Spring 2016: Social Work Practice with Older Adults
Field Unit and Integrative Seminar II & IV (SW 401/801)
Wednesdays 5:00-7:00 pm Room 106

I. CATALOGUE DESCRIPTION

401 Field Practice and Integrative Seminar II. 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 second course of the two-semester field sequence.

801 Field Practice and Integrative Seminar IV. 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 second 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.


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 new 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. Change Agent: Share one way that you have been an agent of change in your field practicum.
All effective social workers are change agents. As noted previously, all Learning Plans must outline the specific tasks the student will complete in order to meet the CSWE required competencies and practice behaviors. A number of these tasks will be examples in which the student will engage in the change agent role. At an assigned date and time during the weekly seminar, students will verbally share at least one example of how they have been an agent of change in their field settings and/or in relation to enhancing the well-being of populations served (e.g. efforts to improve service delivery, increase access to services, improve basic living conditions, engage in program development and implementation, advocate for policy initiatives, etc.). Students must indicate on the Learning Plan what “change agent project” they will engage in, and then will share their change agent experience in the following way:
i. Students will be assigned a date to give a 3-4 minute overview of their Change Agent project in class. This will be followed by 1-2 minutes of class discussion where students will have an opportunity to ask brief questions about the Change Agent project.

ii. Students will describe, in one paragraph, what has been planned or accomplished and disseminate this to the class via the Change Agent Discussion Thread in Learn@UW—due on the day the student is scheduled to present in class—see course schedule for due date.

c. Individualized Learning Plan

Each student will design a Learning Plan for the spring semester based on individualized learning needs and opportunities that expands upon the first semester Learning Plan. The fall semester Learning Plan will serve as an electronic template. In updating the Learning Plan, please use the following coding scheme:

<table>
<thead>
<tr>
<th>Coding</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold Print</td>
<td>New tasks, projects, or methods added for spring semester.</td>
</tr>
<tr>
<td>C</td>
<td>Tasks that were completed first semester and are accomplished.</td>
</tr>
<tr>
<td>O</td>
<td>Ongoing tasks from fall semester that will continue into the spring semester.</td>
</tr>
<tr>
<td>C/O</td>
<td>Tasks that were technically completed 1st semester, but are still ongoing.</td>
</tr>
</tbody>
</table>

Students will add the following to the spring semester Learning Plan:

- Identify three practice topics (or names of journal articles, if known) 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 (see V.C).
- Identify an area that the student will be an agent of change within the agency (see VI.C.1.b.).

As before, the Learning Plan must outline specific, measurable tasks the student will complete to meet the CSWE required competencies and practice behaviors. In addition to describing WHAT the learning opportunities are, please be sure to address BY WHEN, HOW MANY, HOW MUCH AND WHERE, as applicable, to assist in clarity of learning opportunities and expectations, as well as in the evaluation of both quality and quantity of performance. The Learning Plan should include any special learning opportunities such as one-time observational experiences, workshops, staff development opportunities, professional staff meetings, etc. that may apply to the competencies. 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. The Learning Plan will be submitted to the Learn@UW Dropbox before class on Week 3 for grading and feedback. Once the feedback is incorporated into the new Learning Plan and the spring Learning Plan is finalized, a final copy should be submitted to the Learn@UW Drop Box no later than 5pm on Week 5.

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

Students may schedule a time to meet privately with the field instructor 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 spring mid-term evaluation and a three-way meeting with the field instructor and supervisors 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. The Student Field Placement Performance Evaluation is available online at Learn@UW; it is the same document that was used for SW400/800. 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.

2. Integrative Seminar: Attendance, Participation & Professionalism 15 points (Appendices E & F)

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 may be periodically asked to turn in a brief evaluation of their own participation in seminar using Appendix F as a guide.

