I. CATALOGUE DESCRIPTION
400 Field Practice and Integrative Seminar I. Prerequisites: Senior, or Grad standing; Social Work major; Social Work 400; consent field director.

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES
This field unit, which meets for two semesters, is an approved professional generalist practice unit for master level students. Generalist Practice MSW students spend 12-14 hours per week in field placement, as well as two hours and thirty minutes of integrative seminar for a total of 512 hours for the academic year. Integrated seminar and lecture begins on September 10, 2016 and continues through December 17, 2016, but students may be continuing their field placement hours in the agency. Student must discuss this with the field faculty prior. Field faculty will be available during winter break if the student or agency supervisor needs assistance or consultation.

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 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 measurable 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 Generalist 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.

The field seminar meets weekly on Saturdays, and provides an opportunity to share ideas,
support and to learn a variety of approaches to generalist social work practice and issues. The meetings include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student and guest presentation. Overall, unit activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.

Generalist Practice Students will spend 12-14 hours per week in the field placement, which with the weekly 2.5 hour Integrative Seminar on Saturdays, totals about 256 hours per semester. Please note that students are not permitted to end their field placement early. The key to ensuring students have the most beneficial field experience is the combination of attending the Field Seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between student and agency to continue the student’s educational experience until May 2017. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide an opportunity to learn generalist social work roles.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. It is the student’s responsibility to document the field hours. The expectation of the Program is that students remain in their field placements through finals week in May 2017. If a student has questions about hours or other expectations and requirements of the Program, the student should contact the field faculty member immediately. Supervision of your direct practice will be provided primarily by staff members of the agency or program unit to which you are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

The seminar, as an integral component of the Field course, and the special activities of the Unit as a whole, are intended to support all the Competencies listed below for the Generalist Practice year. The seminar differs from the agency component of the Field course in its emphasis and primary focus and methods. It a) utilizes a group problem-solving approach, b) provides an arena for introduction of new content, c) transcends the focus of individual agencies and d) works actively to further integration of practice and knowledge from multiple sources, using multiple methods.

In 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 and professionalism). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors (see section “Course Competencies and Practice Behaviors”). Content areas for seminar include: 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; crisis intervention; AIDS network services; program development; educational and advocacy services; and social work in the workplace. The unit works with a large number of agencies which provide student field placements.

**Course complementing the field seminar:**

*Social Work 441 (Practice II: Generalist Practice with Individuals, Families, & Groups)* is an important co-requisite and conceptual support 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.*

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

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

<table>
<thead>
<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignments Measuring Behavior</th>
</tr>
</thead>
</table>
| 2.1.1. Identify as a professional 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, practice question of the week, Social Work in the Media, Change Agent proposal, final evaluation with agency supervisor |
| 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.  
• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
• Tolerate ambiguity in resolving ethical | All: Field practicum, participation in field seminar discussions, practice question of the week, Social Work in the Media, Change Agent proposal, final evaluation with agency supervisor |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention, and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | All: Field practicum, participation in field seminar discussions, practice question of the week, Social Work in the Media, Change Agent proposal, final evaluation with agency supervisor |
|---|---|---|
| 2.1.4 Engage diversity and difference in practice. | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
• Recognize and communicate an understanding of the importance of difference in shaping life experiences.  
• View selves as learners and engage those with whom they work as informants | All: Field practicum, participation in field seminar discussions, practice question of the week, Social Work in the Media, Change Agent proposal, final evaluation with agency supervisor |
| 2.1.5 Advance human rights and social and economic justice. | • 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, practice question of the week, Social Work in the Media, Change Agent proposal, final evaluation with agency supervisor |
| 2.1.6 Engage in research-informed practice and practice-informed research. | • Use practice experience to inform scientific inquiry.  
• Use research evidence to inform practice. | Field practicum, participation in field seminar discussions, practice question of the week, Social Work in the Media, Change Agent proposal, and final evaluation with agency supervisor |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.7</td>
<td>Apply knowledge of human behavior and the social environment.</td>
<td>• Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. • Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td>2.1.8</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>• Analyze, formulate, and advocate for policies that advance social well-being. • Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>2.1.9</td>
<td>Respond to contexts that shape practice.</td>
<td>• 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.</td>
</tr>
<tr>
<td>2.1.10a</td>
<td>Engage with individuals, families, groups, organizations, and communities:</td>
<td>• Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. • Use empathy &amp; other interpersonal skills. • Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td>2.1.10b</td>
<td>Assess individuals, families, groups, organizations, and communities:</td>
<td>• Collect, organize &amp; interpret client data. • Assess client strengths and limitations. • Develop mutually agreed-on intervention goals and objectives. • Select appropriate intervention strategies.</td>
</tr>
<tr>
<td>2.1.10c</td>
<td>Intervene with individuals, families, groups, organizations, and communities:</td>
<td></td>
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</tbody>
</table>
IV. COURSE CONTENT AND SCHEDULE

