SW 401/801 Social Work Practice in Educational Settings
FIELD PRACTICUM AND INTEGRATIVE SEMINAR II & IV
Spring, 2017
Field Unit Meetings: Wednesdays, 9:00 to 11:00 am, Room 100A

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SYLLABUS OUTLINE and page numbers

I. CATALOGUE DESCRIPTION p. 2
II. COURSE OVERVIEW/FIELD UNIT DESCRIPTION p. 2
III. COURSE COMPETENCIES, PRACTICE BEHAVIORS, ASSIGNMENTS p. 4
IV. COURSE OBJECTIVES AND CONTENT p. 7
V. COURSE TEXT AND READING MATERIALS p. 8
VI. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS p. 8
VII. COURSE SCHEDULE: SEMINARS, READINGS, AND ASSIGNMENTS p. 11
VIII. WRITTEN ASSIGNMENTS AND DUE DATES p. 15
I. CATALOGUE DESCRIPTION

801 Field Practice and Integrative Seminar IV. Continuation of Social Work 800. Prerequisites: Grad standing; Soc Work 800; consent of field director.

II. COURSE OVERVIEW/FIELD UNIT DESCRIPTION

Participation in the educational setting field unit requires an interest in children and education, a tolerance for ambiguity, an ability to be autonomous, a willingness to be open and to take some risks, and a sense of humor. Major content areas include the ecological perspective, systems theory, strengths-based practice, assessment and intervention, and the delivery of social work services in the school setting. Participating agencies are the Madison Metropolitan Schools and other surrounding school districts.

The perspective of the Social Work Practice in Educational Settings field unit is on generalist social work practice in the school community, with a focus on a continuum of intervention strategies from the individual to the organization and community. Advanced practice (concentration) year students spend approximately 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. Students keep a log of their hours, and should plan ahead to account for school breaks to ensure that their field hours are completed each semester.

A. Practice Settings
Practice settings are available at over twenty schools, ranging from elementary to high school. Most of the schools are in the Madison Metropolitan School District or in the surrounding suburban and rural school districts.

B. Placement Process
Students will meet individually with the faculty instructor to review their interests, career aspirations, past experience and current skill level. Based on that information, students will be assigned a school social work supervisor. An interview between the student and the field supervisor will follow to discuss the specifics of each placement and the students’ needs/interests.

C. Learning Plan, due 1/25/17
The field instructor provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. Students identify “measurable methods of achievement” in each of the competency areas each semester with consultation from the field supervisor. Learning goals must be connected to the CSWE approved ten competencies. Please use these competencies and review
the student field evaluation criteria to assist in creating a learning plan. Students then explore these with the school social field supervisor to further assess the unique learning opportunities for developing knowledge, values and skills at their school placement. A plan is written each semester, which outlines learning goals, activities, and responsibilities of the student, and supervising social worker. Please also include field placement arrangements with the school name, address, phone, email, and weekly work schedule (days and hours). The learning plan will be signed and dated by the student and the field supervisor. The student and the field supervisor complete a written mid-semester evaluation to encourage conversation and reflection on the student’s progress.

D. Consultation and Supervision
Students have three sources of supervisory guidance, consultation and evaluation: the supervising school social worker, the faculty instructor, and the seminar group. Students receive weekly supervision from their supervising social worker. The final evaluation meeting, on-site meeting includes the student, the supervising social worker and the field instructor, and results in a formal completion of the evaluation tool. A mid semester evaluation with field facility is available upon request. Consultation is available each week in the seminar meetings and, upon request, from the field instructor at any time. Students are responsible for defining and achieving goals and objectives, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

E. Integrative Seminar
There is a required weekly seminar with the field faculty instructor on Wednesdays from 9:00 to 11:00 in room 100A at the Doyle Administration building. A few classes will be outside the Doyle building, please refer the course schedule. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues; integration of content from this and other courses with practice; faculty instruction; student collaboration and consultation, student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

