SOCIAL WORK 400: SOCIAL WORK PRACTICE IN COMMUNITY AGENCIES (011)  
Fall 2016 Field Practice and Integrative Seminar I

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Field Seminar Location, Day and Time: Room 427 School of Social Work; Wednesdays, 9:00-11:30 (no seminar on 10/19 and 11/23).

SYLLABUS CONTENT OUTLINE:  
I. Catalogue description  
II. Course overview and pre-requisites and co-requisites  
III. Course competencies, practice behaviors, and assignments measuring behaviors (table)  
IV. Course content and schedule  
V. Course reading materials  
VI. Evaluation of student outcomes (competencies and practice behaviors): assignments, expectations, grading and methods  
VII. Course policies

I. CATALOGUE DESCRIPTION
400 Field Practice and Integrative Seminar I. An approved professional foundation field placement in direct social work practice in a community agency setting. A minimum of 16 hours per week, including an integrative field unit seminar. The first course of the two-semester field sequence.

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES
This two-semester field unit is comprised of an integrative seminar and a field placement. It is an approved professional generalist practice unit for undergraduate (BSW) and master level students (primarily first year MSW). BSW and first year MSW students complete 256 hours per semester of which, approximately 32 hours are in seminar (13 seminars x 2.5 hours per seminar) and 224 hours are in the field placement (16 weeks x approximately 14 hours week). For field placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week so students who do not want to be in placement this week may want to do more hours in previous weeks.

The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities. Some field placements will include indirect services. As an integral component of social work education, the primary purpose of the field placement
and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry-level generalist practice. In preparing advanced practice (concentration) year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced generalist practice behaviors. Students are in the same seminar and field placement for the two consecutive semesters.

In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem-solving and multi-method, evidenced informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors.

Social Work 441 (Generalist Practice with Individuals, Families and Groups) and 442 (Generalist Practice with Communities and Organizations) are important co-requisites and conceptual supports for the field experience.

### III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS & ASSIGNMENTS

Successful completion of this course (field and seminar) implies that students will have progressed towards achieving the core social work competencies by demonstrating that they are moving towards proficiency in the “Generalist Year Required Practice Behaviors” noted here:

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<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignments Measuring Behavior</th>
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<tr>
<td>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</td>
<td>• Advocate for client access to the services of social work. • Practice personal reflection and self-correction to assure continual professional development. • Attend to professional roles and boundaries. • Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor</td>
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| 2.1.2 Apply social work ethical principles to guide professional practice. | • Engage in career-long learning.  
- Use supervision and consultation | All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty |
| --- | --- | --- |
| 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. | • Recognize and manage personal values in a way that allows professional values to guide practice.  
- Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
- Tolerate ambiguity in resolving ethical conflicts.  
- Apply strategies of ethical reasoning to arrive at principled decisions | All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
- Analyze models of assessment, prevention, intervention, and evaluation.  
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty |
| 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. |  |  |
| 2.1.4 Engage diversity and difference in practice. | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
- Recognize and communicate an understanding of the importance of difference in shaping life experiences. | All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty |
| 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 |  |  |
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.

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<th>2.1.5 Advance human rights and social and economic justice.</th>
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<td>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.</td>
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<td>• View selves as learners and engage those with whom they work as informants</td>
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<td>• Understand the mechanisms of oppression and discrimination.</td>
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<td>• Advocate for human rights and social and economic justice.</td>
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<td>• Engage in practices that advance social and economic justice.</td>
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<tr>
<td>All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty</td>
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<th>2.1.6 Engage in research-informed practice and practice-informed research.</th>
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<td>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</td>
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<tr>
<td>• Use practice experience to inform scientific inquiry.</td>
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<td>• Use research evidence to inform practice.</td>
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<td>All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty</td>
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qualitative research and understand scientific and ethical approaches to building knowledge.

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.**

- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty

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.**

- Analyze, formulate, and advocate for policies that advance social well-being.
- Collaborate with colleagues and clients for effective policy action.

All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty

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**

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societial trends to provide relevant services.

All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-
practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

| 2.1.10. (a –d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. | 2.1.10a Engage with individuals, families, groups, organizations, and communities:
  - Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
  - Use empathy & other interpersonal skills.
  - Develop a mutually agreed-on focus of work and desired outcomes.
  2.1.10b Assess individuals, families, groups, organizations, and communities:
    - Collect, organize & interpret client data.
    - Assess client strengths and limitations.
    - Develop mutually agreed-on intervention goals and objectives.
    - Select appropriate intervention strategies.
  2.1.10c Intervene with individuals, families, groups, organizations, and communities:
    - Initiate actions to achieve organizational goals.
    - Implement prevention interventions that enhance client capacities.
    - Help clients resolve problems.
    - Negotiate, mediate & advocate for clients
    - Facilitate transitions and endings.
  2.1.10d Evaluation | Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty | All: Field practicum including learning plan, participation in field seminar discussions, practice question of the week, Agency Analysis Report, Self-Assessment, Change Agent proposal, and evaluations with agency supervisor and field faculty |
• Critically analyze, monitor, and evaluate interventions.

IV. COURSE CONTENT AND SCHEDULE

Time: 9:00am to 11:30am
The content for each week includes: assignments due (*), the seminar agenda, and other assignments (e.g., practice question, readings) for that week.

Week 1: September 7
Welcome and Get Acquainted Exercise
Introduction to Field Unit
• Review syllabus (bring to each seminar), key themes, assignments and instructions
• Integrating placement experiences and social work concepts and principles
• Student Learning Plan and Evaluation Instrument (overview)
• Student hour-log and field performance evaluations: ongoing, mid and end-of-semester
• Student Self-Report on Class Attendance and Participation
• Schedule and due dates: Assignments, Snacks
• Background checks (give to agency supervisor first day) and Continuing Duty To Inform

Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving
Elements of and Measuring Team Effectiveness (handout)
The Team Leader and the Facilitator (handout)
Learning Styles: Implications for Seminar and Social Work Practice (handouts)

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

Week 2: September 14 (MEET IN ROOM SW 300 AT 9:00)
Guest Speaker: Ellen Smith, MSSW; School Chair of Children, Youth and Family Focus Area.
Mandated Reporting and Role of Child Protective Services: Primarily a Q & A session.