Time: Saturdays 9:00am to 11:30am

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the field faculty member. Three points will be deducted for each day the assignment is late.

Readings: Weekly readings will be posted on Learn@UW. Some readings are workshop materials without full citations. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Additional relevant readings may be provided by the instructor throughout the semester.

Week 1: September 10, 2016

Welcome and Get Acquainted Exercise

Introduction to Field Unit

- Review syllabus, key themes, and assignments
- Integrating placement experiences and social work concepts and principles
- Learning plans (overview)
- Evaluation Tool and Schedule
- Syllabus for Agency Supervisors

Field Issues/Situations for Consultation/Collaborative Problem Solving

Professional Behavior/Expectations as a Masters Level Social Worker

Planning for success in your agency and beyond

Pitfalls to avoid, keys to success

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

Required Readings:
Week 2: September 17, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Review Learning Plan Instructions

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

Required Readings:

NASW Guidelines for Social Worker Safety
(http://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf)

Week 3: September 24, 2016
**Learning Plan Draft Due for use in Group Work
Guest Speaker: Ellen Smith (Mandated Reporting)

Learning Plan Group Work
Field Issues/Situations for Consultation/Collaborative Problem Solving

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

Week 4: October 1, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to Ethical Social Work Practice?

Required Readings:
NASW Best Practice Standards for Social Work Supervision; pp. 8-27
(http://www.naswdc.org/practice/naswstandards/supervisionstandards2013.pdf)


Week 5: October 8, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Values Self-Awareness Exercises

7
Practice Question: What are your observations about the ways that ethical issues and values conflicts are handled at your agency? Have you or your supervisor encountered any ethical dilemmas? How are these resolved at your agency?

Required Readings:


Week 6: October 15, 2016
*Learning Plan Due

Field Issues/Situations for Consultation/Collaborative Problem Solving
Guest Speaker TBD

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

Required Readings:

Week 7: October 22, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Cultural Competence and Self Awareness Exercises

Practice Question: How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency?

Required Readings:

Week 8: October 29, 2016
*Learning Plan with Agency Supervisor Signature Due
Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: After reading the “Areas (to be) Addressed re Agency User Friendliness” handout, as well as the NASW standards, what are your observations regarding strengths and
opportunities for growth in your field agency’s user friendliness/cultural competence? How does this inform possibilities for your change agent project?

Required Readings:

NASW Standards for Cultural Competence in Social Work Practice (online)

Week 9: November 5, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

Week 10: November 12, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: In what scenarios is self-disclosure appropriate with clients? Benefits? Challenges? What are your experiences with self-disclosure? What is your agency’s perspective on self-disclosure?

Required Readings:

Week 11: November 19, 2016
Fall Keynote Speaker
Field Issues/Situations for Consultation/Collaborative Problem Solving

Practice Question: Compare your field experiences to-date with the Sweitzer & King article from Week 1. Where are you now?

Week 12: November 26, 2016
No Class-Have a safe and relaxing break!

Week 13: December 3, 2016
Field Issues/Situations for Consultation/Collaborative Problem Solving
Practice Question: How is the Strengths Perspective utilized at your agency? What opportunities have you had to observe or practice this? What are challenges or questions that you have about this perspective?

