SW 400/800 (009): Social Work Practice with Older Adults
Field Unit and Integrative Seminar I & III
Wednesdays 5:00-7:00 p.m. Room 106
Fall 2016

I. CATALOGUE DESCRIPTION

400 Field Practice and Integrative Seminar I. An approved professional foundation field placement in direct social work practice in a community agency setting. A minimum of 16 hours per week, including an integrative field unit seminar. The first course of the two-semester field sequence.

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

II. FIELD UNIT DESCRIPTION AND COURSE OVERVIEW

The Social Work Practice with Older Adults Field Unit and Integrative Seminar field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) level students and first year MSW students, and an advanced practice social work unit for master level students (MSW) in the Health Aging and Disabilities Concentration. BSW and first year MSW students spend 14 hours per week in field placement, plus two-hours per week in the integrative seminar for a total of 256 hours per semester. Advanced concentration year students spend 18 hours per week in field, plus 2 hours per week in the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week so students who do not want to be in placement this week may want to do more hours in previous weeks, with prior approval from the agency supervisor.

The practice perspective of the Social Work with Older Adults field unit is generalist social work practice. Students have the opportunity to develop skills in working with the individual and with groups, and at multiple levels of the person-in-environment interface. For example, placements provide experience for developing the following skills: engagement, assessment, intervention, counseling, termination, case management, crisis intervention, planning and program development, inter-professional collaboration, interdisciplinary teamwork, advocacy, mobilization of resources and group work.

The educational focus for BSW and first year MSW students, and for advanced practice concentration year MSW students, is on acquiring the core competencies for entry-level generalist and advance practice core competencies and practice behaviors, respectively. For advanced practice concentration year MSW students, the development, integration and application of the advanced practice behaviors, are specific to aging. Students are exposed to essential content areas that include: normal aging, issues that are pertinent to social work practice with older adults; agencies, programs and services available to older adults; mental health issues and assessment tools; and the skills necessary to provide social work services to an aging population at the micro, mezzo and macro level.

The Social Work Practice with Older Adults Field Unit and Integrative Seminar brings together students placed in a diverse spectrum of service settings, to facilitate understanding of the continuum of health and social services for older adults. Examples of participating agencies include: Agrace Hospice, Alzheimer’s & Dementia Alliance of WI, Attic Angel Place, Badger Prairie Health Care Center, Care Wisconsin, Catholic Charities, Dane County Human Services Guardianship & Protective Services and the Area Agency on Aging, Fitchburg Senior Center, the Geriatric Research, Education and Clinical Center (GRECC) and Home Based Primary Care programs at the Veterans Administration Hospital, Capitol Lakes Care Center, UW Health Geriatrics Clinic, UW Hospital Palliative Care Service, Southern Care Hospice, St. Mary’s Adult Day Health Center, St. Mary’s Care Center, Oakwood Care Center, Oak Park Retirement Community, Home Health United Hospice and several of the Dane County Coalitions for Older Adults (e.g. South Madison, Northeast Madison and East Madison-Monona).
III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS AND ASSIGNMENTS

Successful completion of the field placement and integrative seminar implies that students will have progressed towards achieving the core social work competencies by demonstrating that they are moving towards proficiency in the "Generalist Practice" and "Advanced Concentration" required Practice Behaviors, respectively. Performance in field, assignments, and graded activities will be used to measure whether a student has achieved the Practice Behaviors.

See Appendix A: Competencies, Practice Behaviors & Assignments for the Generalist Year
See Appendix B: Competencies, Practice Behaviors & Assignments for Advanced Concentration Year

IV. COURSE CONTENT AND SCHEDULE

Students are invited to share case examples and experiences relevant to all course competencies and practice behaviors in the seminar as they individually work toward accomplishing these outcomes, and as we work to integrate the field experience with other academic course content. Selected topics that are essential to social work practice with older adults are introduced.

See Appendix C: Course Content and Schedule

V. TEXTS & READING MATERIALS

A. Required Text: None.

B. Required Readings Identified by Instructor and Reading Reflection Instructions: Required readings are available online at Learn@UW under the Course Content tab. The course content guide (see Appendix C) lists questions that students should consider when reviewing the weekly readings. Please come prepared to seminar having thoughtfully read the assigned articles or other materials in relation to the weekly questions. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in Social Work and related courses to enhance understanding and integration of theory, methods and practice. Seminar is an ideal place to discuss questions related to these various dimensions of learning.

C. Required Readings Identified by Student: It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies and practice behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas of interest in the field setting (e.g. social, psychological, spiritual or health issues; evidence-based interventions to address needs or policies related to aging). Students should indicate on their learning plans the topics that will be explored during the semester, research and read three practice articles over the course of the semester and note progress in their mid-term reviews with agency supervisors and final semester summaries.

D. Recommended: Recommended articles are also located online at Learn at UW or at the indicated web sites. In addition, students may wish to purchase the following references for professional practice. These texts are not required. They are available at online sources such as Amazon.com.


VI EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS: ASSIGNMENTS, GRADING & METHODS

A. Methods
The seminar is designed to support the integration of academic course content in the generalist and advance practice curriculum and practice experience in the field pertinent to gerontological social work. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in the field, fostering the implementation of evidence-informed practice. Faculty and students share responsibility for identifying practice problems and issues arising in field work; providing a supportive environment for group input; offering active consultation and problem solving; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is on problem-solving and multi-method, evidence-based interventions with consultation, support and teamwork involving students, agency staff, faculty and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support.

