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

II. COURSE OVERVIEW AND PRE-REQUISITES/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 (approximately 30-32 hours are in seminar and the remainder are in the field placement). For the Spring semester, seminar is 30 hours (12 seminars x 2.5 hours/seminar) and the field placement is 226 hours (16 weeks x 14.13 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 measureable 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 pre-requisites and conceptual supports for the field experience.

III. COURSE COMPETENCIES, 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 following required practice behaviors for the generalist year:

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<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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| 2.1.1: Identify as a social worker and conduct oneself accordingly. | • Advocate for client access to the services of social work.  
   • Practice personal reflection and self-correction to assure continual professional development.  
   • Attend to professional roles and boundaries.  
   • Demonstrate professional demeanor in behavior, appearance, and communication.  
   • Engage in career-long learning.  
   • Use supervision and consultation. | All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor. |
| 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. | | |
| 2.1.2: Apply social work ethical principles to guide professional practice. | • Recognize and manage personal values in a way that allows professional values to guide practice. | All: Field practicum, participation in field seminar discussions and exercises, 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.

- 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.

**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.

- 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.

**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.

- 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.
- View selves as learners and engage those with whom they work as informants.

All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor.
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.*

- Understand the mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Engage in practices that advance social and economic justice.

All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor.

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.*

- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.

All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor.

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,*

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

All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor.
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | • Analyze, formulate, and advocate for policies that advance social well-being.  
• Collaborate with colleagues and clients for effective policy action. | All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor. |
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<td><strong>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.</strong></td>
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| 2.1.9: Respond to contexts that shape practice. | • Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor. |
| **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.** | | |
| 2.1.10. (a-d) | 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. | All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor. |
| **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** | 2.1.10b Assess individuals, families, groups, organizations, and communities: | |
| | All: Field practicum, participation in field seminar discussions and exercises, practice question of the week, progress summary, change agent project and presentation, and final evaluation with supervisor. |
| Effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. | • 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 solve problems.  
• Negotiate, mediate & advocate for clients.  
• Facilitate transitions and endings.  

2.1.10d Evaluation  
• Critically analyze, monitor, and evaluate interventions. |

**IV. COURSE CONTENT AND SCHEDULE** *(Wednesdays, 9:00 AM – 11:30 AM)*  
The content for each week includes: assignments due (*), the seminar agenda, and other assignments (e.g., practice question, readings) for that week.

**Week 1: January 18**  
No seminar. Students are expected to do field hours in their agency for this short week and to begin revision of learning plan (see instructions under section VI).

**Week 2: January 25**  
Presentation and Discussion *(9 – 11:30)*: Naomi Takahashi, MSW, LCSW, Adjunct Field Faculty, UW-Madison School of Social Work and Racial Justice Coordinator, YWCA, Madison, will present: "The Tapestry Model: Exploring our social identities, privilege, and oppression from an intersectional perspective." Pending time available, she will also include material on "micro-aggressions" in this very interactive presentation.

**Required Readings/Videos:** Speakers will provide materials during the seminar.
MONDAY, JANUARY 30TH, 8:00 – 4:00 PM, ATTEND THE SCHOOL’S THIRD ANNUAL SOCIAL WORKERS CONFRONTING RACIAL INJUSTICE CONFERENCE

Week 3: February 1

**Review syllabus and bring questions to seminar

Check-in
Reflections on Winter Break and Last week’s Topic and Presentation
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving
Syllabus, Assignments and Expectations Reviewed, Sign-up Sheet. Bring questions, comments.
Review Strengths-Focused Cards (5/3 exercise)
Progress on Change Agent Projects and review connection with Cultural Competence/Humility in SW Practice.
Revised Learning Plan Brainstorming

Week 4: February 8

Check-in
Sharing Field or Other Related Experiences & Situations for Collaborative Problem Solving
Topic: Poverty and Homelessness and Implications for Social Work Practice

Practice Question of the Week: What are commonly held stereotypes about poverty and homelessness? How does this week’s assigned reading/video clip perpetuate or combat those stereotypes? Critically think about how your own perceptions of poverty enhance or hinder your practice (e.g., in terms of understanding oppression, cultural competen/humility practice)? What is the current state and impact of poverty and homelessness? How effective has the community response been? How are poverty and economic hardship viewed and addressed within your agency? What do you think would be effective model(s) and social work practice at the micro, mezzo, and macro levels for addressing the issues?