3. Oral Case Presentation (Appendix G)  10 points
Throughout the semester, each student will present a case history to the class that involves a difficult or complicated process. This will be followed by a brief, student facilitated class discussion. I will be looking for evidence of thoughtful examination of practice issues that arise and integration of class content from seminar and other classes into your field work, e.g. issues of diversity, cultural competence, LGBT, ethics, macro, meso, micro, etc., as applicable to the case. Bring notes, but DO NOT READ your presentation! Case presentation skills are being evaluated. Students will NOT use PowerPoint slides or other electronic media for the case presentation. **Students will create and distribute a one page summary of the case on presentation day; the summary (handout) will be in an easy-to-read format, e.g. bullet points, the WI Star Method, a genogram or ecomap.** See Appendix G for complete instructions and grading criteria. The goals of this presentation are:

- To choose a case that demonstrates creative problem solving & analytical skills, i.e. the case might highlight diversity, cultural competency, LGBT, ethics or policy issues.
- To create a useful summary sheet that facilitates the audience’s understanding of the case.
- To successfully articulate the details of a case in a clear, concise, comprehensive, brief overview following the instructions provided and effectively facilitate brief class discussion.
- **Graduate level students:** will articulate how this case has implications for your specific agency and/or social policy.

4. Process Recording (see example, Appendix I)  10 points
A process recording is a detailed analysis of an interaction you had with a client for the purpose of studying and improving your client interactions. Process recordings are completed by social work students and reviewed by their agency supervisors and field instructor. They include:

i. What is said by the SW student (paraphrase or can be direct quotes when needed).
ii. What is said by client (paraphrase or quotes)
iii. SW student’s impression, feelings, interpretations, assessments, observations.

In 2 typed pages, describe the reason for your visit, how you think it went overall, and any concluding thoughts after reviewing the interaction in detail (e.g. things you may have done differently, in hind sight.) *I will be looking for a well-written, thoughtful analysis of the interaction that is easy to follow (e.g. columns).*

5. Concluding Progress Summary  5 points
The end of semester progress summary is due at the last seminar meeting for the semester (Week 15). Students will submit a copy to Learn@UW in addition to handing in the paper in class. It should be 2 ¼ - 3 double-spaced pages and should include the following three parts:

**Part a.** – Performance Reflections – ¼ to 1 page: Provide an analysis and synthesis of your professional growth this semester. How have you grown and changed (personally and professionally) from your experiences in Field and describe the areas that you will continue to work on as you look ahead.

**Part b.** – Performance Self-Assessment – ¼ to 1 page: After reviewing the grading criteria detailed in the syllabus (pp. 6-7 and Appendices E/F), list the letter grade that you believe you most honestly have earned for the spring semester. Provide your rationale using grading criteria and participation guidelines/criteria as a basis.

**Part c.** – Seminar Assessment – ¼ to 1 page: What did you find to be the strengths of the seminar? What suggestions do you have for changes that could be made in future courses to enhance student learning?
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 (60%)**
   a. Completion of hours and hourly log
   b. Performance evaluation
   c. Quality of Learning Plan
   d. Quality of Change Agent Plan and Presentation
   e. Honest, thoughtful, and non-defensive participation in evaluations and 3-way meetings
   f. 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.

2. **Integrative Seminar (40%)**
   a. Attendance, professionalism & participation
   b. Case Presentation
   c. Process Recording
   d. Progress summary

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<tr>
<th>Points</th>
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**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 and Practice Behaviors 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>
</tr>
</thead>
</table>
| **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  
Case Study & Process Recording.  
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  
Case Study & Process Recording.  
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.  
Field Evaluation  
Case Study & Process Recording.  
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  
Case Study & Process Recording.  
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  
Case Study & Process Recording.  
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 research evidence to inform practice.* |

### 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.

| *Critique and apply knowledge to understand person and environment.* |

### 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.

| *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.* | All practice behaviors: Field hourly log. Individualized learning plan. Agency analysis. Field Evaluation Case Study & Process Recording. Change Agent Project. End of Semester progress summary. |
| *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.* | All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation Case Study & Process Recording. End of Semester progress summary. |
| *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.* |
### Appendix B: Competencies and Practice Behaviors for the Advanced Generalist Year