F. The Portfolio, due 4/5/17
In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process.

Completion of portfolio artifacts is required of all students, regardless of intention to apply for School Social Work licensure in the State of WI, as they demonstrate development of competencies identified in the Learning Plan and Evaluation for this course. The Portfolio Artifacts are also designed to develop and demonstrate emerging proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will receive a final assessment when the portfolio is completed in the spring of his/her advanced practice concentration year. 5 artifacts are submitted during the first semester. 2 additional artifacts are completed in the second semester.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS AND ASSIGNMENTS
(INCLUDING THOSE RELATED TO SCHOOL SOCIAL WORK CONTENT STANDARDS)

| Competencies and Practice Behaviors, Social Work Practice in Educational Settings, 801 level |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Competencies addressed in course | Practice behaviors addressed in course | Assignments measuring behavior |
| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. | **Advanced Practice Year:**  
- Apply knowledge of social services, policies, and programs relevant to the Children, Youth and Families concentration, to advocate with and/or on behalf of clients for access to services.  
- Develop a plan for continuing professional education and development.  
- Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). | All: Field practicum, participation in field seminar discussions; Learning Plan; Portfolio Artifact #7; final evaluation with agency supervisor; Field Spotlight |
| --- | --- | --- |
| **2.1.2 Apply social work ethical principles to guide professional practice.** | **Advanced Practice Year:**  
- Evaluate ethical dilemmas related to problems and issues in the area of Children, Youth and Families practice.  
- Weigh values, principles of ethical decision-making, and the NASW1 code of ethics in order to address ethical dilemmas related to practice in mental health. | All: Field practicum, participation in field seminar discussions, Portfolio artifact 6; final evaluation with agency supervisor |
| **2.1.3 Apply critical thinking to inform and communicate professional judgments.** | **Advanced Practice Year:**  
- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the children, youth, and families area.  
- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of children, youth and families.  
- Utilize effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues in Children, Youth and Families practice. | All: Field practicum, participation in field seminar discussions, Change Agent Project; final evaluation with agency supervisor |
| **2.1.4 Engage diversity and difference in practice.** | **Advanced Practice Year:**  
- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of children, youth and families  
- Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.  
- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth and families. | All: Field practicum, participation in field seminar discussions, Portfolio Artifact #5; final evaluation with agency supervisor |
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.

### 2.1.5 Advance human rights and social and economic justice.

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

#### Advanced Practice Year:
- Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to children, youth and families.
- Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the Children, Youth and Families concentration.

All: Field practicum, participation in field seminar discussions, Change Agent Project; final evaluation with agency 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.

#### Advanced Practice Year:
- Demonstrate ability to evaluate practice in the area of children, youth and families.
- Translate practice knowledge in order to contribute to scientific inquiry.
- Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth and families.

All: Field practicum, participation in field seminar discussions, Change Agent Project; final evaluation with agency supervisor

### 2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human

#### Advanced Practice Year:
- Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of children, youth and families’

All: Field practicum; Field Spotlight; participation in field seminar discussions; final evaluation with agency supervisor
**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.**  

**2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

**Advanced Practice Year:**
- Evaluate, formulate, and advocate for policies that advance outcomes relevant to the area of children, youth and families.
- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of children, youth and families.

All: Field practicum, participation in field seminar discussions, Portfolio Artifact #2, Change Agent Project; final evaluation with agency supervisor

**2.1.9 Respond to contexts that shape practice.**

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

**Advanced Practice Year:**
- Assess the impact of historical and contemporary contexts on children, youth and families practice and policy.
- Engage in leadership roles in the area of Children, Youth and Families.

All: Field practicum, participation in field seminar discussions; Change Agent Project; final evaluation with agency supervisor

**2.1.10. (a – d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation, all at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, problems and populations.

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

**Advanced Practice Year:**

All: Field practicum; participation in field seminar discussions; Field Spotlight; final evaluation with agency supervisor

**2.1.10b Assess individuals, families, groups, organizations, and communities:**
- Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.

2.1.10c Intervene with individuals, families, groups, organizations, and communities:
IV. COURSE OBJECTIVES AND CONTENT

This practice setting has two broad learning objectives. The first is the development of practitioners with a generalist perspective and skills in problem solving and multi-method interventions. The skills emphasized are problem identification, assessment, data collection, planning, setting priorities and implementing and evaluating a range of intervention strategies for individuals, families, groups, organizations and communities. The second focus is the refinement of interviewing, assessment, counseling, student and staff group facilitation, teaming, consultation networking, and program and policy development.