Required Readings/Videos:


Recommended Readings/Video Clip (not required):

Week 5: February 15

**Revised Learning Plan Draft Due (electronically as a word doc attachment)**

Check-in

Sharing Field or Other Related Experiences & Situations for Collaborative Problem Solving
Topic: Poverty and Homelessness and Implications for Social Work Practice Continued

*Practice Question of the Week continued...*

**Required Readings/ Videos** (students welcome to bring readings or videos to share):


**Recommended Readings and Video Clips (not required):** See previous week for citations.

Week 6: February 22

Check-In

Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving
Topic: Impact of Immigration and Internal Migration on Individuals and Families: Social Work Advocacy and Other Services

Guest Speaker: Jessica Canela, MSW, MST, Pre-College Advisor, PEOPLE Program and former Director of New Routes Adolescent Programs, Centro Hispano of Dane County. Mrs. Canela graduated from the Columbia School of Social Work with minor in International Social Welfare and Services to Immigrants and Refugees and can share her practice experiences in providing immigration-related services to many individuals and families over the years. She will also speak to how trauma-informed care is essential working with clients who have had (or whose parents may have had) difficult migration histories. (9 - 10:15).

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

**Required Readings/Videos:**

**Recommended Readings/Videos:**

**Week 7: March 1**

Check-in
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving

**Topic:** Social Work Practice with LGBTQ Individuals and Families

**Guest Speaker:** Gabe Javier, Assistant Dean/Director LGBT Campus Center. Discussion will include terminology, how it is determined, who chooses; services provided for the community, what has worked, not worked, and service and resource gaps; what social workers can do to provide better inclusive services; what is one social work practice the speaker would like to see more of, less of; competency of community agencies in working with trans populations; list of resources including trans-inclusive shelters and agencies in Madison; micro aggressions against the LGBTQ populations; and how social workers can best support LGBTQ populations. (9 – 10:30)

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

**Required Readings/Videos:** Speaker will provide materials.

**Week 9: March 8**

**Mid-Semester Reflection/Progress Summary, Signed and Dated Revised Learning Plan and Hour-Log Due**

**Check-In**
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving

**Topic:** Current Diversity of Contemporary Families with Children and Implications for Social Work Practice.

**Practice Question:** Think critically about the diversity of contemporary families and the impact of or concerns you may have with current policies, programs and practices. What is the impact (at various levels) and on whom? Would the policies and programs proposed in the Meyer and Carlson article help address impact or concerns? If so, how? If not, why not? What are the
implications for social work practice (especially macro level)?
Required Reading/Videos (students welcome to share other readings and videos):

**Week 10: March 15 NO CLASS**

**Week 11: March 22 SPRING BREAK ENJOY!**

**Week 11: March 29**
**Bring examples of ethical issues or dilemmas that appear to be most challenging and any readings or videos of your choice, including current social media article/videos, to seminar for discussion.**

**Students share experiences within and outside the US and implications for social work practice**

Check-In
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving Topic: Cultural Diversity, Cultural Competence/Humility, Values, Ethics and Ethical Dilemmas in Practice (see above **)

*Practice Questions: Critically think about diversity and cultural competence/humility (especially regarding values and ethics) and current or potential ethical dilemmas in practice. How do we assure that the values, ethics, beliefs underlying our practice are those identified by the Social Work Profession?*  

**Required Readings/Videos:**

**Week 12: April 5**
Field Trip: Jail and Juvenile Detention (Reception) Center OR Alternative Field Trip

**Week 13: April 12 NO CLASS ADVOCACY/LOBBY DAY**

**Week 14: April 19**
**All Change Agent Written Reports Due and Presentations Begin**

Check-In
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving Topics: Processing Field Trips and Advocacy/Lobby Day. Lessons Learned and Implications for Social Work Practice at the Micro, Mezzo and Macro Levels.
Practice Question of the Week: What are your current passions and/or areas of particular interest regarding social work? Are there implications for advocacy at mezzo or macro levels? What are your current strengths and areas for improvement regarding advocacy? What are your plans to enhance strengths and address areas for improvement? Is there a social action/movement/organization of interest to you?