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1. Identify as a professional social worker and conduct oneself accordingly.</strong>&lt;br&gt; <em>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.</em></td>
<td><em>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.</em>&lt;br&gt; <em>Develop a plan for continuing professional education and development.</em>&lt;br&gt; <em>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).</em></td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation Case Study &amp; Process Recording. End of Semester progress summary.</td>
</tr>
<tr>
<td><strong>2.1.2 Apply social work ethical principles to guide professional practice.</strong>&lt;br&gt; <em>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.</em></td>
<td><em>Evaluate ethical dilemmas related to problems and issues in the concentration.</em>&lt;br&gt; <em>Weigh values, principles of ethical decision-making, and the NASW¹ code of ethics in order to address ethical dilemmas related to practice in concentration area.</em></td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Learning plan. Field Evaluation Case Study &amp; Process Recording. End of Semester progress summary.</td>
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<tr>
<td><strong>2.1.3 Apply critical thinking to inform and communicate professional judgments.</strong>&lt;br&gt; <em>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.</em></td>
<td><em>Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration.</em>&lt;br&gt; <em>Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the concentration.</em>&lt;br&gt; <em>Utilize effective communication skills with diverse communities, constituencies, and multi- and interdisciplinary colleagues when dealing with issues related to the concentration.</em></td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Learning plan. Agency analysis. Field Evaluation Case Study &amp; Process Recording. End of Semester progress summary.</td>
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<td><strong>2.1.4 Engage diversity and difference in practice.</strong>&lt;br&gt; <em>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.</em></td>
<td><em>Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.</em>&lt;br&gt; <em>Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds.</em>&lt;br&gt; <em>Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the concentration.</em></td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Agency analysis. Field Evaluation Case Study &amp; Process Recording. End of Semester progress summary.</td>
</tr>
<tr>
<td><strong>2.1.5 Advance human rights and social and economic justice.</strong>&lt;br&gt; <em>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.</em></td>
<td><em>Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the concentration.</em>&lt;br&gt; <em>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.</em></td>
<td>All practice behaviors: Field hourly log. Participation in field seminar discussions. Individualized learning plan. Field Evaluation Case Study &amp; Process Recording. End of Semester progress summary.</td>
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<tr>
<td>Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</td>
<td>Case Study &amp; Process Recording. End of Semester progress summary.</td>
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| **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.*  
All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Learning plan.  
Field Evaluation  
Case Study & Process Recording.  
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. | *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.*  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Field Evaluation  
Case Study & Process Recording.  
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. | *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.*  
All practice behaviors:  
Field hourly log.  
Individualized learning plan.  
Agency analysis.  
Field Evaluation  
Case Study & Process Recording.  
Change Agent Project. |
| **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.*  
*Engage in leadership roles in the concentration area.*  
All practice behaviors:  
Field hourly log.  
Individualized learning plan.  
Agency analysis.  
Field Evaluation  
Case Study, Process Recording & Change Agent.  
End of Semester progress summary. |
| **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.*  
All practice behaviors:  
Field hourly log.  
Participation in field seminar discussions.  
Individualized learning plan.  
Field Evaluation  
Case Study & Process Recording.  
End of Semester progress summary. |
### Appendix C: Course Content and Schedule – Older Adults Seminar