Practice Question of the Week: How does mandated reporting affect your colleagues and the clients at your field placement agency? Are there any additional policies or procedures in place (i.e. documentation, chain of command) for mandatory reporting?

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

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


Check-In
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving
Review Learning Plan Instructions

**Week 3: September 21**

*Bring Learning Plan Draft as you have it to Class for Group Exercise*
* Welcome to share any materials (e.g., articles, including social media) that relate to the safety of your clients.

Check-in
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving
Learning Plan Group Exercise

*Practice Question I*: What are the precautions in place in your field placement for your safety, the safety of your colleagues, and the safety of your clients? What are the strengths of these systems? Areas for improvement?

**Required Readings:**
NASW Guidelines for Social Worker Safety

**Recommended Readings (not required):**


*Practice Question II*: How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to ethical social work practice?
Required Readings:

**Week 4: September 28**
*Learning Plan Draft Due (electronically as an attached word doc)*

Check-in
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Question:* Compare your field experiences to-date with the Sweitzer & King article from Week 1. What similarities and differences do you notice in your experience? To what degree is field what you expected?

Required Readings:


September 29th and 30th YWCA Racial Justice Summit. Students encouraged to attend if able.

**Week 5: October 5 (Audrey Conn’s students will attend presentation and discussion)**
*Two Graduate Students Lead Practice Questions/Readings*

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

Check-in
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Question:* What were some ethical issues and values conflicts that Angela experienced? How are these social justice issues? How did she resolve them? How are social work values, ethics, and confidentiality practiced/not practiced in your agency? Have you or your supervisor
encountered any ethical dilemmas? Were any social justice issues? How were these resolved? Were any of the decision making models or approaches used (see handouts)?

**Required Readings:**


Handouts: ethical decision making models and approaches

**Recommended Reading:**

**Week 6: October 12**
*All Agency Analysis Written Reports Due (hand-in at beginning of this class)*
*Agency Analysis 8 - 10 Minute Presentations Begin Per Schedule*
*Two Graduate Students Lead Practice Questions/Readings*

Check-in
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Practice Question:** Considering competency 2.1.4, engage diversity and difference in practice, what is your understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity? What is your understanding of the dimensions of diversity, that is, the intersectionality of multiple factors (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion, spirituality, sex, sexual orientation, and tribal sovereign status), and how, as a consequence of differences, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim? (Note: those in bold are new additions by the CSWE, [http://www.cswe.org/file.aspx?id=81660](http://www.cswe.org/file.aspx?id=81660)).
**Required Readings:** Students welcome to select any current social media article, other reading(s), videos, applicable parts of your Agency Report, and/or experiences regarding any of the multiple factors (see above) that are of special interest and/or concern to you to address the practice question. In addition, please read the paper and view the YouTube noted below:


A Day in Our Shoes-Homeless LGBT Youth (2011). (This takes place in NYC. What about Madison in 2016?). [https://www.youtube.com/watch?v=ZXv1-fHd6Ug](https://www.youtube.com/watch?v=ZXv1-fHd6Ug)

**Week 7: October 19**

NO CLASS THIS WEEK. USE TIME FOR REFLECTION AND COMPLETING ANY LEARNING PLAN REVISIONS AND THE MID-TERM FIELD EVALUATION (WITH YOUR AGENCY SUPERVISOR).

**Week 8: October 26**

*Hand-in the following at start of class this date:* Combined Learning Plan (with any revisions included) and mid-term evaluation (with the ratings, comments, signatures and agreement sections completed); the Self-Report on Class Attendance and Participation; and the Hour Log completed to-date with signatures. Save copy of each for yourself.

*Continue agency analysis report presentations*

*Two Graduate Students Lead Practice Questions/Readings*

*BSW Student Leads Check-in*

Check-in

Sharing Field and Other Related Experiences

Field Issues/Situations for Consultation/Collaborative Problem Solving

**Practice Question:** In reviewing competency 2.1.5, how are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency? What are some micro, mezzo, or macro social justice practices/services that advance or could advance human and social, economic, and **environmental** justice? What populations do they empower? Note: may include agency analysis report and/or other readings, observations and experiences in responding to this practice question and those of subsequent weeks when applicable.

**Required Readings:**

Race to Equity: a project of the Wisconsin Council on children and Families. Racial Equity Community Impact (January 2016) and A Roadmap to Equity: a two generation approach to reducing racial disparities in Dane County (February 2016). Available respectively at:  


Recommended Reading:  

Week 9: November 2
*Continue agency analysis report presentations*
*Two Graduate Students Lead Practice Questions/Readings*
*BSW Student Leads Check-in*

Check-in  
Sharing Field and Other Related Experiences  
Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Question:* How does your knowledge of historic and present oppression of women impact or inform the work that you do in your field placement, or that you will do in your future career? What are micro, mezzo, and macro advocacy and empowerment implications related to oppression of women?

*Required Readings:* Students select any social media article, other readings, videos, parts of their agency reports, and/or experiences that are relevant to the practice question and social work practice with women and share briefly in seminar.

Week 10: November 9
*Continue agency analysis report presentations*
*Two Graduate Students Lead Practice Questions/Readings*
*BSW Student Leads Check-in*

Check-in  
Sharing Field or Other Related Experiences  
Field Issues/Situations for Consultation/Collaborative Problem Solving

*Practice Question:* Where are you in the process/continuum of cultural competence or responsiveness relative to: people of color, women, children, people with disabilities, LGBTQ
and other populations? Where is your agency? Using the required readings and your observations in your agency, what are the strengths and opportunities for growth in your field agency’s user friendliness; cultural competence/responsiveness? How does this inform possibilities for or support your change agent project? Do we have an ethical responsibility to seek change?