This practice setting provides students opportunities to work with children, youth, and families as well as special populations such as students with handicaps or disabilities, and students from ethnic or racial minorities. This field unit also focuses on the issues, potentials, and social problems encountered in the public school setting. Examples of those issues are public schools and social class, discrimination and segregation, gender equity, bilingual education, child abuse, drug abuse, homelessness, family change, depression and suicide, and school-aged pregnancy.

Finally, this field unit provides students with opportunities to assess their own strengths and to utilize them more fully in their development of a professional identity and in their movement toward autonomous social work practice. The setting allows students some independence and encourages the development of new approaches to problems.
V. COURSE TEXT AND READING MATERIALS

A. Required Readings
   2) Additional handouts will be distributed throughout the semester and are marked in the seminar schedule (Appendix A)

B. Recommended Readings

C. Recommended Professional Affiliations

Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org.

School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org.


National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.

VI. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS

Grading and Methods

A. Field Evaluations: 3-way Mid-semester evaluations (optional)

Use (801 level) Combined Learning Plans and Evaluation Forms

The student and agency supervisor completes the mid-semester evaluation as part of the supervision process at week 8 of the semester. Completed and signed mid-semester evaluations are submitted to the field instructor for review. Mid semester 3-way meetings will be scheduled upon request by the student, the agency supervisor or the field faculty instructor. The mid-semester evaluation is completed by rating the student’s emerging competence based on progress made on the observable methods of assessment as defined on the Learning Plan to demonstrate emerging proficiency in each competency in each of the 10 EPAS competencies.

End-of-semester evaluations (See Appendix C)
Both student and supervisor complete evaluation.
Review evaluations and learning goals, and learning goals update with supervisor.
Field faculty will meet with student and agency supervisor at the school site to discuss the evaluations and learning goals (please keep the up-dated Learning Plan as an electronic copy). Be prepared to summarize the evaluations and discuss the social work skills that the student is developing. An agenda for the final evaluation will be provided to you for the final evaluation.

B. Expectations, Procedures, and Grading
Each semester, SW 801 (Advanced Practice Year) students are expected to spend an average of 20 hours a week for 16 weeks in field, including time spent in seminar (320 total). During finals week you should anticipate putting in a minimum of 8 hours. Two longer days and one shorter day are recommended for continuity for all parties involved. If the public school has an in-service day, students are expected to attend. Students are expected to call in if they are ill and expect to miss either field or seminar. If an illness is lengthy or chronic, arrangements may be needed to make up field time.

At the end of each semester, the student will meet with the faculty field instructor and the supervising social worker to review his/her field performance, to identify strengths in terms of knowledge and skills, and to identify areas for further learning. Two tools to assist with the structuring of this assessment and feedback are the student's learning plan and the evaluation form for Social Work in Educational Settings. The student will be expected to complete a self-assessment by discussing the quality of his/her performance in meeting the learning goals and by filling out the evaluation form independently of the supervising social worker. The supervising social worker will also provide feedback on the quality of the student's performance in meeting the learning goals and will complete the evaluation form. Prior to this meeting, the student and supervising social worker will meet to compare their assessment of the student's performance and to begin to identify strengths, areas for growth and areas where there were discrepant perceptions. Sixty percent (60%) of the grade will be based on the quality of the student's fieldwork. Both the student's self evaluation and the supervisor's assessment will be taken into account when arriving at the grade, with the greatest weight given to the supervisor's overall assessment of the quality of the student's performance.

The other forty percent (40%) of the grade will be based on performance in field seminar meetings and assessment of the quality of written assignments. Factors that will be taken into account will be participating in field seminar, including attending seminar and arriving on time, and demonstrating an ability to listen, ask questions, and share with peers. The faculty field instructor will make the final determination of the grade for the semester.

**Grade Standards for the Course**

A grade of “A” (94-100) (Student Field Evaluation Criteria = 4/5) (consistently superior/excellent performance) will include:
- Superior/excellent progress towards achieving goals and activities specified in your learning plan.
- Excellent, accurate, thorough, and timely clinical documentation as required by your agency.
- Excellent, thorough and timely completion of all written assignments for the field seminar.
- Superior/excellent skills for engaging clients who may present with a wide range of issues, problems, strengths and resources.
- Superior/excellent ability to utilize supervision, receives feedback with minimal defensiveness, respond positively to suggestions and implement them.
- Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop Learning opportunities and taking appropriate risks to further your learning.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
• Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.
• Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of having read assigned material.