B. Expectations of Student, Agency Supervisor and Field Faculty Instructor

**Student is Expected to:**
- Attend, prepare for and actively participate in weekly seminar meetings
- Identify learning needs and in consultation with the field supervisor develop a learning plan that will describe the methods by which the practice behaviors for each of the core competencies required by the Council of Social Work Education (CSWE) will be measured
- Meet with the agency supervisor on a regular basis (at least weekly)
- Prepare for all meetings with the agency supervisor and alert the supervisor to topics that need to be discussed during the upcoming meeting
- Honestly assess one’s progress toward accomplishing competencies and practice behaviors.
- Meet with the agency supervisor and the field instructor jointly at least once during the academic semester to review progress; occasionally, additional meetings are required.
- Be in attendance at the agency on days and at times agreed upon by the student and field supervisor, and provide notification by the start of the work day if unable to attend due to illness or unforeseen emergencies.
- Behave in a professional manner, taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
- Complete all agency and seminar-related assignments, record keeping, tasks, and responsibilities in a manner consistent with agency and seminar policies.
- Bring to the attention of the field instructor any practice or behavior within the agency that is clearly unethical.
- Discuss with the agency supervisor or field instructor any areas of significant confusion, disagreement, or dissatisfaction or concern related to the practicum experience
- Devote and keep record of the total required number of hours spent in practicum

**Agency Supervisor is Expected to:**
- Interview prospective field students and provide input into placement decisions
- Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
- Assist the student to develop a learning plan that will describe the methods by which the practice behaviors for each of the required core competencies required by CSWE will be measured
- Provide regularly scheduled private supervisory meetings with the student (i.e. at least weekly).
- Provide the practicum student with a suitable designated work space, equipment and support staff.
- Include the student in regular staff meetings and staff training sessions.
- Assign duties and responsibilities that are appropriate to the student’s learning needs and that are increasingly difficult and challenging.
- Assign duties and responsibilities that help the student to achieve the core competencies and practice behaviors detailed in the learning plan.
- Work with the student in ways that recognize the practicum first and foremost as a learning experience and in ways that expand the students’ opportunities to learn.
- Monitor the student’s work and progress and regularly provide feedback and constructive criticism.
- Evaluate the student’s performance in a fair, respectful, rigorous and thorough manner.
Meet with the student and field instructor jointly at least once during the academic semester to review progress and more frequently, if needed (please update field instructor immediately if concerns are suspected).

Complete all evaluation forms and reports required by the school.

Model ethical practice and refrain from inappropriate or unethical behavior toward the student (i.e., verbal abuse, sexual harassment, dual relationships).

Participate in educational events sponsored by the School of Social Work.

Work with the field instructor on future planning for student placements.

Field Faculty Instructor is Expected to:

- Select agencies and agency supervisors and match them with student learning needs.
- Help the agency supervisor and other agency personnel learn about the school’s expectations of students, the social work curriculum, and the school’s goals for the practicum.
- Monitor the student’s practicum experience and assist in evaluating the student’s performance.
- Assist the student in identifying his or her learning needs and preparing the learning plan and/or revising the learning plan.
- Facilitate the student’s learning by providing guidance and serving as a source of information.
- Be available to meet individually with students to process the field experience, and to consult with student on professional growth and development.
- Meet at least once each semester with the student and the agency supervisor to discuss the practicum and the student’s progress and more often if needed, e.g. if it is a new setting/supervisor or student needs additional guidance.
- Develop syllabus and facilitate the field unit seminar to assist the student in the integration of academic course content in the generalist and concentration curriculum with their practicum experience.
- Maintain contact with agency supervisor to monitor student performance, ensure learning opportunities, and/or address performance problems.
- Consult with student on professional growth and development.
- Help student integrate constructive criticism.
- Assume responsibility for arranging and securing a final evaluation of the student’s performance in the practicum and additional meetings, if needed.
- Assign student’s final grade.
- Work with practicum supervisor on future planning for student placements.

C. Requirements/Assignments 100 points total

In compliance with University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (shown in italics) specific to graduate students in the expectations and assignments for this course.

1. Field Practicum 60 points

a. Field Placement Hourly Log (Appendix D)

To ensure that total hour requirements are met for field, students must track and record how many hours were spent at the field placement, whether any hours were missed and the reason. Entering a brief summary of activities is optional, but helpful. Time spent getting to and from the placement does NOT count towards field hours, nor does a lunch break or time spent reading personal email or completing seminar assignments. Missed hours must be made up by the end of the semester or a grade of incomplete will be assigned. It is important that students not work ahead or fall behind more than one week in hours. If either situation occurs, the student is to inform the field faculty instructor and agency supervisor immediately. Students should bring the “Field Placement Hourly Log” to the end-of-semester three-way meeting.

b. Individualized Learning Plan (template and sample Learning Plans available at Learn at UW)

In consultation with one’s supervisor, each student will design a Learning Plan for the semester based on individualized learning needs and opportunities. The Learning Plan outlines specific tasks the student will complete in order to meet the CSWE required competencies and practice behaviors. In addition to describing WHAT the learning opportunities are, please address BY WHEN, HOW MANY, HOW MUCH AND WHERE, as applicable, in order to assist in clarity of learning opportunities and expectations, as well as in the evaluation of both quality and quantity of performance. Students will
have two semesters to meet the competencies. The learning plan should include any special learning opportunities such as one-time observational experiences, workshops or staff development opportunities, professional staff meetings, etc. that may apply to the competencies.