**Required Readings:**


**Week 11: November 16**
* Continue agency analysis report presentations  
* Two Graduate Students Lead Practice Questions/Readings  
* BSW Student Leads Check-in

Check-in  
Sharing Field or Other Related Experiences  
Field Issues/Situations for Consultation/Collaborative Problem Solving

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

**Required Readings:**

**Week 12: November 23 NO CLASS THIS WEEK**

**Week 13: November 30**
* Change Agent Proposal Outline Due  
* Brief 3-4 minute oral description regarding change agent project: what you will do and why.  
* Begin to prepare for end-of-semester evaluation (including self-assessment questions)

Check-in  
Sharing Field or Other Related Experiences  
Field Issues/Situations for Consultation/Collaborative Problem Solving
Practice Question I: How is the Strengths Perspective utilized at your agency? What opportunities have you had to observe or practice this? What are challenges or questions that you have about this perspective (including working with diverse populations)?

Required Readings:

Practice Question II: What role could/does mindfulness play in your social work career (for you personally, for your clients, or both)?

Required Readings:
Kramer, B. Mindfulness in Social Work Practice (2012). Available at: https://www.youtube.com/watch?v=tOg4wYFmzPc

Week 14: December 7
*Continue Brief 3-4 minute oral descriptions of Change Agent proposal
Check-in
Sharing Field and Other Related Experiences
Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: What has been your experience facilitating the ending of services with clients? What is this experience like for you, and/or how have you observed that this experience is like for clients? How are social work practice and programs evaluated at your agency? How are the evaluations used?

Required Reading: Kohn designed handout on planning termination from the very first contact.

Week 15: December 14
Check-in
Sharing Field and Other Related Experiences
Course Wrap-Up and Celebration
Course Evaluation
ENJOY THE SEMESTER BREAK!

V. COURSE READING MATERIALS
Readings are identified in section IV and below. They will be assigned and provided, in advance, for specific class topics or practice questions. Many readings and exercise materials will be on-line or handed out in seminar. For those identified as required readings, students will be expected to demonstrate that they have thoughtfully read and critically analyzed the materials by integrating them with class topics, practice questions and field experiences. Students are also expected to read relevant practice material available in their agency placement. For any seminar, students are encouraged to select and share a social media article, reading, video, or experience of their choice.
In addition, students are expected to read and understand the NASW Code of Ethics, the Full-Time Program Field Education Handbook, the seminar syllabus and assigned readings in Social Work 441, 442 and other classes. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work.

VI. EVALUATION OF STUDENT OUTCOMES (COMPETENCIES AND PRACTICE BEHAVIORS): ASSIGNMENTS/EVENTATIONS, GRADING AND METHODS

ASSIGNMENTS/EVENTATIONS: Carefully read and understand the assignments, expectations, evaluation methods and grading criteria for this semester; the course policies that apply in Section VII; and other pertinent references. Assignments are designed to help students achieve the competencies (see Section III). More detail on the purpose and instructions of each assignment is also noted below. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Ask field faculty and/or the agency supervisor, as applicable, about any information, assignments, purpose, expectations, or instructions you do not understand. In compliance with new University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (shown in italics) specific to graduate students in the expectations and assignments for this course.

SEE HANDOUT FOR A QUICK REFERENCE REGARDING THE ORAL AND WRITTEN ASSIGNMENT SCHEDULE.

1. Learning Plan (see “Course Content/Schedule” for draft and final copy due dates). In this field unit, the combined “Student Learning Plan and Evaluation Instrument” is used in order to have all pertinent information in one document. The document includes the 10 competencies (required social work knowledge, values, and skills) and the respective 41 measurable practice behaviors (what the competency looks like or what one would be doing in practice that is relative to the competency and can be measured) established by the Council on Social Work Education and a column for the student to describe measurable methods of achievement (the learning opportunities that measure the behavior). As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities (e.g., learning opportunities) for the development, integration and application of key competencies that are met through measurable practice behaviors. The measurable methods of achievement are the learning opportunities available at the placement (e.g., activities, assignments, tasks, responsibilities, methods) that the student will do. The student’s performance of these will serve to measure progress relative to the respective practice behaviors and therein, the competency.

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, measureable, individualized and can be changed over time. This learning plan is meant to be an organizational aid to help initiate, plan and update/revise your field
experience. It is not intended to be a substitute for, but rather integrated into, regular supervisory contact and educational consultation with faculty and professional staff.

An electronic copy of the learning plan and field evaluation template is provided to all students to be maintained electronically and used for completing the fall and spring semester learning plans and for student field performance evaluations. **Students are to save a copy of the learning plan prior to its use for the evaluations so that you have a “clean copy” to use to make revisions for the spring semester.** See subsection on evaluation and grading for more information on the mid and end-of-semester evaluation process.