A grade of “AB” (88-93) (Student Field Evaluation Criteria = 3/4) 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” (82-87) (Student Field Evaluation Criteria = 3/4) 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” (76-81) (Student Field Evaluation Criteria = 2/3) indicates that the student has met the minimum criteria needed to pass the course.

The “C” (70-75) (Student Field Evaluation Criteria = below 3 in several areas) (C grade represents below minimum performance standards in several areas, or major deficits in two areas and may not be meeting client obligations adequately. As cited in the Field Education Handbook (p. 38): “A grade of “C” in the first, second or third semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

A grade of “D” or “F” (69 and below) 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, scores of 1 on the Evaluation, may not continue in program. F= failing grade, no points

Course Expectations
• Attendance at seminar is critical. More than one absence could affect a student’s grade. Please email the instructor of the absence in advance.
• Assignments are due at the beginning of class on the due date.
• Late papers receive a point deduction. If you know that you will be absent from class on the due date, then the assignment must be sent by e-mail by 8:00 am on the date it is due. Exceptions to this must be arranged with the instructor.
• Assignments should be typed and double-spaced with one inch margins for comments. Assignments can be submitted electronically and on paper. Written assignments will be evaluated related to the competencies defined at applicable level. Please see the the chart in section III. of this syllabus: COURSE COMPETENCIES AND PRACTICE BEHAVIORS AND ASSIGNMENTS.
• Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks. Participation will be evaluated related to the competencies defined at applicable level. Please see the the chart in section III. of this syllabus: COURSE COMPETENCIES AND PRACTICE BEHAVIORS AND ASSIGNMENTS.
• Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.
• Students and instructors are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning.

VII. Course Schedule: Seminars, Readings, and Assignments

SW 801 Social Work Practice in Educational Settings  
FIELD PRACTICUM AND INTEGRATIVE SEMINAR  
Semester II Syllabus: Spring, 2017

Field Unit Meetings: Wednesdays, 9:00 to 11:00 am  
Room 100A, Doyle Administration Building

Katie Larsen-Klodd, Field Faculty Associate  
Room 204, School of Social Work  
klarsenklodd@madison.k12.wi.us  
263-3831 (UW- Madison Sch. of SW)

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

**SEMMESTER II SCHEDULE/AGENDA**

Seminar 1) January 18  ORIENTATION TO SEMESTER TWO  
Syllabus Review & Change Agent Project; Learning Plans; Developing SSW competencies; Review School Social Roles; Priorities and Skill Sets  
(Competencies: Professional Identity: Roles/Practice; Career Long Learning)

Handouts:  
 i. Semester II Course Syllabus  
Please bring:  
 ii. MMSD Student Services Job Triangles, Job Descriptions and Planning guide from semester 1;  
 iii. Learning Plans for consultation, review and revision

Spotlights: Each student will share brief presentation throughout this semester, please see section VIII for details.

***Learning Plan (signed by field supervisor) is due on January 25***

Seminar 2) January 25  PORTFOLIO WORKSHOP  
(Competencies: identify as a professional social worker and conduct oneself accordingly)  
Bring to seminar: Students bring portfolio materials to work on during seminar

Seminar 3) February 1  INTERVIEWING SKILLS (Joint seminar with other unit)  
(Competencies: knowledge of human behavior; educational policy; values and ethics; at-risk populations; promote justice to help vulnerable groups)  
Presenter: Tarica Jackson, MSW, MMSD School Social Lead

Portfolio Artifact #6: Reflections on Working with Families of Color due 2/8
Seminar 4) February 8  CHILDREN’S MENTAL HEALTH AND SCHOOLS, Part 1
Overview of Trauma: Trauma Informed Schools, Trauma Informed Care, Referral and Treatment
(Competencies: advanced assessment and intervention skills, work with diverse populations, critical
evaluation of practice with research methods, developing resources, understanding of intersecting
oppression)

Seminar 5) February 15  CHILDREN’S MENTAL HEALTH AND SCHOOLS, Part 2
Assessment, Intervention and Evaluation: Tiers of School Social Work Practice
(Competencies: advanced assessment and intervention skills; work with diverse population; critical
evaluation of practice with research methods; developing resources; comprehensive, coordinated
practice strategies in school, systems-wide interventions; human behavior in the environment;
Research-based Practice)

