SOCIAL WORK 401: SOCIAL WORK PRACTICE IN COMMUNITY AGENCIES
Spring 2017 Field Practice and Integrative Seminar

FIELD FACULTY: Matt Steigerwald, MSW, CSW
OFFICE: Room 220; OFFICE HOURS: By appointment
PHONE: 920-222-9220 (cell phone)
E-MAIL: msteigerwald@wisc.edu
Mail box Room 220 SW Bldg.

FIELD MEETINGS/SEMINARS/LECTURES are on Saturdays, 9:00am-11:30am.
Seminar Location: Room 3130 Medical Sciences Center

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

II. COURSE OVERVIEW AND 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 begins on January 21, 2017 and continues through May 6, 2017, but students may continue their field placement hours in the agency through May 17, 2017. Please note that students are not permitted to end their field placement early, or to drastically reduce hours at the end of the spring semester.

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.

The field seminar meets weekly on Saturdays for 2.5 hours, and provide 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, seminar activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.
Genralist 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 (512 hours total for the academic year). 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 Program 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 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: domestic violence and violence prevention; case notes and professional documentation; ethics and boundaries; trauma-informed care; advocacy and immigration; aging and death/dying; application of the strengths perspective; prevention applications; human trafficking; cultural competence; poverty and housing; and social work with LGBT adolescents. The field unit works with a large number of agencies which provide student field placements.

Courses complementing the field seminar:
Social Work 441 (Practice I: Foundations of Generalist Practice)
SW 441 provides a conceptual base for generalist social work practice with individuals, families and groups. It complements the field course in the first semester of the Foundation year. SW441 uses
readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to **conceptualize** social work and to **integrate** knowledge of social work theory and practice.

Social Work 442 (Practice II: Generalist Practice with Communities and Organizations) is an important co requisite and conceptual support for the field experience. The theory and process content in SW 441 and the development of generalist practice skills and techniques with communities and organizations in SW 442 (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 (Field, Seminar, and Lecture)

**SW 401**

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 generalist year:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct oneself accordingly. | • Advocate for client access to the services of social work  
• Practice personal reflection and self-correction to assure continual professional development.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance, and communication.  
• Engage in career-long learning.  
• Use supervision and consultation | Learning plan and progress summaries  
Field Work which is measured through field course evaluation at mid-semester and end of semester  
Facilitation of Field Seminar assignment |
| 2.1.2: Apply SW 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 conflicts.  
• Apply strategies of ethical reasoning to arrive at principled decisions | Field Work which is measured through field course evaluation at mid-semester and end of semester  
In-class Exercises  
Practice Question of the Week |
| 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 | Field Work which is measured through field course evaluation at mid-semester and end of semester  
In-class exercises  
Practice Question of the Week |
|---|---|---|
| 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 | Field Work which is measured through field course evaluation and class discussion  
Change Agent Project  
In-class exercises  
Practice Question of the Week |
| 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 | Field Work which is measured through field course evaluation and class discussion  
Change Agent Project |
| 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. | Change Agent Project  
Course Readings |
| 2.1.7: Apply knowledge of human behavior and the social environment. | • Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
• Critique and apply knowledge to understand person and environment. | Field Work which is measured through field course evaluation and class discussion  
Practice Question of the Week |
<table>
<thead>
<tr>
<th>Week Facilitation of Field Seminar assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.8:</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
</tr>
</tbody>
</table>
| - Analyze, formulate, and advocate for policies that advance social well-being.  
  - Collaborate with colleagues and clients for effective policy action. |
| Field Work which is measured through field course evaluation and class discussion |
| Change Agent Project |
| Facilitation of Field Seminar assignment |

| Field Work which is measured through field course evaluation and class discussion |
| Change Agent Project |
| Facilitation of Field Seminar assignment |

<table>
<thead>
<tr>
<th><strong>2.1.9:</strong> Respond to contexts that shape practice.</th>
</tr>
</thead>
</table>
| - 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. |
| Field Work which is measured through field course evaluation and class discussion |
| Change Agent Project |
| Facilitation of Field Seminar assignment |

| In-class exercises |
| Practice Question of the Week |

<table>
<thead>
<tr>
<th><strong>2.1.10.a</strong> Engage with individuals, families, groups, organizations, and communities:</th>
</tr>
</thead>
</table>
| - 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 |
| Field Work which is measured through field course evaluation at mid-semester and end of semester |
| In-class exercises |

