegate Assembly, August 1996 and revised by

White, W. L. (1996). *Pathways from the culture of addiction to the culture of recovery: A travel

**Recommended Texts:**

Guilford Press, 2008

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

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

**Supervision, Consultation and Evaluation**
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. At mid-semester, students will receive feedback on their seminar and field performance separately from their agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes the student, the agency supervisor, and the field faculty member. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

**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

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.

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

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

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

For the written assignments this semester field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus

If you have not put in the required hours for field practicum, you will get 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).

Students are expected to carry a reasonable workload in a responsible, sensitive and ever more competent and independent manner in accordance with the learning plan objectives and the requirements of the agency and supervisor. I expect that students will attend agency functions that are viewed as important components of the practicum, with the understanding that priority is on building a practice that allows for substantial direct service.

Field faculty encourages students to audiotape or videotape sessions with clients for use in supervision. In order to do so, specific permission is needed from your field supervisor. The client must give informed consent both to permit the taping and its use in supervision and consultation with the clear understanding that treatment does not depend on agreeing to being taped.

The Integrative Seminar will be organized around major questions that guide practitioners:
1. How can I conceptualize clients’ problems and strengths in both a clinical and cultural context?
2. What are the client’s goals for service, and how will we work together to access the client’s internal and external resources to meet those goals?
3. How has the client responded to my interventions (either for better or for worse)?
4. What can I learn from this experience that will help me function more effectively as a clinical social worker?

We will address these issues from a practice perspective that is community-based and that continues to ask: **How well are we meeting the mental health needs of those who have traditionally been under served or poorly served due to economic, social and political disenfranchisement?** This question will challenge us to consider how to reduce barriers to mental health service delivery arising from intersecting oppressions linked to age, race, ethnicity, gender, socioeconomic class, sexual orientation, ability, and other marginalized
statuses. This question will also guide you in developing your larger-systems change project, which will stretch over both semesters.

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

In April-May, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for field work, greatest weight will be given to your supervisor’s overall assessment of your work. **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.**

**Grade Standards for the Course:**
Grading for this class will be based on the following percentage scale:

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>94 - 100</td>
<td>A</td>
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<td>88 - 93</td>
<td>A/B</td>
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<td>F</td>
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**A grade of “A”** (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 agency.

*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, receives 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, with consistent evidence of have read assigned material.

**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 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) 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.”

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

Grading criteria will be assigned in the following ways:
Spring Semester
Weekly Seminar (40% of Final Grade)
Preparation and Professional Participation 10 points
Updated Learning Plan 15 points
Process Recording 25 points
Use of Self Analysis 25 points
Larger Systems Change Reflection Paper/Presentation 25 points

Total 100 points

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

1. Weekly Field Seminar/ Preparation and Professional
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 get 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.

Professionalism includes being prepared and present in every class. It includes arriving on time. My policy is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by the instructor. Showing up late because of the roads is acceptable at times but not throughout or multiple times in a row. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me prior to class, not the am of class.

2. Updated Learning Plan – Due Feb 11th: Signed by you and your supervisor
Value: 15 points
No draft, just handing in the signed, final; if I have major concerns you will be asked to revise it.

In your SW 800 evaluation meeting with your agency supervisor, we discussed the general direction for your learning for the Spring semester. As with the fall semester plan, your plan will require input and approval by agency supervisor. The learning plan should be signed by the student and agency supervisor and given to the field faculty member. The student is responsible for providing a copy to the agency supervisor and retaining a copy for themselves. If any revisions are required, you will need to provide these to your agency supervisor.

In the learning plan, be sure to specify what you will be doing in your field practice this semester aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required advanced generalist practice behaviors. This learning plan should include more specific learning goals and action steps than your Fall learning plan. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your learning plan goals can reflect “making progress” towards the requirements and focus on the skills you will be working towards at the agency.

Include:  *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 areas of competency, keeping in mind the required practice behaviors for the concentration year.
Each goal should be clearly written and followed by one or more observable action steps indicating:
   a) experiences and methods you will use to reach your goal
   b) a description of what your agency supervisor will do in support of your goal
   c) a statement that describes how you, your agency supervisory, and I 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 agency supervisor that are known at the outset, meetings/staffing you will attend, agency or community trainings you will attend that are identified now, and involvement in program development, procedures or policy review.