Students will add the following to the Learning Plan:

- A minimum of three practice topics (and/or names of journal articles) relevant to substantive areas of interest in the field setting that will serve as the basis for choosing three journal articles that the student will read over the course of the semester

Though the Learning Plan may change over time, it is important that the plan include field experiences that are explicitly linked to practice behaviors for the Generalist or Advanced Practice year. Given that the measurable methods of achievement are "individualized," that is, specific to the student’s learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals within each group. A detailed description of the Learning Plan assignment and a template including the required competencies and practice behaviors will be available at the Learn@UW course site. Examples of completed Learning Plans are posted on Learn@UW and there will be time in seminar to review and discuss. The draft Learning Plan will be submitted to Learn@UW during week 5. After obtaining and incorporating feedback into the Learning Plan, the student will submit the final unsigned version to Learn@UW on week 7, in addition to bringing a paper copy of the Learning Plan to class on Week 7 that is signed by the student and agency supervisor.

c. Evaluations: Two-Way Midterm and Final Three-Way Meeting-- How to Prepare (Appendix H)

All students are encouraged to meet privately with the field instructor at any time during the semester to talk about their field experiences. In addition, all students are required to participate in a two-way meeting with their agency supervisors for the mid-term evaluation and a three-way meeting with the field instructor and supervisor for the final end-of-semester evaluation. Occasionally, a mid-term three-way meeting with the field instructor is scheduled, e.g. if performance issues are identified or if the field placement is not progressing as expected for a variety of reasons. The Student Field Placement Performance Evaluation is available online at Learn@UW; it is specific to 400/401 and 800/801, reflecting the difference in required competencies. The instructions for completing the evaluation and preparing for the three-way meeting are found in Appendix H; they will also be briefly reviewed in class.

2. Integrative Seminar: Attendance, Participation & Professionalism (Appendices E & F) 20 points

Course policies for the seminar are detailed in Appendix E. Because the Integrative Seminar is an essential part of the practicum experience and the hours are counted toward the practicum, students are required to attend all weekly seminars and actively engage in the seminar discussions. The instructor will consider evidence of thoughtful contributions to discussion of assigned materials, analysis and discussion of the weekly reflection questions, curiosity, ability to examine assumptions, values and practice challenges, ability to incorporate issues of diversity and cultural competence into the discussion, and the ability to contribute to a shared space in which it is safe to do so. Appendix F provides guidelines for discussion and for evaluating participation. Please note that students will be periodically asked to turn in a brief evaluation of their own participation in seminar using Appendix F as a guide.

3. Agency Setting Analysis & Presentation (Appendix G) 15 points

Students will conduct an agency analysis with attention to the organizational structure and staffing, services provided, funding mechanisms, policies and other organizational dimensions. Throughout the semester, each student will present a concise overview of his/her agency setting with a 7-10 slide PowerPoint presentation and organizational chart. In addition to assisting the student to use data collection and assessment skills for agency level analysis, the assignment provides an opportunity to build a shared class knowledge of the social service network in the field of aging, clarify structures in the student’s placement and how they relate to the generalist model, provide the field unit with a beginning basis for comparison of local services and delivery systems and facilitate the development of professional presentation skills.

4. End of Semester Progress Summary 5 points

The end of semester progress summary is due at our last seminar meeting for the semester. It will be 2.25-3 double-spaced pages and will include the following three parts:

Part A – Performance Self-Assessment - page 1. After reviewing the grading criteria detailed in the syllabus (see pp. 6-7, and 24-25), list the letter grade that you believe you most honestly have earned for
the fall semester. Provide your rationale using grading criteria and participation guidelines and criteria as a basis. (3/4 - 1 page)

**Part B – Self-Care Assessment - page 2.** Provide a summary assessment of your self-care plan. How have you been successful in your self-care plan? Are there areas that have been neglected? What are the challenges you have faced in terms of self-care, wellness and mindfulness? What might you do differently next semester? Is there something I can help you with? (3/4 - 1 page)

**Part C – Seminar Assessment - page 3.** Feedback and suggestions for the field seminar. Please describe ways in which the seminar could further support your learning needs in the spring semester. What do you find to be the strengths of the seminar? What suggestions do you have for changes? What topics would you like to see incorporated into the spring semester? (3/4 - 1 page)

**D. Grading:** Grades are based on performance in the field setting (60%) and performance in the integrative seminar (40%), as outlined below.

1. **Field Practicum**
   a. Completion of hours and hourly log
   b. Performance evaluation
   c. Quality of Learning Plan
   d. Honest, thoughtful, and non-defensive participation in evaluations and 3-way meetings
   e. Professionalism in the field setting, as described and expected under competency 2.1.1, in the *Student Rights and Responsibilities Handbook* and in this syllabus.  

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>60</td>
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2. **Integrative Seminar**
   a. Attendance, professionalism & participation
   b. Agency Analysis
   c. Progress summary

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>20</td>
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   **100**

**Grades Points:** Grades will be assigned using the following conversion table.

<table>
<thead>
<tr>
<th>100 point scale</th>
<th>Final Grade</th>
<th>Criteria of Work Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>90-93</td>
<td>AB</td>
<td>Very good; surpasses expectations in many areas</td>
</tr>
<tr>
<td>84-89</td>
<td>B</td>
<td>Good; meets expectations in all areas</td>
</tr>
<tr>
<td>80-83</td>
<td>BC</td>
<td>Fair; meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>74-79</td>
<td>C</td>
<td>Poor; below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>68-73</td>
<td>D</td>
<td>Below expectations in all areas.</td>
</tr>
</tbody>
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Further Explanation of Criteria of Work Quality:

A: A grade of “A” is earned for consistently superior/excellent performance and includes:

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

AB: 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.