<table>
<thead>
<tr>
<th><strong>2.1.10b</strong> Assess individuals, families, groups, organizations, and communities:</th>
</tr>
</thead>
</table>
| - Collect, organize, and interpret client data.  
  - Assess client strengths and limitations.  
  - Develop mutually agreed-on intervention goals and objectives.  
  - Select appropriate intervention strategies |
| In-class exercises |
| Practice Question of the Week |

<table>
<thead>
<tr>
<th><strong>2.1.10c</strong> Intervene with individuals, families, groups, organizations, and communities:</th>
</tr>
</thead>
</table>
| - Help clients resolve problems.  
  - Negotiate, mediate, and advocate for clients.  
  - Facilitate transitions and endings |
| Field Work which is measured through field course evaluation at mid-semester and end of semester |
| In-class exercises |

<table>
<thead>
<tr>
<th><strong>2.1.10d:</strong> Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Critically analyze, monitor, and evaluate interventions</td>
</tr>
<tr>
<td>Field Work which is measured through field course evaluation</td>
</tr>
<tr>
<td>Change Agent Project</td>
</tr>
</tbody>
</table>
IV. COURSE CONTENT AND SCHEDULE: 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: January 21, 2017
Warm-Up Activity
Syllabus Review
Learning Plan Brainstorming
Sign-up for Field Seminar Facilitation
Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 2: January 28, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Documentation in Community Agencies

**Practice Question of the Week:** What format/template for documentation is used in your field placement? How is documentation used? How do you, or can you utilize your supervision to expand your documentation skills?

Required Readings:
Worksheet/Reference Sheet: Guidelines for Social Work Case Management Documentation


Week 3: February 4, 2017

Revised Learning Plan Due

Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

**Practice Question of the Week:** Have you had the experience of having a current client pass away? If so, what was that experience like for you, and how did you and your co-workers take care of yourselves? If not, what sort of plan can you establish in the event this happens? What can you put in your self-care plan for assistance?
Required Readings:

**Week 4: February 11, 2017**

**Updated Change Agent Plan Due**

Check-In

Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Prevention in Generalist Social Work

*Practice Question of the Week:* In your practice setting what types of prevention services exist to address the population being served? If no prevention services exist, what do you believe is the reason for this? What prevention efforts do you believe would benefit the population that you are working with?

**Required Readings:**

**Week 5: February 18, 2017**

Check-In

Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Cultural Competence and LGBTQ Youth

**Required Readings:**


*Practice Question of the Week:* Where are you in the continuum of cultural competence in the area of sexual orientation? How can you improve your agencies cultural competence in this area? What do you still need to or want to learn?

**Week 6: February 25, 2017**

Check-In

Field Issues/Situations for Consultation/Collaborative Problem Solving

Topic: Self-Care: Preventing Compassion Fatigue, Burnout and Vicarious Traumatization

*Practice Question of the Week:* How does your agency promote self-care and prevent burnout? What are your current strategies for preventing compassion fatigue and where have you identified areas for improvement?

**Required Readings:**

Ying, Y.W. (2009). Contribution of self-compassion to competence and mental health in social work
Week 7: March 4, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Mandated Reporting

Week 8: March 11, 2017
No Class-Spring Break

Week 9: March 18, 2017
No Class-Spring Break

Week 10: March 25, 2017
Mid-Semester Progress Summaries Due
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Working with Diverse Families

Practice Question of the Week: What is your definition of family? Have you recognized any personal biases this has created in your professional work with families?

Required Readings:

Week 11: April 1, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Oppression of Women

Practice Question of the Week: The United Nations estimates that women represent 70 percent of the world’s poor. Being poor means women are increasingly vulnerable to violence and have little role in decision-making. How can the Social Work Profession effect change? What does equity look like to you?

Required Readings:

Recommended Reading:

Week 12: April 8, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Advocacy and Immigration in Social Work
Practice Question of the Week: Does a client’s documentation status impact the type/s of services they could receive at your agency (directly or indirectly)? How does current immigration policy and debate impact social work practice?

Required Readings:

Week 13: April 15, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving
Topic: Poverty, Homelessness, and Generalist Social Work Practice

Practice Question of the Week: How are poverty and economic hardship viewed within your agency? How accurate are commonly held stereotypes about poverty? How do your own perceptions of poverty enhance or hinder your practice?