*Self-care plan (1-2 paragraphs)

*Field placement schedule

*Field placement supervision plan and schedule

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**Individualized Learning Plan Grading Rubric**

Student’s Name: ________________________________________________________________

Clear Goals with specific, observable actions steps for each competency, including actions steps for your supervisor (8 points)

Detailed Field Placement Activities (1 point)

Updated Self-Care Plan (1 point)

Total Points Possible 10

Total Points Awarded ________

General Comments:

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3. **Larger Systems Change Project – Choose either Paper or Presentation**
   April 29th
   Length: 6-8 Pages, 25 points

Last semester you identified three areas in need of change. This semester you are asked to choose one of those ideas and develop it more fully, including a plan for implementing the proposed change and if possible carrying out the desired change. The change idea should be
one which is feasible to implement. Be sure to discuss this project with your agency supervisor in an ongoing manner throughout the semester.

This is an academic paper and should be written as such. In other words, your style of writing should mirror that which you would see in a scholarly journal. You should not use first-person pronouns. Do not regurgitate the assignment questions. You must have an introduction and conclusion. You should use respectful, professional language in case you choose to provide some or all of this paper to stakeholders in your agency as part of your change proposal.

1). In your paper, provide a description of the problem based on your observations, information gathered from others (interviews with staff – specific comments or direct quotes; administrators; clients) and information you have gathered from your research on this topic (scholarly articles; agency data or reports). You need to provide a solid argument for why this is a problem that needs to be addressed; it cannot be based on your opinion. Begin researching now! You should introduce and discuss the problem as if the reader is unfamiliar with the agency and the problem. This also needs to have some research to back it up. At least two different sources.

2). Provide a description of the proposed change. Briefly introduce the change you are suggesting and the reasons why this change would be helpful. In this change proposal, you need a clear discussion of specific goals for this change. In other words, what exactly are you hoping to achieve and why? What outcomes do you anticipate to see with this change? Support the proposed change with evidence. For example, if you are suggesting your agency implement a new treatment group for depression, you need to provide a detailed description of the proposed treatment, including evidence that supports its efficacy. If you are suggesting your agency implement a new policy to address a problem in service delivery (i.e. no shows, wait times, access to providers, etc.) you must describe the new policy in detail. This might include providing information on other agencies that have similar policies.

3). Develop a plan for implementing the change, including a detailed description of action steps involved. What would be the first steps in implementing the change? With whom will you discuss this change? What will be needed to make this change happen? Who will be involved? Who might assist with funding, materials, space, documents? How will you inform all stakeholders of the change? How will you generate buy-in? If the change will be ongoing once you have left the agency, who will remain in the agency to ensure the change continues? Anticipate and address as well as you can any potential barriers you may encounter in implementing this change. *Part of your implementation plan must include presenting your change proposal to agency stakeholders, such as at a staff meeting or board of directors meeting. Discuss options for this with your supervisor.

4.) Your plan must also include discussion of how you will evaluate the effectiveness of this change once it is implemented. In other words, how will you know if you were effective in achieving your goals? How will you know that you accomplished what you set out to do? For example, if you are proposing a new treatment group for depression with the goal to improve the mood of participants, how will you know if the group does in fact lead to improved mood among consumers? (You would need to do pre and post assessments of mood to determine this outcome.)
Larger Systems Change Proposal Paper

Professional, academic writing in APA format (5 points) 

Detailed description of identified problem with a solid argument for why change is needed, including effective use of research to support your argument (10 points) 

Thorough and sophisticated proposal for change with clear and specific outcome goals and effective use of research to support your proposal (points) 

10

Complete plan for implementation including specific action steps to address logistical and stakeholder needs, as well as plan to present the proposal to stakeholders (5 points) 

Detailed plan for evaluating effectiveness of the proposed change (points) 

Total Points Possible 

25

Total Points Awarded 

General Comments:

3A Option: Oral Presentation Option on Larger Systems Change Project Outcome

Due: The last three classes (students will sign up for a presentation date). Power Point due to Instructor day of presentation.