Required Reading:
  i.  Jarolmen text, Chapter 9

Web-site:
  i. Collaborative Problem Solving, Ross Greene (Lives in the Balance)
     http://www.livesinthebalance.org/what-is-collaborative-problem-solving-cps

Seminar 6) FEBRUARY 22  HOMELESSNESS IN SCHOOLS
(Competencies: promote justice to vulnerable groups, work with diverse populations, develop resources,
larger system skills, understand intersecting oppressions, and promote social justice)
Presenters:  MMSD Transition Education Program Social Workers

Suggested Reading:
  i. Evicted by Desmond

Seminar 7) March 1  SCHOOL TO PRISON PIPELINE
(Competencies: knowledge of human behavior; educational policy; values and ethics; at-risk
populations; promote justice to help vulnerable groups)
Required Readings (posted on learn@uw):
  i.  Chapter 20: Tackling Oppression in School: Skills for Social Workers (Massat, et. al, 8th edition)
  ii. “School to Prison Pipeline”, Teaching Tolerance Magazine

Seminar 8) March 8  CHILDREN’S MENTAL HEALTH AND SCHOOLS: Part 3
Self-harm Depression and Suicide: Assessment and Intervention
(Competencies: advanced assessment and intervention skills, work with diverse populations, critical
evaluation of practice with research methods, developing resources, understanding of intersecting
oppressions)
  Film Discussion: The Movie “Cut”

Handouts:
  i. Suicide and Self-Harm Notification Protocol
  ii. ‘CUT’ Information Packet

Mid semester Evaluation due: Must be completed by Agency supervisor and Student, signed and
submitted by March 15.

Seminar 9) March 15  THE REALITIES OF INTERVIEWING and THE FIRST YEAR IN
SCHOOL SOCIAL WORK, PRACTICE (Joint seminar with other unit)
Presenters: Panel discussion group, Class location to be determined

Required Reading:
   i. Jarolmen text, Chapter 5 and 13

   Change Agent due March 29
   See Description of assignment and scoring rubric in Assignment section (is also a portfolio artifact)
   (WI School Social Work Standards 1, 4, 5, 7, 8)

   UW Spring break, 3/21/16 – 3/27/16

Seminar 10) March 29  GRIEF AT SCHOOL
(Competencies: comprehensive, coordinated practice strategies in schools, systems-wide interventions, human behavior and social policy, develop resources, advanced assessment and intervention)
Presenter: Thom Evans MSSW, School Social Worker; prior Field Faculty, UW-Madison School of Social Work, Social Work in Educational Settings

Required Readings (posted on learn@uw):
   i. Chapter 54: Best Practice Grief Work With Students in Schools, School Services Sourcebook, Franklin/Harris/Allen-Meares
   ii. Chapter 55: Grief Work with Elementary and Middle school students, (Franklin/Harris/Allen-Meares)

   Portfolio Artifact #7: Personal Mission Statement due 4/5
   (Please see Assignment section for description)

   Portfolios due April 5th

Seminar 11) April 5  COLLABORATION WITH CPS
(Competencies: comprehensive, coordinated practice strategies in schools, systems-wide interventions, human behavior and social policy, develop resources, advanced assessment and intervention)
This will be a joint seminar with IVE unit. Location to be determined.

Required Reading:
   i. Jarolmen text, Chapter 7

Seminar 12) April 12  LOBBY DAY
(Competencies: comprehensive, coordinated practices strategies in schools, system-wide interventions, human behavior and social policy, promote justice to help vulnerable groups, apply knowledge of social policies and programs, advanced assessment and intervention, diversity and cultural competence)

Students are to either sign-up for and attend the NASW Lobby Day (sign up provided through email links from the UW Madison School of Social Work, OR write a description and critical analysis about the issues of Social Work lobby efforts or current legislation. Students are to research an article related to Social Work Lobbying, NASW Lobby Issue and pending legislation or current lobby strategies or WSSWA Legislative issue. Written assignment will be a minimum of 2-3 pages and list the citation or references for your analysis.