Required Readings:


Week 14: April 22, 2017
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 15: April 29, 2017
Change Agent Presentations
Check-In
Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 16: May 6, 2017
Course Review and Wrap Up
Course Evaluations
End of Semester Celebration!

V. COURSE TEXT AND READING MATERIALS
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. We will continue to refer to some readings from last semester. Some readings and exercise materials will also be handed out in seminar.

Students are expected to complete and understand all currently assigned readings is Social Work and
related courses and to review past readings (e.g., SW 440 and 441, the NASW Code of Ethics, LEARN@UW) to enhance ability to understand and integrate theory and methods with practice.

If you do not understand or have questions about any reading or the Code, please see the class Instructor or Field Faculty, as applicable, for assistance.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Assignments SW 401: 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).

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

2. Revised Learning Plan. By February 4, 2017, students will revise the Fall semester learning plan which includes all of the competencies, practice behaviors (generalist or advanced year, as applicable), and the “individualized” learning opportunities (e.g., assignments, methods or activities available to accomplish each competency). During the Fall final semester three-way (student, agency supervisor, and field faculty) performance evaluation, the process for revision began. Using the student’s learning plan and the Field Evaluation instrument, the student’s strengths and areas for improvement regarding each of the competencies were determined. A discussion also began regarding additional or revised learning opportunities that would further enhance student strengths and address areas for improvement relative to each of the competencies.

In the first two weeks of the Spring semester, students are expected to work with their Agency Supervisor to complete the needed revisions keeping in mind that the learning opportunities need to sufficiently address the relevant practice behaviors in order to measure achievement of the competencies (see Field Evaluation Instrument). The revised learning plan is to be signed and dated by the Agency Supervisor and the student. The student will provide the Agency Supervisor and Field Faculty with a copy by the due date. The Field Faculty will review the plan and notify the student, within two weeks, of any additional revisions needed. The plan should be saved on the computer for future revisions and for completing the progress summary (see next assignment). During weekly supervision, the Agency Supervisor and student should discuss progress on the learning plan and develop strategies (e.g., additional or revised learning opportunities) for any improvements needed. Students are expected to immediately alert the Agency Supervisor if there are progress issues. If students are unable to discuss issues with the Agency Supervisor or, if issues are unresolved, they are expected to immediately contact the Field Faculty.

3. Progress Summary. By March 25, 2017, students are expected submit a typed progress summary to the dropbox at LEARN. For the summary, it is expected that the student will use sufficient time to thoroughly reflect upon and retrospectively and creatively analyze her/his learning and professional development and growth. The learning plan is used for this assignment so students need to make a second copy of the plan. This assignment is worth 5 points, and points will only be given for responses that show thoughtful preparation and self awareness. The summary should have
three parts as indicated below:

**Part A (3 points).** The student would type (in different type, bold or italics than the learning plan) her/his summary of progress after each of the respective methods, activities, and assignments under each of the competencies. This part would include:

- statements made about changes in content from 1st semester to 2nd semester
- statements about what has or has not been accomplished (if not, why not);
- identification of strengths;
- identification of areas for improvement;
- strategies for enhancing strengths or achieving improvements

**Part B (1 point).** After completing the above for all of the competencies, the student would add a Part B at the end of the learning plan in which the student notes any other observations, questions, current issues, ideas, thoughts, and/or feelings s/he may have regarding the field experience. The student also indicates if s/he would like to discuss the information with the Field Faculty privately or in a 3-way meeting with the Field Faculty and the Agency Supervisor. *As noted earlier, students are expected to inform the Field Faculty IMMEDIATELY if there are unresolved concerns about the field placement or progress issues and not wait until formal evaluations.*

**Part C (1 point).** The student would also add a Part C in which the student provides feedback on the field seminar. This part would include the seminar’s strengths and areas for improvement relative to the student learning social work. Students are also encouraged to discuss any concerns regarding seminar earlier than at evaluation time so that these can be addressed on a timely basis.

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

4. **Sharing Field and Other Experiences.** Each student is expected to share field and other related experiences or events (e.g., current events, other workshops or training, policies, programs, and so forth at local, national or global levels related to social issues or resolutions,) in order to enhance the integration of social work concepts with practice through active consultation/problem solving and support. Students would be expected to demonstrate the practice behaviors for their levels.

