I. Catalogue Description

800 Field Practice and Integrative Seminar III. An approved advanced social work practice field placement in an area of concentration. A minimum of 20 hours per week, including an integrative field unit seminar. The first course of the two-semester advanced field sequence.

II. Course Overview and Prerequisites/Co-requisites

This is a public social service agency unit with practice including both direct and indirect services to clients. Most students are involved in direct practice as part of the agency services which include services to involuntary clients, group work, planning, administration and program planning, and child welfare practice in cities, towns, suburbs, and rural settings in Columbia, Dane, Jefferson, Sauk and Rock Counties. Students gain a solid understanding of child welfare practice in Wisconsin. Direct service placements provide skills in Child Protective Services Access, Initial Assessment, Foster Care and Ongoing Child Welfare Services. Field Placements are located at Human Service/Social Service offices in these counties.

This field unit, which meets for two semesters, is an approved professional generalist
practice unit for undergraduate (BSW) and master level students (first year MSW and advanced practice concentration year students). BSW and first year MSW students spend 16 hours per week in field placement including the two-hour integrative seminar for a total of 256 hours per semester. Advanced practice concentration year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. 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 (see “Guidelines for Generalist Practice Year Field Placements”, “Guidelines for Advanced Concentration Year Field Placements” and the general guidelines, “Field Placement Guidelines and Expectations” in the Field Education Handbook). 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 (see section “Competencies and 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 practice behaviors specific to a concentration.

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 (see section “Course Competencies and Practice Behaviors”). Content areas include: child protective services; foster care and adoption; child and family welfare; learning styles and implications for seminar and practice; ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; social justice and human rights; violence prevention; some alcohol and other drug abuse and mental health; and policy development.

This seminar unit works with Columbia County, Dane County, Sauk County, Jefferson County and Rock County child welfare units. Student field placements include child welfare/child protective services and foster care services. Students gain a solid
understanding of the place of a public social service agency in the human services/child and family welfare system.

Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important prerequisites and conceptual supports for the field experience. The theory, value and process content in SW 440 and the development of generalist practice skills and techniques with individuals, family and groups in SW 441 (some of which will also be covered in the field seminar) at the foundation level, as well as advanced practice courses in the concentrations, will be valuable sources of information and skills for field work. Similarly, the integration of knowledge from your course work with the field experience is an important learning goal in the Field Course. We expect conscious utilization of knowledge in practice situations and full participation in seminar discussions. Even intuitive assessments need to be validated.

Prerequisites
Must be a student in the Title IV-E Stipend Program

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS (Field and Seminar)
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the respective year (generalist or advanced practice):

A. Competencies and Practice Behaviors, Social Work Practice in Educational Settings, 400/800 level

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<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social Workers commit themselves to the profession's enhancement and to their own professional conduct and growth | Generalist Year:  
-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, Learning Plan, Journal entries; final evaluation with agency supervisor |
| Advanced Concentration 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). |
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<th>2.1.2 Apply social work ethical principles to guide professional practice.</th>
<th>Generalist Year:</th>
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| Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law | - Recognize and manage personal values in a way that allows professional values to guide practice.  
- Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
- Tolerate ambiguity in resolving ethical conflicts.  
- Apply strategies of ethical reasoning to arrive at principled decisions |
| Advanced Concentration 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 NASW code of ethics in order to address ethical dilemmas related to practice in mental health. |

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<th>2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
<th>Generalist Year:</th>
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| 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 when working with individuals, families, groups, organizations, communities, and colleagues |
| Advanced Concentration 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. |

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<th>2.1.4 Engage diversity and difference in practice.</th>
<th>Generalist Year:</th>
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| 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, | - 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 |
| Advanced Concentration Year: | |
| 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. | - 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. |  

### 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.

| Generalist Year:  
- 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. |  

#### Advanced Concentration 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. |  

### 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.

| Generalist Year:  
- Use practice experience to inform scientific inquiry.  
- Use research evidence to inform practice. |  

#### Advanced Concentration 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, Journal entries, change agent assignment; final evaluation with agency supervisor.
| 2.1.7 Apply knowledge of human behavior and the social environment. | Generalist Year:  
- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
- Critique and apply knowledge to understand person and environment.  
Advanced Concentration 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’ problems and populations.  |
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| 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | Generalist Year:  
- Analyze, formulate, and advocate for policies that advance social well-being.  
- Collaborate with colleagues and clients for effective policy action.  
Advanced Concentration 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, Journal entries, change agent assignment second semester, final evaluation with agency supervisor |
| 2.1.9 Respond to contexts that shape practice. | Generalist Year:  
- 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.  
Advanced Concentration 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, Journal entries; final evaluation with agency supervisor |
| 2.1.10.(a –d) Engage, assess, | Generalist Year:  
- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
- Critique and apply knowledge to understand person and environment.  
Advanced Concentration 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’ problems and populations.  |
|  
|
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, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### 2.1.10.a Engage with individuals, families, groups, organizations, and communities:
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes

### 2.1.10b Assess individuals, families, groups, organizations, and communities:
- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies

### 2.1.10c Intervene with individuals, families, groups, organizations, and communities:
- Initiate actions to achieve organizational goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings

### 2.1.10d Evaluation
- Critically analyze, monitor, and evaluate Interventions

Advanced Concentration Year:

### 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.

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

### 2.1.10d Evaluation
- Apply research skills to analyze, monitor, and evaluate interventions in the concentration.

All: Field practicum, participation in field seminar discussions, paper presentation second semester, journal entries; final evaluation with agency supervisor
Communicate and disseminate evaluation results to a variety of audiences.