Week 15: April 26
**Change Agent Presentations continue

Check-In
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving
Review Strengths-Focused Perspective

Required Readings (handouts)/Videos (students welcome to share a reading or video): Mrosla’s “All Good Things” and Tatelbaum’s “Thank You for Believing Me Well”

Week 16: May 3
**Change Agent Presentations continue
**Strengths-Focused Cards Due

Check-In
Sharing Field and Other Related Experiences & Situations for Collaborative Problem Solving
Semester Reviewed
End of Semester Celebration!
Instructor Evaluation

V. COURSE TEXT, READING, AND VIDEO MATERIALS
Readings and videos are identified in section IV and below. They will be assigned and provided, in advance, for specific class topics or practice questions. Many readings, videos 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 and view videos 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.

Students are also expected to complete and understand all currently assigned readings of this and other courses and to review past readings (e.g., SW 441, 442, the NASW Code of Ethics, the principles and work of the International Federation of Social Workers, the International Association of Schools of Social Work, and the Full-Time Program Field Education Handbook) to enhance ability to understand and integrate theory and methods with practice.
VI. EVALUATION OF STUDENT OUTCOMES (COMPETENCIES AND PRACTICE BEHAVIORS): ASSIGNMENTS/EXPECTATIONS, GRADING AND METHODS

ASSIGNMENTS/EXPECTATIONS: 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.

ASSIGNMENT DUE DATES (all written assignments in paper except 2/10 Learning Plan):

1. Carefully review syllabus, assignments, expectations and evaluation criteria for this semester. Ask Field Faculty and/or Agency Supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

2. Revised Learning Plan. In the first two – three weeks of the Spring semester, students are expected to work with their Agency Supervisor to revise the Fall semester learning plan. During the Fall final semester three-way (student, agency supervisor, and field faculty) performance evaluation, the process for revision began. Using the student’s combined learning plan/evaluation instrument, the student’s strengths and areas for improvement regarding each of the competencies were determined. The student’s progress relative to the practice behaviors, and therein competencies, was determined based on the student’s performance of the measurable methods of achievement, that is, the learning opportunities (e.g., activities, assignments, tasks, responsibilities, methods) available at the placement. In many cases, measurable methods were completed. A discussion also began regarding continuing, adding, or revising measurable methods/learning opportunities that would further enhance student strengths and address areas for improvement relative to the competencies.

Students are expected to revise the Fall learning plan for the Spring semester as follows:

a. Use the clean copy of the combined learning plan and evaluation (the one saved with no evaluation ratings and comments). For the first page of the document, check SW 401 in the heading and fill in the field hour schedule (days of week and time period, e.g., Monday, 8 – 5, Fridays, 8 - 1) if it has changed. Recall that the “average” total hours in the field placement per week is 14.13 (for a total 226 by the end of the semester based on 16 weeks including exam week). Under “Academic Courses,” provide the course number, course name and name of instructor for all spring courses including this course.
b. For the remaining sections, students will use *italics* for any revisions so these can be easily identified. It will be helpful to thoroughly review the fall end-of-semester evaluation for expected continuation of, changes to or new methods and discuss any other possible learning opportunities with your supervisor.

c. See Sections IV and VI of this syllabus for due dates regarding the learning plan. In summary the due dates are:

- On or before February 15th. Send completed draft electronically to the field faculty. Save draft on computer.
- On or before February 22nd. Field faculty will return the plan noting any revisions needed. It will be assumed students understand and agree with the revisions and will enter the revisions into the plan unless they contact the field faculty.
- On or before March 8th. Turn-in the following dated and signed documents in paper form: Revised Combined Learning Plan, the Mid-term Reflection/Summary sheet and the Hour Log completed to-date with the total hours noted.

_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._ During weekly supervision, the Agency Supervisor and student should discuss progress on the learning plan and develop strategies (e.g., additional or revised learning opportunities) for any improvements needed. Students are expected to immediately alert the Agency Supervisor if there are progress issues. If students are unable to discuss issues with the Agency Supervisor or, if issues are unresolved, they are expected to immediately contact the Field Faculty.