Given the diversity of students and their life experiences and the diversity of agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work practice in community settings. Students are also expected to provide feedback to other students presenting field experiences, especially during case consultation or problem solving discussions. In terms of sharing experiences or providing feedback, students will
find it helpful to review the competencies and practice behaviors (for their level) and other materials (e.g., social work process, generalist social work principles and concepts, active peer consultation and support, problem solving). In addition, students are encouraged to introduce any area for discussion that may not have been covered or to the degree desired by other students or the Field Faculty.

5. **Readings.** Readings are to be completed according to the “Course Content/Schedule Outline”. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 441, SW 442 and NASW Code of Ethics) to their field practice experiences. Students are also expected to read relevant materials available in their agency placements. Readings that are familiar may be skimmed or reviewed to further understanding and integration with practice. **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.**

6. **Practice Question of the Week.** Please note that on many of the dates on the course schedule, there is a Practice Question of the Week listed (*in italics*). This practice question will relate to topics discussed in previous weeks, topics discussed in SW 442, and topics related to readings and field experiences. When there is a Practice Question of the Week, it is the expectation that students spend some time thoughtfully reflecting on this question prior to class, and be prepared to share their thoughts during check-in. This is an ungraded assignment, although will be a component of the participation grade.

7. **Facilitate Field Seminar.** The purpose of this assignment is to encourage students to take initiative with the opportunity to practice group facilitation. Students will sign up for a class period in which they will be responsible for this assignment. Student will use the “Practice Question of the Week” to facilitate class for no more than 45 minutes. This assignment is worth 5 points. A grading rubric is included on page 23 of this syllabus.

8. **Change Agent Project (planned change effort) Poster Presentation (See grading criteria at the end of this syllabus).** This assignment significantly expands upon an exercise you did last semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal. Review the course calendar for due dates regarding this assignment.

**Updated Plan (Outline) (your intended action, and ways to evaluate):**

Turn in via LEARN@UW **no later than the 4th week** of Spring semester a 1-2 page draft (simultaneous copy to supervisor) indicating

a) the issue that you have selected, in discussion with your supervisor, to work on and why;

b) how you intend to address the issue, the plan of action (including the involvement of key players such as supervisors, other administrators, board members, community leaders or members, policy makers)

c) how the outcomes will be evaluated, i.e.[means that is], how will you know if/when the intervention has succeeded, and by when for which outcome?

**POSTER PRESENTATION (Visual and Verbal Report of your action, outcomes, recommendations, and learning):**
Due April 29, 2017

Students will create a professional poster for a multi-seminar presentation on April 29th. Posters should include a title, and be large enough to accommodate the required sections below. To create a visually appealing and effective poster, students should allow ample space for text and for space in between text boxes/topics. Students can find professional poster examples and tips at the following:

http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

http://ugs.utexas.edu/our/poster/review

https://harrisresearch.tcu.edu/student-research/research-symposium/poster-samples/

In addition to the poster, students should prepare a very brief 3-5 minute verbal synopsis of the “take away points” from their project, and also be prepared to answer questions.

Include the following on your poster and/or in your brief verbal presentation:

- A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo 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.
- What actions you took within the agency to address the selected issue and why these choices. It is understood that agency-level intervention will require considerable inclusion or, and collaboration with, a variety of agency staff and possibly others. You should include these choices of personnel and why, and your actions toward your goal.
- What outcomes or results have occurred thus far? What do you make of these results? Specify if there are additional outcomes expected in the near future and why.
- How you evaluated or would evaluate the change effort (if time does not allow completion)
- What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?
- What have you learned from working on this project? What you would do differently in the future?
- Use generalist social work concepts and principles in the presentation as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials including readings from this course and other classes.
- A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of three sources)

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 course competencies and their particular learning needs (i.e., individualized learning opportunities). Students are responsible for achieving the competencies; suggesting, organizing, and documenting methods, assignments, and activities; and fully participating
in the field instruction process.

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

The **Field Faculty** has the following responsibilities:
1. Responsible for student selection and community placement.
2. Develop and approve learning plan and supervisory arrangements with student and practicum supervisor.
3. Teach field unit seminar to provide relevant theoretical, policy, and problem content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide good professional role model.
6. Maintain regular contact (at least monthly) with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
7. Consult with student on professional growth and development
8. 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** in all field unit seminars is **REQUIRED**. Participation is measured by amount and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. 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 instructor EARLY in the semester if you need any assistance in this or any other areas.