<table>
<thead>
<tr>
<th>Date/Topic</th>
<th>Required and Recommended Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Note:</strong> Student “check-in's” will occur weekly throughout the semester unless the class goes on a field trip. Students will share their thoughts and feelings about their field placements with the class and engage in discussions with classmates about their field experiences—demonstrating active listening skills, empathy, problem solving, monitoring, etc. Students should take time each week before class to reflect on their field experiences over the past week, paying close attention to the weekly topic and weekly “question” and be prepared to share field experiences related to the topic of the week—ensuring that students are prepared to concisely and effectively contribute to class sharing and discussion without prompting, AND incorporating issues related to cultural competency, diversity and policies that affect older adults, on the micro, meso and macro levels.</td>
<td></td>
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</tbody>
</table>
| **Week One: January 18**  
**Topic:** Planning for Spring Semester  
- Case presentation schedule  
- Snack schedule  
- Review syllabus  
- Review assignments  
- Learning Plans  
- Brainstorm- Change Agent  
- DSM 5 Criteria for Dementia  
**Question:** What are you hoping to accomplish this semester at your agency?  
**Welcome Back!**  
- Read Syllabus—bring questions to class.  
**Recommended video clips:**  
[http://www.youtube.com/watch?v=-k6LfwkFa4c&feature=related](http://www.youtube.com/watch?v=-k6LfwkFa4c&feature=related) (9:46min.)  
| **Snacks:** Teresa |
| **Week Two: January 25**  
**Topic:** Alive Inside (viewing)  
- Wisconsin Star Method - Intro  
**Question:** We will be discussing the main points from the film, including the staggering amount of money that is spent on psychotropic meds in the LTC setting vs. the low cost of iPods/music.  
**Required:**  
- Re-read Syllabus –bring questions to class.  
**Recommended:**  
- WI Star Method (Learn@UW)  
| **Snacks 1:**  
**Snacks 2:**  
**Snacks 3:**  
**DRAFT Learning Plans**  
**Learning Plan—DRAFT—Due** (submit to Learn@UW Dropbox –do not bring a hard copy to class)  
| **Week Three: February 1**  
**Topic:** Medicare, Medicaid and Social Security  
**Guest:** Tiffany Scully, MSW  
ADRC of Dane County  
Elder Benefit Specialist  
608-240-7450  
scully.tiffany@countyofdane.com  
- What does Medicare Cover  
- Parts A, B, C, D explained  
- Social Security  
**Question:** Pondering “Medicaid divorce”—thoughts?  
**Required:**  
- SS Retirement, SSI & SSDI benefits: [www.ssa.gov](http://www.ssa.gov) (skim)  
- Be familiar with how to use this website: [https://access.wisconsin.gov/access/](https://access.wisconsin.gov/access/)  
- Spend ½ hour perusing this website and bring questions to class for Tiffany: [www.medicare.gov](http://www.medicare.gov)  
**Recommended:**  
- Senior Care: [http://www.dhs.wisconsin.gov/seniorcare/](http://www.dhs.wisconsin.gov/seniorcare/) (skim)  
| **Learning Plan—DRAFT—Due** (submit to Learn@UW Dropbox –do not bring a hard copy to class)  
**Snacks 4:**  
**Snacks 5:**  
**Snacks 6:** |
| **Week Four: February 8**  
**NO CLASS**  
**Optional At-Home Study:**  
**Recommended:**  
- Mood Screening Tools (skim): GDS, PHQ-9, Cornell, CES Depression Scale |
### Mood Disorders + Anxiety
- Review DSM 5: depression
- Review depression and anxiety screening tools at Learn@UW

**Question:** Is there ever a time that it would not be considered best practice to tell a patient he has dementia?


### Week Five: February 15
**Topic:** Working with and Supporting LGBT Elders
**Guest Panel:** Caroline Werner & Friends
4712 Roosevelt Street
Oregon, WI 53575
carolw@lgbtoutreach.org
608-255-8582

**Question:** What experiences, challenges and/or successes have you had in identifying LGBT elders in field, and/or addressing their needs?

**Self-evaluation of class participation**

**Required:**
- LGBT Elders Go Into the Closet to Survive - Check out the trailer for the documentary “Gen Silent” [http://gensilent.com](http://gensilent.com) (viewing of the full 63 minute film is recommended, but not required—available in the School of Social Work Library).

**NOTE:** The article below provides a very rich description of how LGBT elders differ from their peers in terms of demographics and reliance on chosen family, the challenges they face, historical issues, and how LGBT elders can use traditional estate planning tools to safeguard their interests.


**Recommended:**
- Straight for Equality in Healthcare Handout and Web Link
- 2011 SAGE: Caregiving -- Next Step in Care

### Week Six: February 22
**NO CLASS**

**Optional At-Home Study:**
**Working w Families/Caregivers**
- Effective communication

**Question:** Does the role of the social worker in your agency involve communicating bad news? What kind of bad news? How is it communicated? Is this way effective?

**Recommended:**
- (review) Zarit Burden Scale

### Week Seven: March 1
**Topic:** Treatment of Dementia & BPSD
**Speaker:** Mara Kieser, RPh
UW-Madison School of Pharmacy
- Behavioral & Psychological Symptoms of Dementia
- Behavioral interventions
- Problem solving, ABC’s, validation therapy, music