Students are to complete the learning plan **with consultation from the agency supervisor** so that the learning opportunities for the development or advancement of competencies can be jointly identified for the plan. The learning opportunities, as previously noted, are referred to as “measureable methods of achievement” (second column of the template) by which the competencies are to be met and they are the FOCUS of attention during supervisory consultations and student performance evaluations. **Given that the measurable methods of achievement are “individualized,” that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group.**

In addition to the supervisor, field faculty is also available for students needing assistance in understanding, completing, implementing, or accomplishing the learning plan. **Although the learning plan is not graded, it is required in order to proceed in field and to complete the course. Students are expected to complete and submit a quality learning plan on time using the instructions in the plan and as follows:**

a. Thoroughly read the learning plan/evaluation template, including the instructions for completing the learning plan (section II of the template), and this syllabus.

b. Fill in student and supervisor name and information indicated including the field hour schedule. The field hour schedule is the days of the week and times each day that the student will be in the placement as agreed upon by the supervisor and student. The following is an example of a field hour schedule for BSW and 1st year students for whom the “average” total hours in the field placement/week is 14 (for a total of 224 by the end of the semester based on 16 weeks including exam week): Mondays (8 – 5); Fridays (8 – 1). Students can free up exam week by completing the 224 hours prior to it. Although field days are usually Monday, Wednesday, and Friday, these are not mandatory; in fact, students and supervisors may find that other days work better. Certain placements, for example, may request other times during the week, including some evening and weekend time as needed, to serve clients and meet students’ educational needs. To be viable logistically and/or educational acceptable to faculty and agency supervisors, blocks of time should be no less than four (4) hours. See “Protected Time in Field” in the Field Education Handbook for more information.

c. List academic courses and instructors for the current semester.
d. Complete Section IV. Review the ten competencies, the required practice behaviors and follow the instructions in the learning plan (Section II) in order to complete the **Measurable Methods of Achievement column**. In order to complete this column in a timely and quality manner, it is critical that students begin, as early as the first week in field, to identify the methods (e.g., activities, assignments, tasks, responsibilities that the student will do) and how progress or performance will be measured (e.g., supervisor observes your work, reviews case notes or a report written by you). Students are expected to schedule time(s) to discuss the learning plan with the supervisor *well in advance* of the due dates given the time it takes to complete a quality learning plan and the possibility that “last minute” meetings can get cancelled or interrupted by other factors e.g., emergencies, illness, or schedule changes.

The learning opportunities/measurable methods need to be connected to and sufficiently address the relevant practice behaviors in order to **measure** achievement of the competencies. See the example in the learning plan instructions (section II). Some practice behaviors may have multiple strategies and some may have methods identical to other practice behaviors. Occasionally, a practice behavior may not be addressed in the field placement but would then need to be addressed in another part of the agency, in the field seminar or elsewhere in the School’s curriculum. If this is the case, where and how it will be address and measured needs to be listed. The field faculty can also provide more examples if additional assistance is needed.

e. Complete the rest of the learning plan: sections VI (what is the plan for supervision including when you and the supervisor will meet on a weekly basis?) and section VII (what is your plan for self-care?). The Field Faculty will note when signatures are due.

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

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

The paper is to be no more than 4 – 6 pages, doubled spaced, typed pages. The organizational chart is an attachment and is not included in the 4 - 6 pages. It is expected that the paper will address all of the criteria identified in the Agency Analysis Paper and Presentation Grading Rubric at end of this syllabus. It is strongly suggested that students check content in SW 441,
442, and other assigned readings on diversity, human rights, populations-at-risk, discrimination, oppression, social justice, and advocacy AND proactively seek this information within your agency (e.g., in agency documents, interviews with your supervisor and other workers) early in the semester, to adequately and accurately cover this in the report. It will be helpful for students to also review the social work competencies and practice behaviors included in this syllabus.

Students will provide an 8 – 10 minute oral, summary report in seminar that consists of a general overview of the agency (see * items in rubric for what is to be included in the presentation). There will be other opportunities during the semester (e.g., when discussing field experiences or practice questions) to share more information from the report.

3. **Integrative Seminar Assignments and Expectations including Sharing Field and Other Experiences.** The required integrative seminar with the field faculty meets on Wednesdays from 9:00 -11:30am (see schedule). For this field unit and this semester, the seminar counts for 32 of the 256 field hour requirement. The seminar is designed to be a supportive learning environment for reflecting upon and integrating theory and practice. The format for the seminar includes a brief voluntary check-in; sharing field or other related experiences (practice problems, issues, situations, challenges, opportunities, accomplishments, successes); consultation and support from the group regarding these when indicated; practice questions; faculty instruction; student presentations; guest speakers; assigned readings; and other learning activities.

Students are expected to: attend all seminars; be on-time; be active, prepared participants in the seminar; complete readings and assignments on time; and, as in the field placement, conduct themselves in a professional manner. Students are expected to read Section VII for Class Policies and to contact the field faculty directly and on a timely basis if there are any questions or concerns. Students will receive and are expected to complete a “Student Self-Report on Class Attendance and Participation” chart containing a participation rating scale. The completed chart will be due during the mid and end-of-semester evaluation.

Given the diversity of students, their field and life experiences, and the diversity of the agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in community settings. Participation includes giving others a chance to talk by helping to facilitate the participation of others. Developing or enhancing both oral and written communication skills is critical for working with and on behalf of vulnerable populations. BSW students will each lead on check-in. Graduate level students will be expected to lead a discussion, small group exercise or another activity/exercise of their choice relative to the practice questions and readings of one seminar. More information will be provided.

Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active discussions, consultation/problem solving and support. Students who have particular issues or situations for which they are seeking consultation/problem solving, should try to notify the field faculty the day before the seminar so that adequate time can be set aside to address these during the seminar.
Students are responsible for completing all practice questions and required readings so that they are fully prepared to integrate the material into relevant discussions (e.g., practice questions for the week, field experiences, consultations) and other class activities. See below for practice questions and readings. **Coming prepared to share, discuss and learn, is extremely important!**

4. **Practice Question of the Week.** Practice questions are identified in Section IV. This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. During the week, students are expected to reflect upon and critically think about the practice question and readings in relationship to their agency, field practice, and other courses and experiences and come prepared to share their thoughts, observations, and experiences in seminar. Students are, of course, encouraged to propose questions of their own, including those which extend beyond the local agency level to community, national, and global policies and programs, and implications for practice for discussion.