Required Readings:

Week 14: December 10, 2016
*Brief Change Agent Proposal Due
*Self-Assessment Presentations
Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 15: December 17, 2016
*Self-Assessment Presentations
Field Issues/Situations for Consultation/Collaborative Problem Solving
Final Day of Fall Semester
Course Evaluations

V. COURSE READING MATERIALS
Readings will be assigned, in advance, for specific class topics. For those identified as required readings, students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. The readings and exercises are available on Learn@UW. Some readings and exercise materials will be handed out in seminar. Students are also expected to read relevant practice material available in their agency placement.

In addition, students are expected to read and understand the NASW Code of Ethics and assigned readings in Social Work 441 and other classes. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work.

If you do not understand the readings or the Code, please see the instructors or Field Faculty for assistance.

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

ASSIGNMENTS: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

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.
1. **Learning Plan** (see "Course Content/Schedule Outline" for draft and final copy due dates). The student is to complete the learning plan with their Agency Supervisor so that learning opportunities for the development or advancement of competencies can be jointly identified. A Learning Plan template is provided by the Field Faculty to the student and the Agency Supervisor. The **LEARNING PLAN OUTLINE consists of THREE PARTS:**

**Part A. Field Placement Arrangements and Hours.** Put your name on plan (no cover sheet), and list agency name, address, phone, the days, time, and duration, [e.g., M, 8 – 3:00 (7); W, 8 – 3:00 (7)] AND the name(s) of your supervisor(s).

**Part B. Competencies and Assignments, Methods, Activities (completed with agency supervisor).**

Review the ten competencies and required practice behaviors for the generalist practice year as found in the syllabus. Use the learning plan (provided electronically by field faculty) to list and briefly describe the “individualized” learning opportunities available in your agency to accomplish each competency. The learning opportunities need to sufficiently address the relevant practice behaviors in order to **measure** achievement of the competencies (see Field Evaluation Instrument).

**Part C. Field Learning Process.** List all professional staff, faculty, and others who will be a learning resource to you. An agency overview or organizational chart should be included. Also list pertinent reading material which would provide background for your field placement.

**Formatting and Due Dates:** Prepare a draft of the learning plan by **September 19, 2015**, for use during in-class collaboration. Provide a concise, SINGLE spaced (double space between competencies), typed final draft learning plan by **October 10, 2015**. The Field Faculty will return the plan with a grade assigned and also any needed revisions noted. **IMMEDIATELY** inform the Field Faculty of any problems in reaching agreement and/or completing and/or accomplishing the learning plan. Once the final plan is approved by the Field Faculty, it should be signed and dated by the student and the Agency Supervisor, and turned in by **October 24, 2015**. Please provide signed copies to each party (self, supervisor and Field Faculty Instructor). This learning plan is a working document and will be added to and revised for second semester. The learning plan should be **saved on your computer for future revisions.**

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. The learning opportunities would include methods, activities, or assignments. For example, relative to **Competency 2.1.1**, "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 member.

The field faculty 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” for each practice behavior under 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 learning goals. Students then explore these with the
field supervisor to assess further the unique learning opportunities for developing knowledge,
values and skills at their placement. A plan is written each semester, which outlines learning
opportunities, activities, and responsibilities of the student, and supervising social worker. Please
also include field placement arrangements with the school or agency name, address, phone,
email, and weekly work schedule (days and hours). The learning plan will be signed and
dated by the student and the agency supervisor.

This learning plan is meant to be an organizational aid to help initiate, plan and update/revise
your field experience. It is not intended to be a substitute for regular supervisory contact and
educational consultation with faculty and professional staff. The learning plan lists the
competencies and the Field Evaluation Instrument lists the competencies AND the practice
behaviors in order to ensure that these are addressed in the development of the learning plan
(e.g., learning opportunities), throughout the field experience (if not, must then be addressed in
field seminar or elsewhere in the curriculum), and are the FOCUS of attention during the student
performance evaluations (given the competencies are met through the measurable practice
behaviors).

Learning plans will be graded on a 20-point grading scale based on completeness of information
and timeliness of submission. Final learning plans must be approved by field supervisors and
field faculty and signed by students, field supervisors and field faculty.