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 field work taking into account the degree to which
the competencies are met through measureable practice behaviors. This includes 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.

In May, 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. **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 (see “Field Education Handbook” regarding this grade)</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

Successful completion of the course requires completion of all assignments.

Spring Semester

Weeklly Seminar (40% of Final Grade):

Professionalism & Participation: 10 points
Progress Summary: 5 points
Field Seminar Facilitation: 5 points
Change Agent Project: 20 points
Total Maximum Points: 40 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, 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.

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 tardy.
• 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 will be assigned for excused and unexcused absences. For example, a make-up assignment could be an 8-page reaction paper on missed week's readings.
• 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. Students will be responsible for learning the material they missed.
# CHANGE AGENT POSTER PRESENTATION Grade Sheet – SW401

Student’s Name: __________ ____________________________

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Plan (turned in 4th week of class) addressed rationale behind project (0.5 pt), key players (0.5 pt) and evaluation procedures anticipated (0.5 pt). All elements of plan showed evidence of careful planning, incorporation of client/colleague/other stakeholder input, and reflection of social work values (0.5 pts). (Total 2 points)</td>
<td>_______</td>
</tr>
<tr>
<td>II. Poster Presentation <em>(Visual and Verbal Report of your action, outcomes, recommendations, and learning)</em>:</td>
<td></td>
</tr>
<tr>
<td>A brief description of the needs/asset assessment was provided with a statement of a practice issue or problem at the mezzo and/or macro levels (2 points).</td>
<td>_______</td>
</tr>
<tr>
<td>Actions taken within the agency to address the selected issue and why these specific actions were taken (1 point).</td>
<td>_______</td>
</tr>
<tr>
<td>Outcomes or results that have occurred thus far, and student presentation demonstrated critical thinking in interpreting those results. Student specified if there are additional outcomes expected in the near future and why (3 points).</td>
<td>_______</td>
</tr>
<tr>
<td>How the student evaluated or would evaluate the change effort, and showed evidence of incorporation of principles of social work research and evaluation (2 points).</td>
<td>_______</td>
</tr>
<tr>
<td>What the student has learned from the process (including what they would do differently next time) and recommendations (and clear rationale for the recommendations) for the agency (on the change agent issue) or for other students pursuing this issue (3 points).</td>
<td>_______</td>
</tr>
<tr>
<td>A concise review of relevant literature/research in which they indicated clearly how the research informed their practice (minimum of three sources) (3 points).</td>
<td>_______</td>
</tr>
<tr>
<td>Poster was professional, organized, visually appealing and clearly outlined the key elements of the project (2 points).</td>
<td>_______</td>
</tr>
<tr>
<td>Professionalism was demonstrated through preparation, presentation and response to questions (2 points).</td>
<td>_______</td>
</tr>
</tbody>
</table>

Total Points Possible  

Total Points Earned  

---

20
Field Seminar Facilitation Grade Sheet-SW 401

Students Name___________________________________

Grading Criteria

Student will use the “Practice Question of the Week” to facilitate class for no more than 45 minutes.

- Student appeared prepared for discussion and facilitation and provided additional/supporting information to classmates to enrich discussion. Examples could be an article, news piece, video clip. 2 points

- Student demonstrates critical thinking of practice question of the week. 1 point

- Student uses effective group facilitation skills to ensure that many voices are heard, and that varying perspectives are valued and that the discussion is kept within the 45 minute time limit. 2 points

TOTAL POINTS POSSIBLE = 5

TOTAL POINTS EARNED=____________
Name:____________________________________

Criteria and Grading for the Spring semester:

___ Class attendance (present and on-time unless excused in advance), Professionalism, and Class Preparation (e.g., assignments completed, articles discussed, practice question of the week, class exercises, and active participation) 10 points

___ Learning Plan Revision (must be completed to proceed)

___ Progress summaries 5 points

___ Field Facilitation 5 points (see attached criteria sheet)

___ Change Agent Project 20 points (see attached criteria sheet)

___ TOTAL SEMINAR POINTS (OUT OF 40)

Comments:

___ TOTAL FIELD 60 points (Includes field supervisor and field instructor’s evaluation of the student’s progress toward achievement of the competencies and practice behaviors listed in the learning plan and evaluation tool. Also includes field instructor’s overall evaluation of the student’s performance as a Generalist Year Social Work Student.)

Comments:

___ FINAL TOTAL GRADE
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.