5. **Self-Assessment/Reflection Questions.** Students are expected to review the following questions early in the semester and be prepared to discuss their responses during the end-of-semester evaluation with their field faculty. The purpose of this assignment is to encourage students to engage in honest self-assessment including their personal and professional growth throughout their seminar and field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness, and promotes continued growth in this area. This exercise, used in conjunction with the learning plan and evaluation, is an opportunity for students to reflect on their 1st semester and plan for their 2nd semester field work.

1. What are at least two ways (three ways if you are a graduate student) you have grown as a professional over the first semester?
2. What are at least two areas (three areas if you are a graduate student) for continued professional growth for the remainder of the year and beyond?
3. What have you discovered about yourself, about working within your agency and working with your agency’s clientele that has surprised you?
4. What are you learning (or confirming) about where your passion lies in the social work profession or elsewhere?
5. Do you feel you have utilized supervision appropriately during your field placement? What could you improve upon in doing so? What could your supervisor improve upon?
6. What are some specific materials/topics/information from your other courses or this course that you have drawn upon in your field placement?
7. What has been the most challenging part of your field placement thus far? The most rewarding?
8. Consider your work with persons of color, clients with disabilities, people who are lesbian, gay, bi-sexual, or transgendered, and/or other oppressed or at-risk groups. How would you describe your journey thus far in growing as a social worker who practices in a culturally aware, sensitive and competent manner? Who advances social, economic and environmental
justice? Graduate students would identify at least two specific strategies for improving how they can practice in a culturally aware, sensitive and competent manner.

6. **Reading Reflection and Integration.** See sections IV and V for course readings, videos or other materials. These are to be completed according to the “Course Content/Schedule Outline”. In seminar, the readings or other materials will not necessarily be “reviewed” but rather, students are expected to integrate these into the discussions and share comments or questions that these might stimulate in relation to the practice questions, their field experience or other course content. If you do not understand the readings or other materials, the Code, the Field Handbook, or the seminar syllabus, please contact the field faculty for assistance.

7. **Change Agent Assignment: Proposal Outline (due fall semester) and Outcome Report (due in spring semester).** Students will begin a change agent project in the fall and complete it in the spring semester. The project would seek to mitigate or resolve an issue, problem or situation at the mezzo or macro level and have a lasting, positive impact. The purpose of the assignment is to: acknowledge and share the numerous advocacy and empowerment opportunities, how social work field students are change agents, and how they “make a difference” in the welfare of people and society; learn more about human rights, social, economic, cultural and other issues experienced by at-risk populations (e.g., women, children/adolescents, persons of various ethnic and racial groups, aging, persons with disabilities, LGBTQ); develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process; learn especially about social work roles and interventions involved in change efforts; complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable; and develop or enhance knowledge, skills and values regarding working in teams (with other seminar students and/or with others in your field placement and the community).

Students would be using social work theory, methods, principles, and concepts learned in SW 441, 442, and other courses, and assigned readings to complete this two-semester assignment.

**This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester.** In the fall, students will begin to assess for possible issues and targets; complete a proposal outline; and, upon approval of the proposal, begin to work on the project with clients, colleagues, peers, and/or other constituencies. Ideas for issues and targets for a project may evolve from completing the learning plan; evaluating the agency for “user friendliness” in a number of areas (e.g., program, services, communications, organization policies and procedures, mission, training, and evaluation); listening carefully to clients’ experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about issues or targets. For example, if students choose policies and/or procedures as their issue or target, they would then further attend to the impact of agency and larger-system social policies and/or practices on the diverse clients receiving services at their placement and changes needed.
**Change Agent Proposal Outline and Criteria:** In the Fall, students will complete a brief, written outline of what they propose to do for their change agent project (1-2 pages, single spaced), **worth 5 points for grading purposes.** It is important that students discuss the proposal with their supervisor(s) and that the supervisor’s signature is included at the end of the proposal. The proposal must meet the five criteria (each worth one point) identified in the rubric near the end of this syllabus.

While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (3 – 4 minutes) share what they will do and how they will do it.

**Students continue to work on the project and complete a final report in the Spring.**

8. **Record of Field Hours—due at mid and end-of-semester evaluation time.**
The purpose for the Field Placement Hourly Log, provided in class and/or electronically, is to record your hours in field (the placement and approved events). Do not include field seminar hours in the log. For each day you are in your placement, record the following: the date, total hours for the date, and a brief description of your activities (e.g., home visit, team meeting, client appointments, group session, supervisory consultation). The field placement hours required for the semester are 224 (256 less the 32 hours spent in seminar). Keep in mind that missed hours in either seminar or the field placement must be made up in the field placement and need to be discussed with your field faculty or agency supervisor, respectively. Time spent traveling to and from seminar or your placement does not count towards field hours. The following may be included in field hours: 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 and attendance at the fall field orientation session, pre-approved workshops/conferences (generally limited to 8 hours each semester) and evaluations. During the mid-term and end-of-semester evaluation period, you will be asked to total the hours to-date, obtain the signatures noted, and provide the field faculty with your completed log. **It is expected that students will inform the field faculty immediately if they get a week behind or a week ahead in field hours.**

9. **Individual Meetings and Out-of Class Contact with Field Faculty**
Students are expected to contact the field faculty at any time during the semester should they have questions or concerns regarding the seminar, field faculty, placement, placement supervisor or anything they wish to discuss. Professionally, it is important to strive for early recognition and intervention of problems/issues. I am happy to meet before and after class but would prefer advance notice. We can also arrange a time to talk by phone. I am accessible by phone (text or voicemail if no response) or email. I check these daily and try to respond within 24 hours (re-contact me if not the case). 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. The degree to which you will benefit from supervisory guidance, consultation, and evaluation will depend on your and your supervisor’s availability and your use of supervision. Use of supervision includes timely recognition and discussion of problems or issues regarding the placement or supervision with your supervisor (contact field faculty if not able to do this) and being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation would include critically thinking about and being ready to discuss/process the following: a. issues, situations, challenges, opportunities, and/or successes experienced in practice; b. what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding the matter; c. the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each week); d. seminar discussions and assignments, including the practice questions of the week; and e. other topics for discussion identified by the agency supervisor.