3. **Record of Field Hours due at mid and end-of-the semester time.** In the spring semester, students continue to have the same responsibilities regarding field hours. For each day you are in your placement, record the following in the hour log: 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). As previously noted, the field placement hours required for the spring semester are 226 (256 less the 30 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, 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. Students are expected to stay current in and accurately record field hours on the “Hour 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._
4. **Reflection/Progress Summary due March 8th** (minimum of two pages). Instead of the mid-semester ratings, a brief progress summary will be used. The purpose of the progress summary is to provide an opportunity for reflection on and discussion of professional development and growth. It is scheduled at mid-term in order for there to be time for the student to enhance strengths and address areas for improvement prior to the end-of-the semester evaluation. This assignment does not replace the expectation that students and agency supervisors will meet on a weekly basis to discuss performance and progress on the competencies.

By the due date indicated, students and supervisors will each complete their respective section of the summary that will be sent to students electronically. For the summary, it is expected that the student will use sufficient time to **thoroughly** reflect upon and retrospectively and creatively analyze learning and professional development and growth. The summary will not be graded but is required to pass the course. The student would complete the summary as follows:

a. review the ten competencies and discuss those that are areas of strength and strategies to further enhance strengths as well as those that are areas for improvement and specific strategies for achieving improvements;
b. share any other observations, questions, current issues, ideas, thoughts, and/or feelings regarding the field experience;
c. have the supervisor review your section and provide any additional comments
d. indicate whether or not a 3-way meeting with the Field Faculty and the Agency Supervisor or with the Field Faculty privately is desired.
e. student and supervisor sign and date the summary.

*As part of professional behavior and common courtesy, students are expected to inform the Field Faculty immediately if there are unresolved concerns about the field placement, seminar or progress issues and not wait until formal evaluations so that these can be addressed on a timely basis with opportunity for all parties involved to make any needed changes.*

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

5. **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 30 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, collaborative problem solving, 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, videos 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.

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. Students may be asked to volunteer to lead a check-in or small group exercise during the semester.

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.

6. **Reading/Video 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, videos 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, videos or other materials, the Code, the Field Handbook, or the seminar syllabus, please contact the field faculty for assistance.

7. **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.

8. **Change Agent Project (planned change effort) report and presentation.** Report and class presentation (see grading rubric toward end of syllabus). All written reports are due April 19th to field faculty and to supervisor by start of class. Review rubric and the writing assignment policy (section VII) in this syllabus in completing and before submitting your paper.
The project is a continuation from the fall semester proposal outline assignment. The project would seek to mitigate or resolve an issue, problem or situation at the mezzo or macro level. The **purpose of the assignment** is to: acknowledge and share the numerous advocacy and empowerment opportunities, how social work field students are change agents, and how they “make a difference” in the welfare of people and society; learn more about human rights, social, economic, cultural and other issues experienced by women, children/adolescents, persons of various ethnic and racial groups, aging, persons with disabilities, LGBTQ and other at-risk populations; 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).

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

9. **Strengths-focused Cards due May 3\textsuperscript{rd} in class.** This is an opportunity to practice the strengths-focused perspective. Students will anonymously identify a least one strength for each student, write it on a card, and distribute cards in seminar. Blank 3 x 5 cards and more information on this will be provided early in the semester.

10. **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.

11. **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 progress summary 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 faculty/instructor, and the seminar group. Each student will complete a field learning plan (like a contract) reflective both of course competencies and their particular learning needs (i.e., individualized learning opportunities). Students are responsible for: expressing learning needs and career goals with clarity; meeting pre- and co-requisites; cooperating fully with faculty, agency supervisors, and 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.
9. 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 field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. *In terms of the field performance evaluation and 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.

In the spring semester, 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), for the mid-semester summary (see section VI), and the end-of-semester evaluation.

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 the student believes were 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.

**Spring 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:

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<th>INTEGRATIVE SEMINAR IS 40% of the FINAL GRADE (noted in points):</th>
<th>POINTS</th>
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<tr>
<td>a. Attendance, Preparation, Participation and Professionalism:</td>
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**Class Attendance** includes being present and on-time unless excused in advance (5 points).