B. 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.

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

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

D/F: 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, one grade point, may not continue in Social Work Program
F= failing grade, no grade points, may not continue in Social Work Program
### Appendix A: Competencies, Practice Behaviors & Assignments for the Generalist Year

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| **2.1.1. Identify as a professional social worker and conduct oneself accordingly.**  
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. | *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 practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Field Evaluation  
End of Semester progress summary. |
| **2.1.2 Apply social work ethical principles to guide professional practice.**  
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. | *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.* | All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Field Evaluation  
End of Semester progress summary. |
| **2.1.3 Apply critical thinking to inform and communicate professional judgments.**  
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. | *Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.*  
*Analyze models of assessment, prevention, intervention, and evaluation.*  
*Demonstrate effective oral written communication in working with individual, families, groups, organizations, communities and colleagues.* | All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Agency analysis.  
Field Evaluation  
End of Semester progress summary. |
| **2.1.4 Engage diversity and difference in practice.**  
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | *Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.*  
*Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*  
*Recognize and communicate an understanding of the importance of difference in shaping life experiences.*  
*View selves as learners and engage those with whom they work as informants.* | All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Agency analysis.  
Field Evaluation  
End of Semester progress summary. |
| **2.1.5 Advance human rights and social and economic justice.**  
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. | *Understand the mechanisms of oppression and discrimination.*  
*Advocate for human rights and social & economic justice.*  
*Engage in practices that advance social and economic justice.* | All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Field Evaluation  
End of Semester progress summary. |
### 2.1.6 Engage in research-informed practice and practice-informed research.

**Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend qualitative and quantitative research and understand scientific and ethical approaches to building knowledge.**

- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.
- Both practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation End of Semester progress summary

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

**Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.**

- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.
- Both practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation End of Semester progress summary

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

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

- Analyze, formulate, and advocate for policies that advance social well-being.
- Collaborate with colleagues and clients for effective policy action.

### 2.1.9 Respond to contexts that shape practice.

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

- 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.

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

**Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.**

- 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.
- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.
- Critically analyze, monitor, and evaluate interventions.
- All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation End of Semester progress summary
### Competencies addressed in course

2.1.1. Identify as a professional social worker and conduct oneself accordingly.

*Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.*

2.1.2 Apply social work ethical principles to guide professional practice.

*Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.*

2.1.3 Apply critical thinking to inform and communicate professional judgments.

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.*

2.1.4 Engage diversity and difference in practice.

*Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*

2.1.5 Advance human rights and social and economic justice.

*Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed.*

### Practice behaviors addressed in course

- **Apply knowledge of social services, policies, and programs relevant to the concentration, to advocate with and/or on behalf of clients for access to services.**
- **Develop a plan for continuing professional education and development.**
- **Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).**
- **Evaluate ethical dilemmas related to problems and issues in the concentration.**
- **Weigh values, principles of ethical decision-making, and the NASW\(^1\) code of ethics in order to address ethical dilemmas related to practice in concentration area.**
- **Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration.**
- **Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.**
- **Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues when dealing with issues related to the concentration.**
- **Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.**
- **Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.**
- **Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.**
- **Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.**
- **Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the concentration.**

### Assignments measuring behavior

- All practice behaviors: Field hourly log.
- Participation in field seminar discussions.
- Individualized learning plan.
- Field Evaluation
- End of Semester progress summary.

- All practice behaviors: Field hourly log.
- Participation in field seminar discussions.
- Individualized learning plan.
- Agency analysis.
- Field Evaluation
- End of Semester progress summary.

- All practice behaviors: Field hourly log.
- Participation in field seminar discussions.
- Individualized learning plan.
- Agency analysis.
- Field Evaluation
- End of Semester progress summary.

- All practice behaviors: Field hourly log.
- Participation in field seminar discussions.
- Individualized learning plan.
- Field Evaluation
- End of Semester progress summary.
2.1.6 Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

*Demonstrate ability to evaluate practice in the concentration area.
*Translate practice knowledge in order to contribute to scientific inquiry.
*Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the concentration.

2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the concentration problems and populations.

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

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

*Evaluate, formulate, and advocate for policies that advance outcomes relevant to the concentration.
*Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the concentration.

2.1.9 Respond to contexts that shape practice.

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

*Assess the impact of historical and contemporary contexts on practice and policy in the concentration area.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

*Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of concentration
*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.
*Demonstrate ability to intervene on different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the concentration.
*Apply research skills to analyze, monitor and evaluate interventions in the concentration.
*Communicate and disseminate evaluation results to a variety of audiences.

<table>
<thead>
<tr>
<th>All practice behaviors:</th>
<th>Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation End of Semester progress summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Communicate and disseminate evaluation results to a variety of audiences.</td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation End of Semester progress summary</td>
</tr>
</tbody>
</table>
### Appendix C: Course Content and Schedule (SW Practice with Older Adults Seminar)

<table>
<thead>
<tr>
<th>Date/Topic:</th>
<th>Read Prior to Class:</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td><strong>Key</strong></td>
<td>Note: all readings are posted to Learn@UW, unless otherwise noted</td>
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<tr>
<td></td>
<td><strong>H:</strong> Handout—bring a hard copy or electronic copy to view in class</td>
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<tr>
<td><strong>Week 1: September 7 (4:30-7:30)</strong></td>
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<tr>
<td>Getting Acquainted with Seminar and Each Other</td>
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<tr>
<td>• Welcome and Introductions – Check-ins will be part of every seminar, so please come prepared!</td>
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<tr>
<td>• Syllabus and assignment review</td>
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<tr>
<td>• Agency report and snack schedule sign-up</td>
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<tr>
<td>• Background checks for supervisors</td>
<td></td>
<td></td>
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<tr>
<td>Aging in America</td>
<td></td>
<td></td>
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<tr>
<td>Strategies for a Successful Field Experience and Effective Use of Supervision</td>
<td></td>
<td></td>
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<tr>
<td>• Discussion Points Handout</td>
<td></td>
<td></td>
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<tr>
<td>• How to Have Success Handout</td>
<td></td>
<td></td>
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<tr>
<td>Reporting of Abuse and Neglect</td>
<td></td>
<td></td>
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<tr>
<td>• Limited mandated reporting of vulnerable adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mandated reporting of child abuse</td>
<td></td>
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<tr>
<td>To Do for Seminar:</td>
<td></td>
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</tr>
<tr>
<td>1. Identify which “attitudes to learning” and “work habits” (described in “Getting Started”) you excel at and which need further development—be prepared to discuss.</td>
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<tr>
<td>2. What are your hopes and fears regarding supervision? What do you think might be your supervisor’s hopes and fears?</td>
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<tr>
<td>Required:</td>
<td></td>
<td>Snack: Teresa</td>
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<tr>
<td>Syllabus (please read in its entirety and be prepared to discuss)</td>
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<tr>
<td><strong>H:</strong> Discussion Points for the Student and Supervisor</td>
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<td></td>
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<tr>
<td><strong>H:</strong> How to Have Success in Your Field Experience</td>
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<tr>
<td>UW Madison School of SW Field Education Handbook (skim)</td>
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<td></td>
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<tr>
<td>School of Social Work. Students’ Rights and Responsibilities (skim): <a href="https://socwork.wisc.edu/rights">https://socwork.wisc.edu/rights</a></td>
<td></td>
<td></td>
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<tr>
<td>State of WI, OQA Memo 06-028, Adult-at-Risk, including Elder Adult-at-Risk, Reporting Requirements.</td>
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<tr>
<td>Recommended:</td>
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</tbody>
</table>
### Week 2: September 14 (4:30-7:30)