Value: 25 Points

Length: 15-20 minutes plus 5 minutes for questions

In this presentation you are being asked to provide a thorough update on your change project.

1). Begin with a very brief introduction to the agency, followed by an introduction of the problem being addressed, identifying the main points that indicate this is a problem within the agency.

2). Provide an overview of the proposed change including the goals for this project. In other words, what exactly did you set out to achieve? What outcomes did you anticipate to see with this change?

3). Discuss in detail the steps taken to implement the change. What were the first steps in implementing the change? Who was involved in the process? What was needed to make this change happen? Who assisted with funding, materials, space, documents, etc.? How did you inform all 14 stakeholders of the change? How did you generate buy-in? If the change will be ongoing once you have left the agency, describe the plan in place to ensure the change continues? Discuss, in detail, any barriers or obstacles in the implementation process. Likewise, discuss any successes in the implementation process. Be sure to include a discussion of your presentation of the change proposal to agency stakeholders. Discuss the feedback and reactions from stakeholders, perhaps including recommendations for changes or improvements.

4.) Discuss the overall outcome of your change project. Provide a summary of how you were evaluating effectiveness of the change and discuss your findings. Were you effective in
achieving your goals? Did you accomplish what you set out to do? If you were unable to implement the change fully or partially, discuss in detail what contributed to this. Be sure to discuss any future plans in the agency regarding this change project.

Grading Rubric handed out in class.

5. Process Recording Assignment - DUE March 4th

Purpose: The purpose of this assignment is to be able to assess interventions and statements used in session to help understand social work practice and principles. Many times individual sessions or time with clients are not reflected upon, but this is necessary to assess our work with the clients. This assignment helps to recall details of our work with clients and be able to reflect back on purpose, content, and ability to integrate theoretical concepts and skills.

Details: Please use at least a 20-30 minute session with a client for individual therapy, family therapy or couples counseling. Include verbatim verbal and non-verbal communications. Verbatim is a detailed transcript of what occurred in session. Either write down verbal and non-verbal communications in session on a pad of paper or right after the session. You will be surprised how much you can remember once you start writing it down.

Please complete the following sheet and turn in with paper. The verbatim length will vary depending on the length of the session. Remember to note every verbal and non-verbal communications including sighs, eye rolling, deep breaths, leg bouncing, head nod, etc. Non-verbal communications are important to note and understand. Also include thoughts and feelings throughout the verbatim part of the paper. The length of the paper (not including verbatim discussion) will be 5-7 pages long. See process recording handout for more information.

Process Recording Assignment

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verbal communications are important to note and understand. The length of the paper (not including verbatim discussion) will be 5-7 pages long.

Process Recording Outline:

**A. Identifying Information**

1. Write a statement about the client(s) and why they are seeing help. Include any additional information gathered from previous sessions that would be helpful to understand today’s session (dx, treatment plan, clinical concerns, presenting issues).

2. Include information about the demographics of this patient/client (age, city of residence, children, parents names if child, relationship status, legal status, etc.

**B. Purpose of the Session**

1. Discuss the purpose of the session.
   a. Indicate what the client or family considers the purpose of the session to be.
   b. Indicate what you consider the purpose of the session to be.
   c. Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.

**C. Assessment of the Session**

1. What is your current assessment of this client(s)? Include client(s)’ strength and weaknesses. Does past diagnosis still fit? Is treatment plan still relevant. Did your perceptions of the client change from last session to this current session? New insights you had about this client.

2. Indicate the theory, interventions or other knowledge that helps you understand the process and content of this session, e.g., theories used, human behavior and social environment principles, techniques, etc. Discuss at least three examples of such interventions and how they worked. If you did not use three, you can speak to potential interventions you might have used from what you have learned in class and how they might have helped or been received.
   - Discuss how you might improve or expand on these interventions (i.e. what might you say or do both similarly and differently “next time”). What specific questions do you have for me about your work with this client? What are you still uncertain of or want to learn more about?

**D. Plan for the Next Session**

1. Write the plan for the next session. What will happen in the next session? If not going to see the client again, what would you do at the next session?
a. Explain how you and the client(s) engaged in a mutual process to formulate the plan.

b. Explain how the plan relates to the problem for which the client(s) sought help.