Seminar 13) April 19  Professional Development Plan
Schedule end of semester evaluation meetings
April 24 – May 12 EVALUATION CONFERENCES

Seminar 14) April 26  COMMUNITY BLDG AND ADVENTURE -BASED COUNSELING
School Forest Challenge Course, 1577 Fritz Rd, Verona, WI,
https://environment.madison.k12.wi.us/forest/sfmaps.html
(Competencies: professional identity, promoting supportive environment for group learning, apply a number of practice methods, critically evaluate their own practice; Celebrate and reflect on year-long learning, integration of knowledge and practice)

Class time will be a full day, 8:30 to 4

Seminar 15) May 4  END OF SEMESTER WRAP UP

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

VIII. WRITTEN ASSIGNMENTS AND DUE DATES, at a glance
WRITTEN ASSIGNMENT 1: Student Learning Plan
Due: January 25, 2017
(Competency: critically evaluate their practice with feedback from supervisors and colleagues)

Please use learning plan template posted at learn@uw. Instructions for completing the plan are included in the Student Learning Plan template. We will also discuss the process in seminar. Student Learning Plan, 801 with evaluation grid

This assignment should be typed, using the combined Learning Plan/Evaluation form and include the following:

1. Your name, your supervisor’s name and your weekly work schedule.
2. Under each competency, list and briefly describe the “individualized” learning opportunities that you will be actively engaged in, and that will allow for developing proficiency in each of the 10 EPAS competencies defined in the Learning Plan.
3. The 801 Learning Plans are a continuation of the 800 plans developed during the first semester of this 2-semester course. The plans that are submitted should reflect opportunities and revisions considered during the final evaluation meeting of the first semester.
4. Finally, please also list any special learning opportunities such as one-time observational experiences, workshops or staff development opportunities, professional staff.
5. Review and adapt this document with your supervisor. It’s expected that this will be a collaborative process. Your supervisor must sign the final document.

SPOTLIGHT PRESENTATION:

This is an informal presentation to share with other students in seminar a practice or intervention that you have been involved in. Here is the what, why and how:
What: A description of the intervention/practice
Why: Rationale for it, your evaluation (why is this practice done, what are goals, does it seem to be effective)
How: Materials related to what you are discussing and how are you involved in it?
Lastly, your own reflection – what are you learning about yourself in the process.
The presentation should be about 15 minutes. You may consider cultural humility, evidence based practice, data and any competencies addressed in your work. This can be part of your change agent project if desired. This could also be joint effort with a fellow student if relevant. This is not a graded assignment, it will be part of your participation grade.

WRITTEN ASSIGNMENT 2:
CHANGE AGENT PROJECT
Due: March 29, 2017

This is a 5-7 page paper where you have the opportunity to propose a change in your school that you have already started to implement or you are dreaming about. This can be a meso or macro change and should be something realistic and potentially a legacy that you could leave behind in your year as intern. This
could be connected to the School Community Assessment or a brand new idea. Citing the literature would be a great way to show that your change project fits in the context of a larger body of research.

The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuals and develop or modify applicable and evidence-based school social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.

Students will be using social work theory, methods, principles, and concepts learned in their Masters program to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation. Please refer to the scoring rubric regarding this assignment.

Please include the following in your Change Agent Write-up. Please remember to include the ‘What, Why, How’ of your project: in other words, What are you planning on doing; Why is this important to you, the students, the school, the community and cite the literature/research that supports your rationale; How are you going to implement the program and How will you evaluate its effectiveness:

The paper should clearly specify the following:

1. A statement of the problem
2. A review of relevant literature
3. A plan of action (including key players in the school building)
4. An evaluation plan (how will you know that it has worked)

* If you are able to implement the change agent project through completion by the due date, please include a reflection on the process and actual outcomes.
WRITTEN ASSIGNMENT 2
CHANGE AGENT PROJECT – SCORING RUBRIC
Due: March 29, 2017

Change Agent Assignment—human rights, social and economic justice issues & advocacy (Social Work Practice with Women, Children, Persons of Color, and Lesbians, Gays, and/or Bisexuals): (WI State Standards: 1-8)