**Question:** What are the most effective interventions to manage

**Required:**
- “Understanding Difficult Behaviors” Handout

**Recommended:**
- Hinton, L. (2002). Improving care for ethnic minority elderly
<table>
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<tr>
<th>BPSD, i.e. challenging behaviors? Drugs? Non-drug interventions? Examples from your field setting?</th>
<th>and their family caregivers across the spectrum of dementia severity. <em>Alzheimer's Disease &amp; Disorders Association</em>, 16 (supp. 2), S50-S55.</th>
</tr>
</thead>
</table>
| **Week Eight: March 8**  
**NO CLASS**  
Optional At-Home Study: Depression and Anxiety  
• Role of SW + Interventions  
**Question:** When a 90yo resident states she wishes she would die, is that defined as "suicidal ideation"? | **Recommended:**  
| **Week Nine: March 15**  
Case Presentations & Check-In’s  
**Topic (if time): Mindfulness**  
• Introduction to Mindfulness and social work practice | **Required:**  
**Recommended:**  
Process Recording Due (submit to Learn@UW and bring paper to class to turn in.) |
| **Spring Break (no class March 22)** | Snacks 12:  
Snacks 13:  
Case Presentation 4:  
Case Presentation 5:  
Case Presentation 6:  
Case Presentation 7:  
Case Presentation 8: |
| **Week Ten: March 29 5:25p.m.**  
**Topic:** Funeral Options & Planning + Green Funerals  
**Field Trip to:**  
Cress Funeral Home  
3610 Speedway Rd. Madison  
(alternate location: University Ave.)  
Heather Holy  
Advanced Planning Consultant  
Cress Funeral Home  
608-837-9054  
hholy@cressfuneralservice.com  
**Question:** How and why do social workers get involved with funeral planning? | **Required:**  
• Handouts will be provided in class  
**Recommended:**  
NOTE: Please bring questions next week relevant to the Sexuality & Older Adults topic that I can email to Ellen to prepare for our Field Trip (anything you have ever wanted to know about aging and sex, but were afraid to ask).
Week Eleven: April 5
Check-in Topic: Dementia-Ethical Considerations

- Safety: driving, firearms, wandering, self-neglect
- Using cognitive screening tools to assess executive functioning
- Review of WI limited mandatory reporting law for elder abuse and neglect

**Question:** Should the driver’s license automatically be revoked when a patient is diagnosed with dementia?

**Required:**
- Cognitive Screening Tools (skim): MMSE, MOCA, SLUMS, Clock Draw, Animal Fluency, Trails B, AD8, Blessed OMC

**Recommended:**
- AARP Toolkit: Drive Well. Promoting Older Driver Safety and Mobility.

---

Teresa will start scheduling End-of-Semester Student Evaluations for Weeks 13 through 16.

Week Twelve: April 12
**Topic:** Sexuality & the Older Adult

**Field Trip to:**
A Woman’s Touch (5:25pm)
302 S. Livingston St. Madison
(on bus line)

**Meet with Content Expert:**
Ellen Barnard, Sex Educator
608-250-1928
awt.madison@gmail.com

**Question:** TBD based on class questions

**Required:**
- NOTE: Please visit the website (below) for A Woman’s Touch before the field trip. Teresa will submit student questions to Ellen Barnard in advance.

[https://sexualityresources.com/](https://sexualityresources.com/)

**Recommended:**
- National Institute on Aging—Sexuality in Later Life
  A publication of the National Institute on Aging, this fact sheet contains information on physical and emotional issues involved with maintaining a healthy sex life in later life. [https://www.nia.nih.gov/health/publication/sexuality-later-life](https://www.nia.nih.gov/health/publication/sexuality-later-life)
- APA Aging and Human Sexuality Resource Guide.

Week Thirteen: April 19
**NO CLASS**

**Optional At-Home Study:**
Death, Dying & Bereavement

- Comfort Measures care plan
- SW interventions
- Cultural considerations
- Agrace Hospice Handouts and Comfort Measures Care Plan available at Learn@UW

**Question:** When is it the right time to talk to a patient and family about a patient’s end-of-life wishes? Who should initiate this conversation, e.g. MD, RN, SW?