**Gero Social Work Competencies--Trends, Knowledge & Skills Needed**

- **Normal Aging**
  - Field Placement Q&A
  - What is “normal aging?”
    - Biopsychosocial aspects
    - Successful Aging
  - SW competencies and Gero SW Practice
    - Why competency based education?
    - Difference between Generalist and Advanced competencies
    - Learning Plans & Evaluations, Q&A
  - Demographic and health care trends in U.S.
    - Knowledge and skills needed by gero social workers to meet challenge of these trends

**To Do for Seminar:**

1. What knowledge and skills are needed to meet the growing need for geriatric social workers?

---

**Required:**


**Recommended:**


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### Week 3: September 21 – NO CLASS
## Week 4: September 28 (4:30-7:30)

*Retirement Settings: Home, CCRC, RCAC, CBRF, ALF, AFH, SNF – Aging in Place?*

**Developmental Stages of the Internship**

**Guest Speaker: Carrie Kirkpatrick, A Place for Mom**

- School of SW Outcome Study (25min)
- Presentation: levels of care and options (60min)
- Assessing functional status (ADL’s and IADL’s):
  - Review of common Functional Screening Tools
  - Review Agency Setting Analysis Assignment
  - Learning Plan Q & A; group discussions
- Stages of an Internship + check-in’s

**To Do for Seminar:**

1. Consider someone close to you who needs assistance throughout the day; complete a KATZ Functional screen, identify his/her ADL needs, and the least restrictive level of care to be safe.
2. As you read the description of the stages of an internship, did anything seem familiar or catch your attention? Why?
3. Think about the issues raised for you by your understanding of the stages, and be prepared to discuss. What are your thoughts about knowing these stages at this point in your placement?

### Required:


H: Functional Screening Tools: KATZ, Lawton, Barthel, FAST, Geriatric Health *(bring completed KATZ scale to class)*

Review Agency Analysis assignment before class (Syllabus, Appendix G)

### Recommended:


---

## Week 5: October 5 – NO CLASS

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## Week 6: October 12 (4:30-7:30)

*Communication, Ageism, and Cultural & Relationship Competence*

- Diversity in the aging experience
  - How culture matters
  - Stanford Ethnogeriatrics Training
- Palmore Facts on Aging Quiz
- Ageism in America

### Required:


---

### Snack:

---

### Learning Plan-DRAFT-- submit to Learn@UW
<table>
<thead>
<tr>
<th>Week 7: October 19 (4:30-7:30)</th>
<th>Community Resources and Community Options Program (COP):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Speaker: Kari Davis, MSW, South Madison Coalition of the Elderly</td>
<td></td>
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<tr>
<td>• The social worker as case manager</td>
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<tr>
<td>• Ethical considerations when allocating scarce resources</td>
<td></td>
</tr>
<tr>
<td>• The “Aging Game” (simulation)</td>
<td></td>
</tr>
</tbody>
</table>

| To Do for Seminar: |
| 1. Students should be prepared to complete a self-evaluation of their class participation at the end of class today (see Appendix F). |
| 2. Be prepared to discuss the top three referrals that your agency appears to make. |
| 3. Are social workers in your agency called case managers or care managers? Why or why not? |

| Agency Report 1: ______________ |
| Agency Report 2: ______________ |
| Snack: ________________________ |

| Required: |
| Meriter Hospital Community Resource Guide. |
| [http://www.meriter.com/data/content/support_groups.pdf](http://www.meriter.com/data/content/support_groups.pdf) |
| Dane County Department of Human Services (DCDHS) |
| [https://www.danecountyhumanservices.org/older_adults.aspx](https://www.danecountyhumanservices.org/older_adults.aspx) |
| Dane County Food Resource Guide. |

| Learning Plan-Final -- submit to Learn@UW and bring signed paper copy to class. |
| Agency Report 3: ______________ |
| Agency Report 4: ______________ |
| Agency Report 5: ______________ |
| Snack: ________________________ |


| Recommended: |

| Recommended: |
### Week 8: October 26 – NO CLASS

### Week 9: November 2 (4:30-7:30)

**November is National Caregiver’s Month**

*Introduction to Family Caregiving & Considerations when Working with Families*

- Who are family caregivers?
- Caregiver assessment and intervention considerations
- Zarit Burden Screen
- Caregiver resources/websites
- National Alliance for Caregiving  
- WI Family Caregiver Support Programs  
  [http://www.wisconsincaregiver.org](http://www.wisconsincaregiver.org)

**To Do for Seminar:**
1. Bring to class the name and address of a website for caregivers and/or providers (social workers) that was not presented in this class. Be prepared to briefly describe the site, i.e. target audience, ease of navigation, usefulness of info, and your overall impression of the website.
2. What are the challenges that family caregivers face? Any special issues to consider when working with caregivers?
3. What are the potential interventions or supports available for family caregivers?