IV. Course Content/Outline

September 12  Welcome and Introductions  
Syllabus Review, Discussions of Field Placement expectations, hours/logs, Learning Plans, Evaluation and Grading methods

September 19  Access- the role of screening
Reading: Access and Initial Assessment Standards 
Preservice: Introduction (Module 1) and Access (Module 5)

September 26  Initial Assessment  
Field Placement Collaborative Problem Solving
Reading: Predictive Analytics and Child Protection
Preservice: Module 7- Initial Assessment
Assignment: Journals Due, Learning Plan Drafts Due

October 3  Engaging with Individuals, Families and Groups in CPS  
Strength Based Child Protective Services
Reading: Signs of Safety pp 29-83
Building Solutions in Child Protective Services, Chapter 3
Preservice: Engagement Module
Journals Due

October 10  Safety Assessment in Child Protective Services  
Field Placement Collaborative Problem Solving
Reading: A Brief History of Child Safety Intervention found at: 
No Child Left Alone: Moral Judgements about Parents affect Estimates of Risk to Children
Preservice: Safety Module

October 17  Field Trip to Joining Forces for Families Office  
Assignment: Final Learning Plans Due

October 24  Alternative Response in Child Welfare  
Guest Speaker: Serena Breining, Department of Children and Families
Preservice: Alternative Response
http://wcwpds.wisc.edu/alternative-response.htm
October 31  Assessing Child Development  

Preservice: Development and Dynamics of Human Behavior

November 7  Engaging Diverse Families  
Field Placement Collaborative Problem Solving  
Reading: TBD  
Assignment: Journals Due

November 14  Change Agent Proposal Presentations  
Field Placement Collaborative Problem Solving  
  1.  
  2.  
  3.

November 21  Change Agent Proposal Presentations  
Field Placement Collaborative Problem Solving  
  4.  
  5.  
  6.

November 28  Change Agent Proposal Presentations  
Field Placement Collaborative Problem Solving  
  7.  
  8.  
  9.

December 5  Ethics in Public Child Welfare  
Reading: legal ethics and high child welfare worker turnover: an unexplored connection. And, Dual relationships in child welfare practice: A framework for ethical decision making  
Preservice: Review Ethics (Module 1)  
Assignment: Journals due

December 12  Wrap-up and Class Evaluations – Review, planning for next semester, evaluation  
Potluck brunch

V. REQUIRED READING MATERIALS (on Learn@UW):  
1.  Readings from the following:  
   a.  Child Protective Services Access and Initial Assessment Standards


2. Online Preservice Training: Located at www.wcwts.wisc.edu (Click on the preservice online training tab). Please print out the quizzes at the end of each module and turn in to instructor.

VI. EVALUATION OF STUDENT OUTCOMES: ASSIGNMENTS, GRADING AND METHODS

LEARNING PLANS

Learning plans are due by October 17, 2016. Field supervisors must approve and sign before submitting.

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

JOURNAL ASSIGNMENT
Journal entries will be due on the first Monday of each month.

Please keep a journal about all of your experiences in your field placement. This is a good place to keep track of your hours but is not just a record-keeping tool. The monthly journals are a place to document your progress on meeting the course competencies. Here are some content areas to be written about:

- Your feelings about the placement
- Things you don’t understand about the agency, interventions, child welfare…
- Human Rights and Social Justice issues as they relate to your placement
- Over representation of minority families in human services
- How economic disparity effects families you serve
- Issues of culture: your trials, learning, mistakes in this area
- Your own personal biases and how they are affecting your practice
- How issues facing GLBTQ people are addressed in your agency placement
- Evaluation of your own practice (i.e., strengths, things you would differently)
- Reflection on your use of supervision (i.e. how do you use feedback to alter your practice, what kind of learner are you etc.)
- Ethical issues you encounter in your agency or in the community of practice and how you resolved them.
- How you apply research in your area of practice
- Research or evidence based practice questions
- Other issues that you have questions or concerns about

This is your chance to really explore your thoughts and feelings about your placement. You will be offered feedback and suggestions on your journals. You will not be graded on your journals and what they say, but will receive credit for turning them in monthly. We want you to feel free to write anything you want in these journals. There are no right or wrong journal entries. The journals will be used a one method to measure your achievement of the course competencies and practice behaviors.

Students will be expected to include content in their journals about their use of supervision in placement, organizational challenges, how policy effects practice, how research can be used in their placements, and how they are demonstrating their professional identity as a social worker.

Every month there will be an assigned topic that you will be required write about in your
journal. The topic will be assigned on the first class of each month and students are expected to reflect on this topic throughout the month and journal these thoughts and reflections.