**Recommended:**

**Next week:**
Change Agent 5-6min presentations and discussion thread submissions due!
### End-of-Semester Student Evaluations: Weeks 13 through 16

<table>
<thead>
<tr>
<th>Week Fourteen: April 26</th>
<th>Required: none</th>
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</table>
| Topic: Life Review and Group Work with Older Adults | Recommended:  
| • Special considerations  
• How to plan weekly Reminiscence groups (see sample 13 Week schedule) | |

| Snacks 16: |  
| Snacks 17: |  
| Change Agent presentations, Submit paragraph to Discussion Thread |
| Case Presentation 13: |  
| Case Presentation 14: |  
| Case Presentation 15: |  

| Week Fifteen: May 3 | Required:  
• 6 Dimensions of Wellness  
• Wisconsin Statutes and Administrative Code Chapter 457. Marriage & Family Therapy, Professional Counseling and Social Work Examining Board: *Chapter MPSW 20 Conduct* (20.01-23).  
• What Would You Like to Do to Improve Your Health? |
|----------------------|----------------|
| Topic: Transitioning from a Student Role to a Professional Role | Recommended:  
Pizza Party – bring your appetite! |
| • Careers: social work practice with older adults  
• Making the switch from student to employee  
• Agencies and a ‘good fit’  
• Summing up | |

| Snacks: Teresa (pizza) | Concluding Progress Summary Due  
(submit to Learn@UW and bring hard copy to class) |
| Case Presentation 16: |  
| Case Presentation 17: |  

<table>
<thead>
<tr>
<th>Week Sixteen: May 11</th>
<th>Good Luck with Finals!</th>
</tr>
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<tbody>
<tr>
<td>NO CLASS or FINAL EXAM</td>
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</table>
. . . wishing you a happy, memorable summer and a meaningful career as a social worker. |
Appendix D: Social Work Student Field Placement Hourly Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th>Optional: Brief Description of Activities (e.g., home visit, team meeting, group session)</th>
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PAGE TOTAL

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: ____________

field placement hourly log090910
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 in unusual circumstances and 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 on a weekly basis. Students will lose 0.5 point for EACH HOUR of class missed for excused absences and 1 point/hour for each unexcused absence. If students are unable to attend seminar because of illness or other emergency, they must notify the instructor via email, text or phone prior to class in order to avoid having unexcused 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.
- 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.

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 may at times be asked to print handouts in advance of class and bring with them to class.

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.
Appendix F: Guidelines for Discussion & Evaluating Participation

1. **Prepare in advance what you will share during the weekly check in and tie it into the weekly seminar topic if possible.** Each seminar (unless we have a field trip) will include time for check-in’s. Some classes will have more time than others—please be aware of the time allocated to check-in’s when considering how long to speak. Before arriving to seminar, think about what you will say during the check in. Will it be a concise (2 minute) 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. **Look for opportunities to discuss racial, ethnic and cultural issues**—bring information from your coursework into the seminar where we can discuss how practice relates to theory. Since 50% or more of seminar will be devoted to class discussion, students will use this time to demonstrate that they have knowledge and skills related to cultural issues and the ability to think critically about cultural diversity.

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

4. **Listen deeply to others.** While others are talking, practice being fully present and giving them your undivided attention. Empathize, engage, show that you are interested. Ask the following week how the issue turned out.

5. **Raise questions.** Ask questions of your classmates that seek to clarify an issue, that demonstrate you are listening, or that will stimulate deeper thinking is often more valuable than making points.

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

7. **Demonstrate that you have the ability to think critically about issues that are significant to the concentration (Older Adults) such as ageism, stereotyping, LGBT issues, discrimination, etc..** It is not enough to sit back and let others lead the discussion. Active participation in this course requires that students bring up these difficult topics and demonstrate that they have the ability to think critically about these issues.

8. **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.

9. **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.

10. **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?

11. **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!

12. **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 and Teresa Swader of the UW-Madison School of Social Work.)
Evaluating Participation

Outstanding Contributor (A):

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 (AB-B):

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 (BC-C):

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 (C-D):

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 (F):

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: Oral Case Presentation

Oral presentation skills and problem solving skills are essential skills for all social workers. Social workers interact with a variety of professionals and must communicate their impressions effectively in order to successfully collaborate on a multidisciplinary team. When working with individuals, families, groups and communities, social workers use a problem-solving approach. Steps in the problem-solving process can be stated in a variety of ways. Students may be most familiar with the planned change steps associated with the Generalist Intervention Model (GIM). The steps of the GIM are included in italics in the presentation format below.