**Class Preparation and Participation** includes: completing and submitting all assignments on-time and completing and having critically thought about and processed the readings and practice question during the week in preparation for seminar. This includes: 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 the 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 leadership ability. (10 points).

**Professionalism** criteria are found in the syllabus and more strictly applied in the spring semester. (5 points).

(for expectations, review Professional Conduct in All Social Work Degree Programs in the *Student Rights and Responsibilities Handbook* and sections VI and VII of this syllabus)

<table>
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<tr>
<th>revised Learning Plan not graded but a timely and quality plan expected in order to continue in field and complete the course</th>
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<tr>
<td>b. Mid-semester Reflection/Summary (required, on-time, but not graded)</td>
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<tr>
<td>c. Change Agent Written Report and Presentation (see description and rubric)</td>
<td>20</td>
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**FIELD PRACTICUM IS 60% of the FINAL GRADE (noted in points) | 60 |
<table>
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<tbody>
<tr>
<td>a. Timely and Accurate Completion of Hourly Log</td>
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<tr>
<td>b. Completion of Hours</td>
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<tr>
<td>c. Performance as evaluated by the Agency Supervisor and the Field Faculty</td>
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<tr>
<td>d. Participation &amp; Professionalism as described and expected under competency</td>
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2.1.1, in the *Student Rights and Responsibilities Handbook* and in this syllabus.

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<th>TOTAL</th>
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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 appropriate):

- 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) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

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

D= failing, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue
Successful completion of the course requires completion of all assignments.

The students Learning Plan/Field Evaluation Instrument with the competencies, practice behaviors and respective methods/learning opportunities; performance in seminar, and the progress summary will serve as guides in the evaluation process. **Students must be able to receive and apply the performance feedback provided during the school year.**

**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.

CHANGE AGENT Grade Sheet – SW401: Grading Criteria and Points:

I. Written Report (6 – 7 pages for undergraduates; 7 - 9 for graduate students). See “written assignment policy” (section VII of syllabus):

   ____Student addresses actions taken within or in conjunction with the agency to address the selected issue and why these specific actions were taken. (2)

   ____Student identifies who s/he included and/or collaborated with and why they were chosen. (2)

   ____Student provides a brief description of the needs/asset assessment including a statement of the practice issue or problem and at what level(s): the mezzo and/or macro. (2)

   ____Student provides a review of relevant literature/research and indicates clearly if and how the research informed her/his practice (minimum of three literature sources, APA style). The reference page includes all references/resources used (agency supervisor, other staff, faculty, community members and their titles and position and articles and materials,
including any readings from this or other courses and is not counted in page limit). (2)

_____ Report addresses outcomes or results that have occurred thus far, and student demonstrates critical thinking in interpreting those results. Student specifies if there are additional outcomes expected in the near future and why. (2)

_____ Student illustrates how s/he evaluated effort or would evaluate the change effort (if time does not allow completion). This includes what was or would be evaluated, how (e.g., questions), and the evaluation method (e.g., questionnaire, focus interviews) with evidence of incorporation of principles of social work research and evaluation. *Graduate students will design and attach the evaluation tool that they used or that could be used.* (2)

_____ Student provides detailed recommendations and clear rationale for the recommendations for the agency and for other students who might pursue the issue in the future. (2)

_____ Report indicates what the student has learned from the process, and what they would do differently in the future if undertaking the same (or similar) project. This section shows evidence of self-awareness and a desire for continued professional growth. (2).

_____ Use generalist social work concepts and principles in the paper and presentation *Graduate students will add an additional page in which they identify the generalist work concepts and principles and other theories or frameworks they used for the project and paper, where these were used and why.* (2)

Up to 3 points deducted for improper spelling, grammar, punctuation or other professional writing issues.

II. Brief 5 – 8 minute Presentation:

_____ Presentation included a brief summary of the project; what lessons student learned from developing, implementing, and evaluating the project; and how the experience impacted learning and professional development in social work. Professionalism was demonstrated through appropriate dress, demeanor, preparation, language and response to questions. (2)

_____ TOTAL POINTS EARNED OUT OF 20