**Change Agent Assignment—begin in Fall, 2016; Complete March-April, 2017**

The purpose of this assignment is to learn and experience more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LBGTQ groups; and applicable social worker roles and interventions as change agents. If interested in other “at-risk” populations, discuss this with your Field Faculty Instructor. Students are expected to include social work theory, methods, principles, and concepts learned in SW440, 441, 442, other courses, and readings to complete this assignment. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could/or will be used.

By Mid-November, 2016, students will provide a brief oral report to the seminar group on what they plan to address for this assignment; and will provide a brief logic model including policy and program inputs, short term and long term outcomes and potential side effects/unintended consequences. A written outline and final outcome report will be completed in the spring semester. **The agency supervisor must be familiar with and support the proposal and the feedback from the agency supervisor must be provided in the outline/proposal.** The logic model should include the following; Inputs, Throughputs and Outputs. A handout will be provided for the logic model. The proposal must also include the following; a brief description of what the student plans to do and how they will do it, why they have selected this project, who the key players in the project will be, and how they will evaluate it. **Advanced Practice level students are expected to identify a more comprehensive evaluation method.** While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. The logic model and proposal must be turned in after the class presentation. Students will sign up for a time to present their proposals and get feedback from the group. Presentations will be 15 minutes and will include the content from the logic model and the proposal. Generalist and Advance Practice students have different grading sheets.

You will describe the change agent project/effort that you plan to engage in, and briefly how you plan to address the project sections identified below (bullet points in the “Change Agent Project” section).

- **The Topic**—a brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the meso and/or macro levels such as organizations (including your field placement agency), the community (local, state, national
and/or international), and policies. For example, in terms of organizations there may be user friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.

- use generalist social work concepts and principles as well as citing references and resources, e.g., agency supervisor, other staff, faculty, clients/consumers and other materials including readings from this seminar and other classes.

- brief review of relevant literature/research (indicate if and how these readings helped inform your practice) Also include social/cultural/economic/political and demographic factors

- the plan of action (including the involvement of key players such as supervisors, other administrators, board members, community leaders or members, policy makers)

- how you evaluated/would evaluate the change effort (if time does not allow for completion of project activities)

- what the intermediate and long term outcome(s) is/are/are expected to be (end of school year; beyond)

- lessons learned, e.g., what you would do differently in future

The purposes of the change agent assignment for seminar students are 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 color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.

- develop or enhance knowledge, skills and values regarding a meso or macro change effort utilizing the planned change process (review 441 and 442).

- complete and evaluate, to the degree possible, a change effort that is effective, efficient and sustainable.

- develop or enhance knowledge, skills, and values regarding working in teams (with other seminar students and/or others in your field placement agency and the community).

Evaluation of Student Outcomes: Assignments, Grading, and Methods:

Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Students are required to adhere to all policies outlined in the Students Rights and Responsibilities Handbook. Students are expected to behave professionally both in class and in field.

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

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

More specifically:

For class participation (15%), I will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments this semester (15%), I will be looking for thoroughness in all of the elements noted earlier in this syllabus. Learning plan (5%), Change Agent Proposal (10%)

For the presentation (5%), I will be looking for presentations that are concise and well prepared. Excellent presentations will address the salient points of the paper and will clearly describe the parameters of the project.

For written journals (5%), I will be looking for evidence of thoughtful examination of practice issues that arise and integration of class content from seminar and other classes into your field work. To get full credit, your journal needs to be legible and include reflection and attention to process. Points will be deducted if you write only about content (I did this and then I did that) or if entries are short, contain the phrase "nothing really happened in field this week," or otherwise do not demonstrate that you are thinking critically and integrating course material.

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

**FIELD WORK - 60%**: Final responsibility for grading the student’ s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the student’s agency supervisor’s assessment of the progress the student has made in achieving the competencies and the quality of the student’s work in the field placement. I will periodically review your progress both with you and with the field supervisor and joint
meetings will be held with you if indicated or desired by you or your supervisor.

During the semester you, your supervisor and I will participate in a 3-way meeting to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field work performance. There will be a mid-term evaluation and one at the end of the semester. This discussion will be informed in part by the field evaluation form you will be asked to complete prior to our meeting, and the same field evaluation form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for field work, greatest weight will be given to your supervisor’s overall assessment of your work.

As part of professional practice, it is important that you inform the field faculty of any issues regarding seminar or your field placement as soon as possible. Early recognition and intervention can be key to successful completion of the course.

GRADE STANDARDS FOR THE COURSE:

A grade of “A” (consistently superior/excellent performance) will include:

- Superior/excellent progress towards achieving goals and activities specified in your learning plan.
- Excellent, accurate, thorough, and timely clinical documentation as required by your agency.
- Excellent, thorough and timely completion of all written assignments for the field seminar.
- Superior/excellent skills for engaging clients who may present with a wide range of issues, problems, strengths and resources.
- Superior/excellent ability to utilize supervision, receive feedback with minimal defensiveness, and respond positively to suggestions and implement them.
- Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
- Superior reliability, thoroughness and organization in your management of work
responsibilities at the placement.

- Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of have read assigned material.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**

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