**Description:** Using the case presentation format shown below as a guide, demonstrate your understanding of the problem solving process and your case presentation skills by verbally summarizing a case example taken from your field practicum experience. The case should be complex (think about issues of diversity, ethics, policy) and reflect work with a client from the time of engagement with the agency through termination (it is OK if much of the work was done by your agency supervisor). Client confidentiality must be respected and names changed to protect the client. You must discuss the case presentation with your supervisor prior to your presentation. A successful presentation will be succinct, highlighting relevant information from the biopsychosocial assessment as it relates to the situation at hand. Be sure to keep the elements of planned change in mind when describing your work with this client. Know your client and case well enough to present the case without reading the case to the class. Prepare a 1-page summary of the case to distribute in class; the handout should be easy to read, e.g. use bullet points, WI Star Method, genogram and/or an ecomap to clarify key points and information. Electronic media (PPoint slides) will not be used during this case presentation.

**Evaluation:** You will be evaluated based upon how well you articulate the details of the case in a clear, concise, comprehensive overview following the instructions provided and effectively facilitate a brief class discussion; the quality of your 1-page summary (handout); how well your case demonstrates creative problem solving & analytical skills (choose a case that involves diversity, cultural competency, LGBT, ethics, agency or policy issues) and, for graduate students, how well you articulate how this process has implications for your specific agency and/or social policy.

**Length of Entire Presentation:** (<16min) Students must be concise and adhere to the presentation timeframe while still covering all noteworthy information. Time yourself prior to class and adhere to the time limits below for your presentation. Your oral case presentation should be well organized and presented confidently, followed by brief resource sharing and a brief class discussion that you will lead. Be aware that, in practice, steps II-IV below would need to be presented in 5 minutes or less to an interdisciplinary team. Identify in advance the information that is relevant to the case presentation—do not present a laundry list of everything listed.

**A. Case Presentation Segment (12 min):** *(Note: this is a guide --cases will not include all information below)*

1. **Identifying Information** (<0.5min): agency program, client name (use pseudonym), age, gender, race and/or ethnicity, marital status, etc.
2. **Presenting Problem/Engagement** (1.0 min): brief explanation of the reason for the referral; consider, if applicable: client’s view, precipitating events, relevant history, referral source, voluntary or involuntary, past mental health and substance abuse history, h/o abuse/neglect; past cognitive/mood assessments if available, past relevant legal issues
3. **Analysis of Current Functioning – the Biopsychosocial Assessment** (3-4.0min): medical/medication history if relevant, social supports, family/caregiver info, advance directives, living situation, formal and informal supports, economic status, education, work history, pertinent medical and mental health diagnoses, substance use, spirituality and influence on treatment, cultural influences, mood and cognition --include any cognitive or mood screens you completed, consider issues of abuse/neglect, diversity, cultural influences (only include relevant information in your case presentation)
4. **Clinical Assessment** (2.0 min): SW Student’s overall assessment of client’s strengths, problems and needs; consider, if relevant, client’s motivation for change or treatment, risk factors, systems concerns, client’s ability to follow a treatment plan, discussion of patient’s cultural and human diversity factors including beliefs, practices, etc. as they relate to current problem, understanding of the problem, and possible barriers to treatment, if applicable.
5. **Treatment Planning** (Care Plan) (1.5 min): identify goals, planned interventions, consider legal and/or ethical issues, anticipated time frame, adjunct resources, collaborative contacts, consider micro, meso and macro level interventions
6. **Implementation/Intervention** (1.0 min): did you follow your plan? Any unexpected problems along the way? How often do you review/revise your plan? Any changes needed?
7. **Evaluation** (1.5 min): Evaluate the extent to which the identified goals have been met; were the interventions successful? What worked or didn’t work? What might you do differently with a similar case in the future? Did you encounter any counter transference issues, boundary issues or ethical issues? How did you deal with them? How did you use consultation in this case?
8. **Termination** (<0.5 min): Discuss plans to terminate client contact, or will you continue to follow?
9. **Follow-up:** Is there a plan for reassessment and/or is all contact discontinued?

**B. Resource Sharing (<1.0 min):** After your presentation of the case, inform the class of 2 resources that were identified and researched to assist your client. State the types of services provided by the resources and how to utilize them.