**Required:**

*H: Zarit Caregiver Burden Scale*

[www.nextsteppicare.org](http://www.nextsteppicare.org)

Browse the document titled: *Caregiver Assessment: Principles, Guidelines, and Strategies for Change*, A report from a National Consensus Development Conference. Family Caregiver Alliance of the National Center on Caregiving. Found online at:  
[https://www.caregiver.org/sites/caregiver.org/files/pdfs/v1_consensus.pdf](https://www.caregiver.org/sites/caregiver.org/files/pdfs/v1_consensus.pdf)


**Recommended:**


### Week 10: November 9 (4:30-7:30)

**The Biopsychosocial Assessment**

- Approaches to assessment with attention to methods, tools, technique, and process
- *Introduction to Capacity-Risk Model to Guide Assessment and Intervention*
- Consider range of interventions in gero social wk
- Discussion of interventions used in agencies

**Required:**


### MIDTERM – Students will review Learning Plan and review Evaluation Tool with Agency Supervisor

- **Agency Report 6:** ___________
- **Agency Report 7:** ___________
- **Agency Report 8:** ___________
- **Snack:** ____________________

### Week 11:

**Week 9:** November 2 (4:30-7:30)

**November is National Caregiver’s Month**

*Introduction to Family Caregiving & Considerations when Working with Families*

- Who are family caregivers?
- Caregiver assessment and intervention considerations
- Zarit Burden Screen
- Caregiver resources/websites
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- WI Family Caregiver Support Programs  
  [http://www.wisconsincaregiver.org](http://www.wisconsincaregiver.org)

**To Do for Seminar:**
1. Bring to class the name and address of a website for caregivers and/or providers (social workers) that was not presented in this class. Be prepared to briefly describe the site, i.e. target audience, ease of navigation, usefulness of info, and your overall impression of the website.
2. What are the challenges that family caregivers face? Any special issues to consider when working with caregivers?
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**Required:**

*H: Zarit Caregiver Burden Scale*

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[https://www.caregiver.org/sites/caregiver.org/files/pdfs/v1_consensus.pdf](https://www.caregiver.org/sites/caregiver.org/files/pdfs/v1_consensus.pdf)


**Recommended:**


### Week 10: November 9 (4:30-7:30)

**The Biopsychosocial Assessment**

- Approaches to assessment with attention to methods, tools, technique, and process
- *Introduction to Capacity-Risk Model to Guide Assessment and Intervention*
- Consider range of interventions in gero social wk
- Discussion of interventions used in agencies

**Required:**


### MIDTERM – Students will review Learning Plan and review Evaluation Tool with Agency Supervisor

- **Agency Report 6:** ___________
- **Agency Report 7:** ___________
- **Agency Report 8:** ___________
- **Snack:** ____________________
### To Do for Seminar:
1. Bring assessment templates/tools from field to class
2. Do you use screening tools in the field? Which ones? Might some of them enhance the assessment process?

### Recommended:

<table>
<thead>
<tr>
<th>Snack:</th>
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</table>

### Week 11: November 16 (4:30-7:30)

#### Wisconsin Advance Directives

**Decision Making Capacity**
- POA-HC and Living Will
- WI DNR Order
- Authorization for Final Disposition
- Myths about decision making capacity

#### To Do for Seminar:
1. Read the WI Advance Directives.
2. Be prepared to discuss and practice.
3. Physicians are oftentimes asked if a patient has decision making capacity and whether the POA-Health Care should be activated to pursue Guardianship with Protective Placement. How does a patient's right to self-determination and privacy of his/her health care records factor in?

### Required:

**H:** Advance Directives: POA-Health Care, POA-Finance, Declaration to Physicians (Living Will), Wisconsin Do Not Resuscitate Order, Authorization for Final Disposition

#### Recommended:
Coalition of Wisconsin Aging Groups *(skim)*: [www.cwag.org](http://www.cwag.org)


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<th>Snack:</th>
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### Agency Report 12: ____________

### Agency Report 13: ____________

### Agency Report 14: ____________

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<th>Snack:</th>
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</table>

### Week 12: November 23 – NO CLASS

#### Happy Thanksgiving!

### Week 13: November 30 (4:30-7:30)

#### Values, Ethics & Conduct in Gero SW Practice
- Common ethical issues in gero social work
- Decision making essentials—applying a decision making model or framework
- SW Code of Conduct

#### To Do for Seminar:
1. Consider an ethical issue that has arisen at your field placement. How was it resolved? Was it a social justice issue? How are social work values, ethics, and confidentiality practiced/not practiced in your agency? Were any of the decision making models or approaches used (see handouts at Learn@UW) either formally or

#### Required:


**H:** Ethical decision making models and approaches: The Nine

### Agency Report 15: ____________

### Agency Report 16: ____________

### Agency Report 17: ____________

<table>
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<th>Snack:</th>
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</table>

### Snack: ________________
informally?

2. Be prepared to apply one of the ethical decision making frameworks/models from the required readings (Learn@UW).

3. Be prepared to provide blocks of dates/time when both you and your agency supervisor are available to meet for an end of semester 3-way evaluation meeting. Ask your supervisor for dates in advance, and know when your supervisor will be out of the office between now and Dec. 23. Thank you!

**Reminders:**
- Semester Progress Summary due Week 15 (last class).
- Let Field Faculty Instructor know if you are more than 10 field hours behind or ahead.