<table>
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<tr>
<th>Change Agent Paper Rubric</th>
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<tr>
<td><strong>Name:</strong> __________________</td>
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<td><strong>Date:</strong> __________________</td>
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<td><strong>Class:</strong> __________________</td>
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<thead>
<tr>
<th>Topic Selection/Research</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tbody>
<tr>
<td>Provides a clear and comprehensive understanding and synthesis of school change agent project. Identifies how this project could be integrated in practice. Research is broad and theoretical understanding is integrated</td>
<td>Provides a clear understanding and synthesis of school change agent process. Demonstrates knowledge of related literature. Explains how project could be helpful. Research is sufficient and theoretical understanding is evident.</td>
<td>Provides a written summary of school change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and theoretical understanding is emerging.</td>
<td>Written summary of school change agent process is incomplete. Unclear description of the process and how it applies to school social work. Research efforts are limited and theoretical understanding is unclear.</td>
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<tr>
<th>Mechanics</th>
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<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 5 - 7 pages long not including the cover page and the reference page.</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 5 - 7 pages long not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 5 page requirement or exceeds by more than 1 page.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 5 page requirement or exceeds by more than one page</td>
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<th>Creativity</th>
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<th>Minimal</th>
<th>Attempted</th>
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<td>Is extremely clever and original; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to school social work.</td>
<td>Is clever at times; thoughtfully and uniquely written with basic knowledge of change processes that applies to school social work.</td>
<td>Adds a few original touches to enhance the paper but knowledge of change processes that apply to school social work is limited.</td>
<td>Little creativity or clear knowledge of change process in school social work practice.</td>
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<tr>
<th>Appropriate Strategies</th>
<th>Exemplary</th>
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<th>Minimal</th>
<th>Attempted</th>
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<tr>
<td>There is an ability to describe and synthesize the school social work change process and choose the best aspects to create unique approach to school social work practice. Knowledge of related literature shows the relevance to school social work practice. Change agent process demonstrates knowledge and application to the school setting.</td>
<td>There is an ability to describe the school social work change process and choose aspects of each to create an approach to school social work practice. Knowledge of related literature shows their relevance to school social work practice. Change agent process demonstrates knowledge and application to the school setting.</td>
<td>There is an ability to describe school social work change process. Description of related literature does not make connection to school social work practice. Change process is described but application to school social work practice is unclear.</td>
<td>School social work change process is not described clearly and there is no attempt to choose best aspects to create unique approach. Related literature is not explained adequately.</td>
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In order to qualify for State of Wisconsin Licensure in School Social Work (DPI License 50), License applicants must submit a portfolio of artifacts that demonstrate emerging proficiency on each of 8 School Social Work Content Standards.

Standard 1: Social Work and Educational Policy
Standard 2: Social Work Values and Ethics
Standard 3: Social and Economic Justice and Populations at Risk
Standard 4: Systematic Assessment of Individuals, Families, Schools and Community and Their Interactions
Standard 5: Effective Prevention and Intervention with Individuals, Families, Schools and Communities
Standard 6: Human Behavior and the Social Environment
Standard 7: Diversity
Standard 8: Research

Portfolio Artifacts

Portfolio artifacts are designed to be directly relevant to the teaching of knowledge, values and skills in the field of school social work. They are also in adherence with the Wisconsin State Licensing Standards. Portfolio artifacts should be a minimum of one page and should be included in the portfolio that is turned in for approval by the end of each semester of the student’s graduate program at UW-Madison school of social work.

Students complete four artifacts during the 400/800 semester

Artifact #1: Reflections on Cultural Responsiveness, Diversity, and Anti-Racism in Schools (Standards 3 and 7)

Artifact #2: Social welfare and educational policy (Standards 1, 2)

Artifact #3: Reflection on Social Work Ethics and Values (Standards 1, 2, 4)

Artifact #4: School Policy Analysis on Attendance/Truancy (Standards 1, 4, 5)

Artifact #5: Assessment: use of formal tool(s), classroom observation, or structured social development history (Standards 4, 6)

School Community Assessment (Standards 3, 4, 5, 7, 8)
The following portfolio artifacts (2) are to be completed during the 801 semester

Artifact #6: Reflection on working with Parent(s) of Color due 2/8/17
(Standard 2, 3, 4, 5, and 7)

Artifact #7: One page Personal Mission Statement due 4/5/17
Write an introduction for your portfolio that introduces you and describes your role as a School Social Worker.

Additional Semester II Assignment Dates and Main Events

401/801 Learning Plan due 1/25/17

Change Agent Project: due 3/29/17
(See description and scoring rubric in syllabus)
(Standards 1-8)

Portfolios for Licensure due 4/5/17

Mid-terms: By appointment 3/6 – 3/13/17
Final Evaluations: 4/24 – 5/12/17