The Individual Learning Plan will be graded on the basis of how thoroughly each of the six
criteria stated above are written. The following are point values for the six criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency overview and organizational chart:</td>
<td>2</td>
</tr>
<tr>
<td>Measureable Goals for each of the 10 competencies:</td>
<td>10</td>
</tr>
<tr>
<td>Quality of field placement activities described:</td>
<td>2</td>
</tr>
<tr>
<td>Self-care plan:</td>
<td>2</td>
</tr>
<tr>
<td>Placement schedule:</td>
<td>2</td>
</tr>
<tr>
<td>Supervision plan and schedule:</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Maximum Points:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
**The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.**

### 2. Social Work in the Media

The purpose of this assignment is to encourage students to take initiative to investigate multi-level Social Work, to connect current events to Social Work practice, as well as to provide students with the opportunity to practice group facilitation. Students will sign up for a class period in which they will be responsible for this assignment. They will select a recent article (within the past month) or piece of news of a Social Work (or related) issue in the local, national or international news. Students should select the article based on concept or issue that is relevant to their field placement agency’s client population or that of a classmate(s). It should also be an issue that the student has an interest/passion in, or wants to know more about. Students should come to class prepared with a brief summary of the article, supporting information, as well as discussion points/questions to engage their peers in a conversation about the topic. On the day that they facilitate this discussion, students will turn in a copy of the article, as well as a 1-page, double-spaced summary of the article. A grading rubric for this assignment is included on page 24 of this syllabus.

### 3. Integrative Seminar: Sharing Field and Other Experiences

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

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 consultation/problem solving and support. Given the diversity of students and their 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.

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. **Coming prepared to share, discuss and learn, is extremely important!** Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s field placement.

### 4. Practice Question of the Week

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. Each student is expected to critically think about her/his agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to
propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, and global policies and programs and implications for practice.

5. **Self Assessment Presentation.** The purpose of this assignment is to encourage students to engage in honest self-assessment as well as personal and professional growth throughout their field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness, and promotes continued growth in this area. This exercise (used in conjunction with the learning plan) will allow students to reflect on their 1st semester and plan for their 2nd semester field placement work. Students will prepare notes/an outline addressing specific questions about their growth during the semester or areas for continued growth. Students will share what they have learned in a brief (5-8 minute) presentation to their field unit on the final days of the fall semester. A grading rubric for this assignment is included on page 25 of this syllabus.

6. **Readings.** Readings (and exercises) are to be completed according to the “Course Content/Schedule Outline”. Additional readings may be handed out during class time. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 441 and NASW Code of Ethics) to their field practice experiences. Students may be asked to facilitate group discussions based upon the readings. Students are also expected to read relevant materials available in their agency placements. **Experience indicates that students who do not complete or understand these readings are unable to or struggle with the integration of theory and methods with practice.**

7. **Change Agent Proposal (due fall semester) and Change Agent Assignment (final project due in spring semester).** Students note that it is helpful to begin the assessment process during the fall semester so that there is sufficient time to complete and evaluate interventions or strategies before the end of the school year. 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 applicable social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.

Students would be using social work theory, methods, principles, and concepts learned in SW 441 606, 711, 640, other courses, and assigned readings (e.g., Human Rights and Social Work’ by Stanley L. Witkin; ‘Indications for Advocacy,’ ‘Advocacy Targets,’ and ‘Advocacy Guidelines’) 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 handout regarding this assignment.

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your placement. Listen
carefully to clients’ experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. Ask questions and visit with your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

For the fall semester, students will complete a brief, written proposal of their plan for the change agent project (1-2 pages), worth 15 points. This proposal will include a brief description of the student’s plan for the project, why they have selected this project, what their intended impact will be, and who the key players in the project will be. While not required for the 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.

This proposal will provide a starting point for a SW401 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A brief written outline and final outcome report will be completed in the Spring Semester.

8. RECORD OF FIELD HOURS – DUE DECEMBER 29, 2016 BY 12:00 PM
Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

This is an all or nothing assignment. If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with me, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures, and students are unable to begin a new semester with an “Incomplete.”