2. If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

E. Analysis of the Student Social Worker’s Practice

1. What did you notice about your feelings/emotions during this client interaction? Did your feelings/emotions drive your interventions, were you aware of what was internally happening for you? Did your emotions get in the way of an effective response? Sadness, anxiety, anger and excitement can be involved in the session and can vary over time even within the session. Explain how you will keep taps on what is happening in your body and within your thoughts to not affect transference/countertransference.

You can use either a linear format or the graph format. An example of a linear format includes:

Therapist: Hi How are you? Feeling scared! What if I don't say the right thing?

Client: Good but I have had a rough weekend. Eye roll and eyes looking down

Therapist: Tell me about it! What if they don't talk, what if I don't know what to say Still feeling scared.

Etc.. Include your own feelings and thoughts in verbatim.

Use of Self Analysis: Due April 8th

As discussed in class acknowledgment of use of self is crucial to therapy and clinical social work. This assignment requires you to acknowledge and identify your presentation as a clinical social work/therapist and how use of self, impacts your professional practice and clients.

Being aware of use of self in clinical social work helps reduce burnout and secondary trauma as well as builds clinical competence. Knowing and understanding use of self in clinical social work is a continual work in progress and will change over time. For this analysis please use the Claudia Dewane reading from week 1- Use of Self: A Primer Revisited and follow the 5 operational uses of self. These include:

- Use of Personality (including touch and humor)
- Use of Belief System
- Use of Relational Dynamics
- Use of Anxiety
- Use of self-disclosure.

This paper is an analysis of the above operations of use of self. This paper will have the following sections: Introduction, Theory of Use of Self, My use of self overall, My use of personality, My use of belief system, my use of relational dynamics, my use of anxiety, my use of self-disclosure, and ending with how you will continue to acknowledge use
of self in the future and conclusion. Use examples to elicit what you have realized in your use of self in each of the 5 categories described.

Use of Self Rubric

Introduction-  2 points

Theory of Use of Self (how it impacts therapy, why is it important, what is it?. Etc) 2 points

Use of Personality (including touch and humor) 3 points

Use of Belief System 3 points

Use of Relational Dynamics 3 points

Use of Anxiety 3 points

Use of self-disclosure. 3 points

Discussion on how you will look at use of self ongoing 2 points

Conclusion 2 points

Grammar/Spelling and Sentence structure/succinct- points will be taken off in the above breakdown for errors.

References (at least 3 ) 2 points.

7. Record of Field Hours – Due May 6th by 9:00 am

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, and that 801-level students must complete 320 hours for the semester. Time spent getting 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 with me, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures.

9. 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.

10. Meetings Together With Your Agency Supervisor
Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will EACH fill out, and then share with each other, ideally before our end-of-semester meeting.

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

Your final course grade will be based on your work both in your work at your field placement and your field seminar.

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 either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the 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:
Students who are requesting an accommodation due to a disability are expected to 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 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.
- Bring your textbook to class.
- 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 this lecturer.

Classroom Behavior
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.

A Few More Tips For Success
1) Assignments should be typed and double-spaced with one-inch margins for comments. Students submit a hard copy of each assignment.
2) Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks.
3) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.

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 pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

Attendance Policy – Full Semester Course
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
- Absences:
  ~ One absence per semester is allowed with no makeup assignment/presentation
  ~ Second absence will require in class presentation on course material that was missed
  ~ Third absence will result in a student’s grade being dropped one full grade
  ~ Fourth absence will place the student at risk for failing the course

- Additional graded make-up work appropriate for the content missed will 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 redone if all instructions are not followed.
- 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 miss 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.

**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 is 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 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 (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.

**Process Recording**

Student Name:______________________________________________________________

Identifying information/demographic information (2 points) ________

Purpose of the session (2 points) ________

Assessment of the session (3 points) ________
Theories used? Helpful or unhelpful to client.

Plan for the next session (3 points) ________
What theories to use? What approaches?

Analysis of social work practice (6 points) ________
Address use of self in the session-

Verbatim dialogue (5 points) ________
Grammar/Spelling/Clear/Succinct (2 points) ________

Professional Writing/Clinical documentation (2 points) ________

Total Points Possible 25

Total points awarded ________

Comments