You will also be meeting with your supervisor for a mid-term evaluation and with your supervisor and field faculty for the end-of-the semester evaluation. See the section on evaluation and grading for more information.

For more information on what feedback and evaluations are designed to be, please see the “Field Feedback and Evaluations” document at the end of this syllabus. For more information on supervision, consultation and evaluation and educational roles, including those of students, please see below and Section I of the *Field Education Handbook*.

**Supervision, Consultation and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs (see attached learning plan format). Students are responsible for: expressing learning needs and career goals with clarity; meeting pre- and co-requisites; cooperating fully with faculty, agency supervisors, staff; appropriately receiving, incorporating, giving criticism and feedback; performing ethically and with an expected level of competence in all seminar and field assignments; staying current with and recording field hours; working to achieve the competencies; suggesting, organizing, and documenting methods, assignments, and activities; and fully participating in the field instruction process. See “Student Behavior Policy”, section VII.

**The Agency Supervisor** has the following responsibilities:

1. Work with faculty to develop and maintain learning opportunities and an affiliation with the University.
2. Participate in student selection/placement process.
3. Work with student and faculty in development of learning plans and supervisory arrangements.
4. Orient student to agency, work unit, and practice area.
5. Provide ongoing practice supervision.
6. Possible teamwork with student.
7. Provide good professional role model.
8. Consult with student on professional growth and development.
9. Provide student and faculty with ongoing constructive criticism and final evaluation.
10. Work with Field Faculty on future planning for student placements.

The Field Faculty has the following responsibilities:
1. Work with practicum supervisor to develop learning opportunities and affiliation with the agency/organization.
2. Responsible for student selection and community placement.
3. Help develop and approve learning plans and supervisory arrangements with student and practicum supervisor.
4. Develop syllabus and teach field unit seminar to provide relevant theoretical, policy, and problem content.
5. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
6. Provide good professional role model.
7. Maintain regular contact with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
8. Consult with student on professional growth and development.
9. Help student integrate constructive criticism and responsible for evaluation and grading.
10. Work with practicum supervisors on future planning for student placements.

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

EVALUATION AND GRADING: The previous subsection described assignments, expectations, and the criteria for evaluation. This subsection expands upon the field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students given they are based on “measurable methods of achievement” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plan.

1. Participation and professionalism in field unit seminars and field are REQUIRED. Participation is measured by amount and especially quality. In terms of quality, students 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, responding to other students who present issues, and encouraging other students to participate) will earn high marks in this area. In addition, students are expected to demonstrate leadership abilities.

Participation can be challenging for some students. Please see field faculty EARLY in the semester if you need any assistance in this or any other areas. Please also see "Integrative
Seminar” under section VI and the “Student Behavior Policy” under Section VII for more information on participation. For participation in field work, please review “Record of Field Hours” and “Meetings Together with Your Supervisor” under Section VI and the “Student Behavior Policy” under Section VII.

For professionalism in field and seminar, please review the syllabus including the “Code of Ethics, Code of Conduct and Plagiarism” and “Student Behavior Policy” under Section VII. For field, in addition to the above, please review Competency 2.1.1: Identify as a professional social worker and conduct one-self accordingly.

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

Forty percent (40%) of the final grade will be based on performance in the integrative seminar as depicted in the chart below. Be sure to review the documents indicated so that you understand expectations for: attendance, preparation, participation, professionalism, and completion of readings and other assignments.

Sixty percent (60%) of the grade is based on actual fieldwork. Students are expected to achieve the competencies of the field course through the measurable methods of achievement; complete the required total of 256 hours per semester (seminar and field) for the generalist practice year (see “Record of Hours” in Section VI); complete the hourly log and submit it on time; cooperate fully with agency supervisor and staff and the field faculty; seek clarification of feedback when needed; apply feedback across practice; strive for their best performance in all field assignments; and fully participate in consultative and evaluation meetings. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are ongoing professional and ethical matters to be considered as well as the learning needs of the student. Also, considerable time and effort is spent on the part of the community supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities.

The “Student Learning Plan and Evaluation Instrument” will be used on an on-going basis for consultations (see “Meetings Together with your Agency Supervisor” in section VI) and for the mid and end-of-semester evaluations. The supervisor and student will meet for the mid-evaluation. Focus will be on the “measurable methods of achievement” with the rating scale and discussion serving as an indication of the student’s level of performance. To use these evaluation opportunities effectively, it is important that the discussion includes: your strengths and how to further enhance these; areas for improvement; specific strategies (e.g., resources, new
or different measurable methods) and timelines for making improvements; and any questions, concerns, disagreements, or other input you may have regarding the field placement, the evaluation instrument and ratings. If, after the discussion, you continue to disagree, check “do not agree with the evaluation” at the end of the instrument and add a sheet that describes what you disagree with and why. You will give the completed form and sheet to your field faculty by the due date indicated in the schedule. As a result of this process, you then have the opportunity to make any enhancements or improvements prior to the final evaluation of your work at end-of-the-semester.

The end-of-semester evaluation will include a three-way meeting: the supervisor, field faculty and student. Your progress in accomplishing the competencies in field for the semester will be evaluated. **Prior to the end-of-semester evaluation appointment**, your agency supervisor completes the combined learning plan and evaluation instrument and discusses it with you. The supervisor’s ratings for the practice behaviors are to be based on your performance during the semester, not on future potential. It is suggested that the student share with the supervisor what ratings s/he believes s/he earned on each practice behavior and why. If possible, the rating on the evaluation should then reflect what was agreed upon by the supervisor and student. Prior to the meeting with the field faculty, the student and/or supervisor would alert the field faculty about any ratings for which an agreement was not reached so that these can be further discussed during the evaluation meeting. During the three-way evaluation meeting (not after it), the field faculty may change a rating if deemed appropriate based on the discussion.