INDIVIDUAL MEETINGS AND OUT-OF-CLASS CONTACT
Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days.

I am most accessible by email, which I check daily. I will respond to emails within 24 hours. However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

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

**Supervision, Consultation and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs (see attached learning plan format). Students are responsible for defining and achieving goals and objectives; suggesting, organizing, and documenting activities; and fully participating in the field instruction process.

The **Agency Supervisor** has the following responsibilities:
- Participate in student selection/placement process.
- Work with student and faculty in development of learning plans and supervisory arrangements.
- Orient student to agency, work unit, and practice area.
- Provide ongoing practice supervision.
- Possible teamwork with student.
- Provide good professional role model.
- Consult with student on professional growth and development.
- Provide student with ongoing constructive criticism and final evaluation.

The **Field Faculty** has the following responsibilities:
- Responsible for student selection and community placement.
- Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.
- Teach field unit seminar to provide relevant theoretical, policy, and problem content.
- Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
- Provide strong professional role model.
- Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
- Consult with student on professional growth and development
- Help student integrate constructive criticism and responsible for evaluation and grading.

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

**EVALUATION AND GRADING:**
1. **Participation and professionalism** in all field unit seminars is **REQUIRED**. Participation is measured by amount and quality. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see Field Faculty EARLY in the semester if you need any assistance in this or any other areas. Please also see “Student Behavior Policy” below.

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

**Forty percent (40%)** of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. 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:
Regarding professionalism, field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

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

If you have not put in the required hours for field practicum, you will get a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have obtained advance approval from field faculty of your plan to complete the hours).

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

In December, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your supervisor’s overall assessment of your work. BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY OF EACH OTHER’S EVALUATION FORM AND HAVE SHARED THIS INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.

The grade equivalency for these percentages is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
</tr>
</tbody>
</table>

The following are grading standards for the course:

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
Fall Semester

Weekly Seminar (40% of Final Grade):

- Professionalism & Participation: 30 points
- Learning Plan: 20 points
- Self-Assessment Presentation: 15 points
- Social Work in the Media: 20 points
- Change Agent Outline/Proposal: 15 points

Total Maximum Points: 100 points

End-of-semester evaluation (60% of final grade)

Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

The Field Evaluation Instrument with the competencies and respective practice behaviors; the student’s performance in seminar, the student’s learning plan; and the progress summary will serve as guides in the evaluation process.

Students are expected to achieve the competencies of the field course through the measurable practice behaviors; complete the required 256 hours per semester for generalist practice year, students cooperate fully with agency staff and the faculty instructor; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. 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.

Successful completion of the course requires completion of all assignments.

VII. Course Policies:

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

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

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

**Accommodation Due to a Disability:**
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 my 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 or as soon as the need for an accommodation is determined.

**Student Behavior Policy:**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity 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.
- Use of laptops is for note-taking or group work only, and laptops 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.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class and field placement.
- Student has read materials and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student actively and constructively participates in classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field instructor and field supervisor.
- Student solicits and incorporates feedback when there are questions about performance
- Both in the classroom and the field, student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.
Professional conduct is expected. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook.

If you have any concerns with this policy, or a concern that needs to be brought to the class’s attention, please speak with this field faculty.

Code of Ethics, Professional Conduct & Plagiarism
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

Technology Policy
Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

Attendance Policy:
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently late
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade
  - Three unexcused absences will place the student at risk for failing the course
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.

• Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. The student will be responsible for learning the material they missed.
SOCIAL WORK IN THE MEDIA Grade Sheet-SW 400

Students Name___________________________________

Grading Criteria

- Student selected a current Social Work issue in the news, that is relevant to their client population or that of a classmate(s). 2 points

- Student provided classmates with a concise and informative summary of the news piece, and turned in a written 1-page summary that addresses key points. 3 points

- Student provides a piece of additional/supporting information to classmates, to enrich the discussion. Examples could include a very short video clip, an additional, related news piece, their own advocacy statement regarding the issue, etc. 5 points

- Student demonstrates critical thinking in discussion of how the news piece relates to social work and client populations. 5 points