---

**Step Model and The Decisions Approach**


**Recommended:**

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**Week 14: December 7 – NO CLASS**

**Week 15: December 14 (4:30-7:30) – Last Class**

*Summary, Synthesis & Course Evaluation*

- Medical Terminology (Quiz)
- Course Evaluation
- Spring Student Interest Survey
- Medical Terminology Quiz (for fun)

**To Do for Seminar:**
1. Study the medical abbreviations and be prepared for a short (non-graded) quiz
2. Think about topics you would like to learn more about next semester.

**Week 16: December 21 – No Class**

Students will be completing field hours during finals week, unless student received prior approval from the agency supervisor to work ahead on hours and finish during Week 15.

---

**Enjoy Your Winter Break—See you in January!**
Intentionally Blank
## Appendix D: Social Work Student Field Placement Hourly Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th>Description of Activities (e.g. home visit, team meeting, group session)</th>
<th>(OPTIONAL) Competency NOS. &amp; Practice Behaviors</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The signatures below certify this is a true and correct copy of reported field placement time and activities.

Student Name (please print): ____________________________________________________________

Student Signature: ___________________________ Date: __________________

Agency Supervisor Signature: ___________________________ Date: __________________

Field Faculty Signature: ___________________________ Date: __________________
Appendix E: SW 400-800 Class Policies

Non-Discrimination Policy: All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age and religion. No assignments will be due on major religious holidays. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief for religious observances. Students who are registered with the Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure that there is accommodation made for the student.

Code of Ethics, Professional Conduct & 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. Plagiarism and other forms of cheating will be disciplined according to University procedures. Please see the SCHOOL OF SOCIAL WORK PLAGIARISM POLICY (Appendix I). Students may also wish to refer to the Dean of Students University policy on academic misconduct: http://students.wisc.edu/saja/misconduct/UWS14.html

Standards of Conduct: Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Students are expected to conduct themselves in accordance with the standards of the School of Social Work, the University, and the National Association of Social Workers (NASW). Students should review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook.

Use of Laptops, Cell Phones, Smartphones, and Other Electronic Devices: The use of laptops, cell phones, Smartphones and other electronic devices is not permitted in the seminar except when explicitly viewing class materials that are being discussed in class or with the express written permission of the instructor. Cell phone ring tones and alerts must be set to vibrate or silent.

Incomplete Policy: According to University policy, an Incomplete may only be given when students, who have otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the instructor prior to the end of the semester to explain the situation and make arrangements for making up the required work. Students should inform the field instructor if they are ever one week ahead or one week behind in their field hours.

Attendance Policy: Students are expected to attend seminar. Students will lose 1 point for each excused absence and 3 points for each unexcused absence. If students are unable to attend seminar because of illness, they must notify the instructor via email, text or phone call prior to class in order to avoid having 3 points deducted for the potentially excuse-worthy absence. 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.

Promptness: Prompt arrival is required.

Assignments Policy: Promptness in completing assigned work is a requirement for this class. However, it is recognized that circumstances may arise which might make it impossible for a student to complete a class requirement on time (such as a family emergency or illness). When such circumstances occur, appropriate arrangements must be made in advance with an email sent to the instructor. If the student has not received written approval from the instructor concerning a late assignment, one point will be subtracted from the student's grade for each day the assignment is late.

Student-Instructor Communications
Course materials are posted at the course website, which uses the UW Learn platform at: https://learnuw.wisc.edu/ . Required readings, recommended readings and handouts will be posted at Learn@UW. Students are expected to visit the website regularly to check for announcements, submit assignments and check grades. In addition, students should print handouts (H) in advance of class and bring with them to class or view handouts on an electronic device (only when handout is being discussed).
Appendix F: Guidelines for Discussion & Evaluating Participation

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for making sure that discussion moves forward. That means both following guidelines and helping to enforce them. Listening well, making productive contributions, and facilitating discussion are all important social work skills.

1. **Prepare in advance what you will share during the weekly check in.** Each seminar will include a “round robin” check in. Before arriving to seminar, think about what you will say during the check in. Will it be a concise summary of what you have been working on? Will it be something you have been learning? Will it be a question you might like to pose for discussion (if there is time)?

2. **Complete the readings and come to class prepared to share your responses to the weekly questions.**

3. **Listen deeply to others.** While others are talking, practice being fully present and giving them your undivided attention.

4. **Raise questions.** Asking questions that seek to clarify an issue, that demonstrate you are listening, or that will stimulate deeper thinking is often more valuable than making points.

5. **Build on each other’s ideas.** Refer to each other and let people know how your point is related to the discussion.

6. **If you want to change the direction of the discussion, make it explicit.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.

7. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it over and over again.

8. **Bring in your background.** Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t, some people may wonder where the information is from – was that in the readings?

9. **Respect diversity of opinions as well as perspective:**
   a. **Do not stereotype and never dismiss.** For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
   b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same or that we do not necessarily share in difficult experiences. Make no assumptions!

10. **Make the classroom a safe place.** Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged, and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that…!”

(Guidelines were developed by Colleen Mahoney, UW-Madison School of Social Work and modified by Dr. Elizabeth Kramer of the UW-Madison School of Social Work.)
Evaluating Participation

Outstanding Contributor:

Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the discussions. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor:

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

Adequate Contributor:

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

Non-Participant:

This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

Unsatisfactory Contributor:

Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable air-time would be saved.