Immediately after this meeting, you and the field faculty will meet privately to discuss your seminar performance and the overall quality of your seminar and field performance, which determine your final grade. The student’s demonstration of participation and professionalism, both in seminar and in the field, will be included in the student’s final grade. The field faculty and student will also discuss some or all of the self-assessment questions during this time.

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 agency supervisor’s assessment of the progress the student has made regarding the 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, your supervisor and/or the field faculty.

**Fall Semester Evaluation and Grading Methods:** Your final course grade will be based on your work in the integrative seminar and in your field placement as follows:

<table>
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<tr>
<th><strong>INTEGRATIVE SEMINAR IS 40% of the FINAL GRADE (noted in points):</strong></th>
<th><strong>POINTS</strong></th>
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<tr>
<td><strong>a. Attendance, Preparation, Participation and Professionalism:</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>Class Attendance</strong> includes being present and on-time unless excused in advance (5 points).</td>
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**Class Preparation and Participation** includes: completing and submitting all assignments on-time; demonstrating the ability to integrate readings and practice question of the week with discussions (e.g., field and/or other experiences) and other seminar activities/exercises; meeting criteria in the participation chart used in the fall (review chart); contributing issues/problems/situations during sharing of field experiences and for joint problem solving/consultation; demonstrating the ability to critically analyze; and demonstrating leadership abilities. (10 points).

**Professionalism** criteria are found in this syllabus, e.g., sections VI and VII (including Professional Conduct in All Social Work Degree Programs in the *Student Rights and Responsibilities Handbook*). (5 points).

| b. Learning Plan not graded but a timely and quality plan expected in order to continue in field and complete the course | --- |
| c. Agency Analysis Written Report and Oral Presentation (see Section VI description and rubric) | 15 |
| d. Self-Assessment/Reflection (discussion during end-of-semester evaluation) | --- |
| e. Change Agent Proposal Outline (see section VI description and rubric) | 5 |

**FIELD PRACTICUM IS 60% of the FINAL GRADE (noted in points)** 60

| a. Timely and Accurate Completion of Hourly Log | |
| b. Attendance, On-time, and Completion of Hours | |
| c. Performance as evaluated by the Agency Supervisor and the Field Faculty | |
| d. Participation & Professionalism as described and expected under competency 2.1.1, in the *Student Rights and Responsibilities Handbook* and in this syllabus | |

**TOTAL** 100

For the final grade, the points for the integrative seminar and field placement performance are added together to determine the final grade. Points for field performance include the agency supervisor and field faculty/instructor’s evaluation of the student’s progress toward achievement of the competencies and practice behaviors and the instructor’s overall evaluation of the student’s performance as a Generalist Year Social Work Student. Successful completion of the course requires successful completion of all assignments.

The University grade equivalency for the percentages previously noted is follows (please note that Field Faculty can use a “grading curve” if needed):

| 94-100 | A |
| 88-93  | AB |
| 82-87  | B  |
| 76-81  | BC |
| 70-75  | C (see “Field Education Handbook” regarding this grade) |
| 64-69  | D  |
The following are grading standards used in the Field Program:

A grade of “A” will include:

* Outstanding; frequently surpasses expectations in all areas (competencies and practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.
* Superior/excellent ability to utilize supervision, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

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

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

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

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

* Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities and takes initiative to develop learning opportunities and take appropriate risks to further your learning.

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

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

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

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

The “C” grade represents below minimum performance standards/expectations in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) 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, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue

VII. COURSE POLICIES: If you have any questions or concerns, please see field faculty.

Attendance Policy and Class Participation Policy: Students are expected to be present and on-time for all seminars and field with reasonable accommodations made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. If you are unable to attend or will be late for seminar, email or call (leave text if no response) the field faculty before seminar, if at all possible, so that you receive an excused absence or lateness. In your communication, note why you will be absent or late. Follow up with field faculty as soon as possible regarding the day’s seminar content. You may receive one excused absence per semester. Two points will be deducted for each unexcused absence incurred. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course.

Attendance is defined as arriving on time, staying through the entire seminar, leaving only for scheduled breaks and returning on time from breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. See “Integrative Seminar” and Evaluation and Grading” for more information on participation. Attendance will be taken at the beginning of each seminar and field faculty will note your level of participation.

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: Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. All written assignments are to be either typed or computer-generated as specified by the field faculty. Please format these assignments using one-inch margins, double-spacing (unless otherwise noted), and a Times New Roman 12-point font. A cover sheet is not required unless otherwise noted. Be sure to include
your name, the date and number of pages for the paper in the first page. All assignments should be checked thoroughly for correct spelling and grammar and to ensure you covered all criteria and are submitting the final version. In fairness to all, there is no opportunity to address missed criteria later. Students are expected to contact the field faculty directly if questions or concerns regarding assignments.

**Late Assignment Policy**: The assignments listed above are due at the beginning of the class period on the date specified unless otherwise noted. 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 two points for each day they are late.**

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

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

**Code of Ethics, Code of Conduct and Plagiarism**: As incoming BSW or MSW students, you read and signed electronic forms of the NASW Code of Ethics, and the School’s Code of Conduct and Plagiarism Policy. In doing so, you agreed that during your time in the BSW or MSW Program you would honor the Code of Ethics and Code of Conduct, as well as adhere to the Plagiarism Policy and that should you not do so, sanctions would be imposed. Please remember that these policies hold true for your time in the classroom, in the field and in preparing your assignments.