- Student uses effective group facilitation skills to ensure that many voices are heard, that varying perspectives are valued, and that the discussion is kept within the 20-minute time limit. 5 points

TOTAL POINTS POSSIBLE = 20

TOTAL POINTS EARNED=__________
SELF ASSESSMENT PRESENTATION GRADING CRITERIA

Name___________________________________________________Date_____________

Purpose: The purpose of this assignment is to encourage students to engage in honest self-assessment as well as personal and professional growth throughout their field placement experience. The assignment pays particular attention to the student’s own level of cultural competence and awareness, and promotes continued growth in this area. This exercise (used in conjunction with the learning plan) will allow students to reflect on their 1st semester and plan for their 2nd semester field placement work.

Students will prepare an outline or notes for this presentation, which will be turned in. The presentation will address the following questions as well as any additional thoughts that they have about their growth during the semester or areas for continued growth. Students will share what they have learned in a brief, informal presentation to their field unit on the final days of the 1st semester.

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

Grading:
- Student turned in an outline or notes that showed thoughtful preparation for this presentation. **2 points**
- Student addressed each question above in their presentation, with particular attention to question #8. **5 points**
- Student displays a high level of self-awareness, an appropriate level of self-disclosure, and appears to be able to honestly assess their growth and progress. **4 points**
- Presentation was engaging and cohesive (not simply an answering of each question). **4 points**

______________________TOTAL POINTS =
**SW 400 Change Agent Proposal Grade Sheet**

Student’s Name: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal included a brief yet detailed description of the student’s plan for the change agent project.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?).</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student describes who the key players in the project will be.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student project is reflective of the goals of the Change Agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Paper is professionally written, using proper grammar, spelling, and punctuation.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Points Possible: 15

Total Points Awarded: 
SOCIAL WORK IN COMMUNITY AGENCIES
Fall 2016 Semester Criteria and Grading

Name________________________________________       Date________

Criteria and Grading (points) (x = checked for completed)

___Professionalism: Class preparation (e.g., assignments completed and on-time, preparation for Practice Question of the Week), professional behavior and active participation in the field placement and agency setting 30

___Learning plan 20

___Self-Assessment Presentation 15

___Change Agent Proposal 15

___Social Work in the Media 20

___TOTAL POINTS out of 100

___Field Placement Grade

Comments:

FINAL GRADE:
A FEW OTHER TIPS FOR SUCCESS

1) Assignments should be typed and double-spaced with one-inch margins for comments. Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks.

2) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.

FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:

Three way: input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor

Ongoing: feedback is best when ongoing. It should occur in supervision; can be part of field unit meetings and other contacts. Whenever students feel unclear, it's a good idea to ask for feedback from supervisor and field instructor immediately.

Purposeful: ongoing feedback (and of a summary of it at joint meetings) helps to clarify where student performance and refocus field learning plan.

Supportive: ongoing feedback and regular evaluation are also intended to support student learning (and confidence) by giving a clear sense of abilities. Noting both strengths and weak areas, necessary to the development of competent professional practice, also serves a support function. It is the joint responsibility of the field instructor, supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.

Performance focused: Feedback and evaluation are based on the here-and-now, not on previous work nor on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year.

Professional: Feedback and evaluation focus on social work professional education for practice. While some feedback may also be useful to personal life, this is not the intent of field course feedback from supervisor and/or instructor.

Holistic: a) Performance includes both knowledge and skills put to use, since both conceptualization of practice, and action itself, are important. b) Areas of focus include all field related activity; field unit activity, agency and community activity, client work, consultation and supervision, etc.

Individualized: Given the diverse educational and life experiences of students, each student's learning plan and expectations are very individualized (within some bounds by academic level, 400-801) in the three-way plan. Feedback is intended to clarify progress toward these goals.

Graduated: Expectations for student performance increase each semester over the four semesters, 400-801. This means, for example, that beginning students (400-401) need not feel they should perform at the same levels as advanced practice (800-801) students. Feedback should be solicited by student and given by supervisor/instructor and gives a sense of level of performance.