*[NOTE: Severa Austin borrowed and modified these from the following sources: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many]*
Appendix G: Agency Setting Analysis: Oral Presentation

The Purpose of this Assignment is to:
- Familiarize students with the organizational structure of their agencies and build shared class knowledge of the social service network in the field of aging.
- Provide an early opportunity to use data collection and assessment skills focusing on a social agency
- Provide students with a basis for comparison of local services and delivery systems.
- Facilitate the development of presentation skills and professional use of self

The Task: Present an analysis of the agency, using a brief “PowerPoint” presentation (7-10 slides)

Students will spend time in orientation, interviews (with the direct supervisor, agency director or other staff), and reviewing agency documents and marketing materials (reports, web site, organizational charts, brochures, and staff handbooks) to conduct the agency analysis. The agency analysis presentation will include the following topics.
- Agency mission and purpose
- Funding sources that keeps the organization going
- Services Provided
  - What are they? What needs do they address
  - To what extent do services target micro, mezzo or macro levels of intervention (refer to 440 principles of generalist practice)
  - Graduate students will also include an assessment of how effective the service(s) are in addressing issues and, if improvements are needed, their recommendations for the improvements.
- Demographic characteristics of those served.
- Organizational structure, leadership and decision making.
  - Is an organizational chart available that identifies the staff and their functions? If not, construct a basic one. Be sure to include where the student fits into the structure of the agency.
  - Salaries of social workers in the agency, i.e. salary range and how it compares to PT, OT, RN
  - Power and decision making (e.g. who determines policies/makes important decisions; how are decisions made?)
  - Graduate students will also include an analysis of the effectiveness of the current decision making structure/system and any recommendations for change.
- Assessment of strengths and limitations.
  - Please take into consideration the organization’s mission, structure and services regarding one or more dimensions of diversity. For example, are there barriers to access or utilization by any of the following: age, class, color, culture, disability, ethnicity, gender, gender identify and expression, immigration status, political ideology, race, religion, sex and sexual orientation.
  - Does the organization actively pursue development of cultural competency?
  - Advanced Concentration Year (required for SW800 only): Implications for Gerontological Social Work
    - Consider one or two preliminary recommendations for policy or program development that would enhance the organizational mission, structure or services provided to older adults.

The Written Report: The written report includes a copy of the slides (printed large enough to read) and note pages, along with a 1-page organizational chart that will be turned in the day of the presentation.

The Oral Presentation: The presentation should be 20 minutes for graduate level students and 15 minutes for undergraduate level, plus 5 minutes for questions. The presentation should be viewed as an opportunity to practice public speaking skills and demonstrate an ability to synthesize information about the agency into a format that will be easily digested by the audience. Consider the use of handouts or visuals (e.g. agency brochures or a poster) that will allow students to integrate the material more readily and make the presentation more enjoyable and interesting. (Note: no agency provided DVD’s may be used for this presentation.) Avoid copying and pasting a lot of text into the slides. Equipment must be secured and set up before class to ensure that it is working properly in order to avoid delays.

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<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
</tr>
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<tbody>
<tr>
<td>I. Organizational Chart Create if necessary (extra point given) Indicate where student fits into structure</td>
<td>3.0</td>
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<tr>
<td>II. Oral presentation Content areas covered with clarity Handouts or other visuals used to support the presentation Time management Interesting—kept audience engaged</td>
<td>12.0</td>
<td></td>
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<tr>
<td>TOTAL Score</td>
<td>15</td>
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Appendix H: Instructions for Preparing for a Performance Evaluation & 3-way Meeting

1. During the 8th Week and the 12th week of the semester, at a minimum, the student and agency supervisor should review the student's Learning Plan together to determine how well the student is progressing toward achieving the competencies.

2. A planned 3-way meeting with the field faculty instructor will be scheduled between weeks 14-16 at the end of the semester (and earlier in the semester if there are concerns about a student's performance in field). Prior to the planned 3-way meeting, the agency supervisor and student independently complete the student performance evaluation. If there is more than one agency supervisor involved, the supervisors shall meet first to compile comments into one supervisory evaluation that will be turned in to field faculty at the 3-way meeting. Only one agency supervisor needs to be present at the meeting with the student. The student and supervisor(s) should then meet to review progress made on the student's learning plan and compare assessments of the student's performance. Attention should be given to any discrepant perceptions (in an attempt to reach agreement), and identification of primary strengths and areas for growth. NOTE: If there is a preference and agreement to simply complete one evaluation form together, the supervisor and student may do so and then submit one copy with the agreed upon ratings.

   a. While reviewing and completing the evaluation form, please be honest and realistic in the performance ratings. For example, I would worry about students beginning a field experience, who receive highest ratings on all or most of the competencies and practice behaviors. Realistic and honest assessments are essential for professional growth and development.

   b. First Semester (Fall): It is expected that most items at mid semester will be in progress and that even by semester’s end there may be a few items that the student has not had the opportunity to accomplish. In these instances you may simply note "NA" (although there is an expectation that all competencies will somehow be address over the course of the academic year).

   c. Second Semester (Spring): Agency supervisors are asked to again be honest when completing the performance ratings and rate students accordingly (consult with field faculty if questions).

3. Once the student performance evaluation is completed and reviewed by the supervisor and student, a brief 3-way meeting will take place (usually between Weeks 14-16) to discuss and review the evaluation and progress made. At this meeting students will be given an opportunity to provide feedback, so that supervisors may gain insights regarding what is helpful to the student and what might be done differently to enhance learning. In preparation for the 3-way meeting, students should give thought to these two issues: things they appreciate about their supervisor and learning opportunities, and suggestions regarding additional ways to enhance learning.

4. At the 3-way meeting, please provide me with a copy of the signed supervisor evaluation, the signed Learning Plan and the signed “Social Work Student Field Placement Hourly Log.”

5. Although a mid-semester 3-way meeting is no longer required by the School of Social Work, it may be helpful to have a teleconference midway through the 1st (Fall) semester (400/800) if this is the first time an agency supervisor has taken a student or if there is a suspected or identified concern regarding a student’s performance in field.

If you have any questions, please don't hesitate to contact me: swader@wisc.edu or call 608-206-3050.
Appendix I: Plagiarism Policy

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html