**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 one another. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.
• Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
• Uses of laptops, tablets or iPads are for note-taking or group work only, and are not to be utilized during weekly check-ins.
• Respect is displayed for viewpoints with which you may disagree.
• Respect is displayed for each student and colleague’s right to be heard.
• Respect classroom guest and be prepared to ask at least one question of each speaker.
• A capacity to respect and appreciate diversity is displayed.
• Appropriate materials are brought to class (especially the syllabus) and field placement.
• Identify learning needs and, in consultation with the agency supervisor, develop a learning plan that will describe methods by which the practice behaviors for each of the core competencies will be measured.
• Prepare for and meet with the agency supervisor on a regular basis (at least weekly). Alert the supervisor to topics that need to be discussed, including planning for and attending mid and end-of-semester evaluations.
• Honestly assess one’s progress toward accomplishing practice behaviors and competencies.
• Able to examine assumptions, values, and practice challenges.
• Thoughtfully prepare for and complete agency and seminar related assignments (e.g., measureable methods, record keeping, readings, papers, presentations, practice questions of the week) in manner consistent with agency and seminar criteria or policies.
• Be in attendance at the agency on days and times agreed upon by the student and agency supervisor, and provide notification by the start of the work day if unable to attend due to illness or unforeseen emergencies.
• Behave in a professional manner, taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
• Display qualities of an active, curious learner, including taking notes when appropriate.
• Refrain from “side bar” conversations and disrespectful verbal and nonverbal behavior.
• Actively and constructively participate in the classroom and field site discussion.
• Use careful, respectful language in all verbal and written communication with others (e.g., classmates, field faculty, guests, and field supervisor).
• Receive and/or solicit feedback and incorporate it, especially when there are questions about performance.
• Be aware of and able to demonstrate assertiveness skills (e.g., give timely constructive feedback to field faculty, students, agency supervisor, other staff, and clients). Bring to the attention of field faculty any practice or behavior that is concerning (e.g., any significant confusion, disagreement, dissatisfaction or concern related to seminar or the field practice experience.
• Student proactively and appropriately in advance of assignment due dates, seeks clarification from field faculty and/or agency supervisor, as applicable, if guidance or assistance is needed.

(see next page re: professional conduct next page)

Professional conduct is expected. It is important to review this syllabus and the section, “Professional Conduct in All the Social Work Degree Programs,” which can be found in the Student Rights and Responsibilities Handbook.
AGENCY ANALYSIS PAPER AND PRESENTATION GRADING CRITERIA

Paper addresses all criteria and is 4-6 typed, double spaced pages. No cover page. Organizational chart is an attachment and is not included in the 4-6 pages. Oral Presentation focuses on * criteria.

__Identified your name, agency placement, and address .5*

__Provide the mission statement and how long the agency has been in existence. Describe whether or not the agency mission addresses social work purpose and mission? 1*

__Described 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) 4*

__List and briefly described client services, how they are delivered AND which of the human rights and social and economic issues they are to address. Graduate students will also include an assessment of how effective the service(s) are in addressing issues and, if improvements are needed, their recommendations for the improvements. 3*

__Described who does what AND what their qualifications are (degrees and experience of supervisor, Director, and other key personnel). Provide an organizational chart written or adapted/updated by student. The chart is an attachment and not included in the 4-6 pages. 1.5

__What is the annual budget for your organization? What are the major funding sources and percent of money from each? 1

__Described how policies are determined/how decisions are made. In your opinion, where does the power lie in your organization? Why do you think so (for example: money, decision-making on resources, access to information)? Graduate students will also include an analysis of the effectiveness of the current decision making structure/system and any recommendations for change. 1

__Described how you fit into the agency/what you will do 1*

__General organization and quality of paper (four-six pages) 1

__General organization and quality of presentation (8-10 minutes) 1*

___TOTAL POINTS = 15 ___ (see next page regarding sources)

Sources: Be sure to list all of your sources of information. It is expected that you will interview, at a minimum, your direct supervisor and the agency director. You may wish to talk with any number of other persons. Agency reports, brochures, pamphlets, and staff handbooks, if current, are useful sources of some information.
SW 400 CHANGE AGENT PROPOSAL IN OUTLINE FORM

Paper is 1-2 pages, single spaced with supervisor’s signature at the end. No cover page.

Student Name: _____________________________ Date: __________

___Proposal includes a brief yet detailed description of the student’s plan for the change agent project (what the student will do and how they will do it). (1 point)

___Proposal includes justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?). (1 point)

___Student describes who the key players in the project will be and why. (1 point)

___Student describes what the intended impact will be (the outcome expected). Student project is reflective of the goals of the Change Agent assignment, including making a lasting, positive impact relative to vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (1 point)

___Student describes how they will evaluate it. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching an evaluation tool that could be used to the 1-2 page outline. (1 point)

5 Total Points Possible

___Total Points Earned

The supervisor’s signature is at the end of the proposal. Proposals without the supervisor’s signature will be returned to the student and may be considered late if not re-submitted on the due date.

FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:
Three way: input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor/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’s important to ask for feedback from supervisor and field instructor immediately.

Purposeful: Ongoing feedback (and 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 strengths, areas for improvement and helpful strategies for making improvements is necessary for the development of competent professional practice and also serves a support function. It is the joint responsibility of the field faculty, supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.

Performance focused: Feedback and evaluation are based on the here-and-now, not on previous work nor on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year. The field faculty provides feedback on seminar performance. The agency supervisor (also staff through the supervisor) and field faculty provide feedback on field performance. The Student Learning Plan and Evaluation Instrument is used during feedback with focus on the performance of the “measurable methods of achievement” (what the student was expected to do and understand in terms of assignments, tasks, responsibilities) as indicators of progress relative to the practice behaviors and therein, the competencies. The supervisor uses the instrument’s rating scale to indicate student performance. The rating is based on what the student accomplished during the semester to-date and how well s/he accomplished it. It is not based on future potential.

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 individualized (within some bounds by academic level, 400-801). Feedback is intended to clarify progress toward the competencies.

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 800-801 students (2nd year or advanced practice). Feedback should be solicited by student and given by supervisor or field faculty and give a sense of level of performance.