**C. Graduate Students (1.0 min):** Using the issues identified in this case and available resources, identify implications for social work practice, areas needing further research and the need for agency and/or policy change(s), as applicable, to better serve older adults.

**D. Class Discussion (2 min):** Follow-up with one (pre-planned) question for the class to discuss. The question should stimulate class participation and critical thinking, therefore, avoid using close ended (yes/no) questions. You need not have definitive answers to these questions. You should, however, be prepared to lead a brief classroom discussion about the question.
Appendix H: Instructions for Preparing for a Performance Evaluation & Three-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 meet 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: Process Recording Example

Process Recording
I will describe an interaction with a resident of St. Vincent Health Center, Mrs. E, that took place in her room one recent afternoon. The Health Center has a procedure that staff members follow whenever they witness or hear a resident’s report of a possible violation of his or her rights. These can include issues such as delays in answering call lights, concerns over a staff member being too rough during a resident’s shower, or complaints relating to room temperature. Any staff member can write a concern on an RR form, which is then submitted to the appropriate department supervisor for review, signed off by the Director of Nursing, and given to Social Services for a follow-up. Mrs. E’s form involved a complaint about a CNA who checked her in the middle of the night but did not change her incontinence product. The nursing supervisor and director had already addressed the issue with the appropriate staff members. My role was to confirm with Mrs. E that the situation had been sufficiently addressed and to inquire about any further concerns.

<table>
<thead>
<tr>
<th>Social Work Student</th>
<th>Client</th>
<th>Feelings, Interpretation, Assessment, Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Mrs. E. I’m Ann, the social work student here. How are you doing today?</td>
<td>I’m fine, thank you. What can I do for you?</td>
<td>Mrs. E seems to want to get our conversation over with. I feel immediately rushed to get to the point.</td>
</tr>
<tr>
<td>Do you mind if we discuss a Resident Rights’ form for a few minutes?</td>
<td>What is it now?</td>
<td>Client purses her lips and rolled her eyes. I start feeling nervous.</td>
</tr>
<tr>
<td>Social services is required to follow up on each form that is filled out. Recently, you reported concerns to a nurse regarding being checked in the middle of the night.</td>
<td>Oh for heaven’s sake! That is a nursing issue. I will NOT speak with you social workers about it. You have nothing to do with this.</td>
<td>I feel taken aback by her reaction. I am unsure of what to say. I know I don’t have to go into detail about the particular situation reported on the form, but I am supposed to obtain the client’s opinion on whether or not the situation has improved. Should I continue or end our conversation now?</td>
</tr>
<tr>
<td>We don’t have to discuss the particular situation in any detail. I just want to make sure that you feel the situation has improved, and if not, that you feel comfortable sharing your concerns with a staff member.</td>
<td>I told you that is not your concern. Social workers have no business doing a nurse’s job. Let me see that form, I want to see what they wrote about me… This is fraud! This is totally incorrect information. That is NOT what happened!</td>
<td>I know the form is a staff document and not something we normally show residents, but I hand it to her since I believe she has a right to see how the problem was documented. I feel anxious to get out of the room. Client seems to be getting more upset as she reads the form.</td>
</tr>
<tr>
<td>Mrs. E, I am sorry that you feel that way. The form is meant for staff to document and investigate any problems that may be violating our residents’ rights. The form is supposed to help residents. Social services completes the process by checking in with residents after solutions have been implemented to see if they’ve worked, or not. I am writing down your concerns about the form. Would you like to speak with the nursing supervisor about this?</td>
<td>Well this form will get you people nowhere because it is all false information. (Gives examples re: times, order of events). This is the most awful place I have ever been in. You should all be fired! I will subpoena all of you to court. Then you’ll see!</td>
<td>I try to take notes on what Mrs. E states is false information. I feel shocked by her strong language and threats. Mrs. E appears angry and frustrated and speaks rapidly. She looks over the form for several minutes. I am unsure of what to say because I feel defensive and do not want to sound rude or disrespectful. I feel helpless to make Mrs. E feel less angry. All I want to do is run from the room. Mrs. E is shouting now and I feel even more uncomfortable and inadequate.</td>
</tr>
<tr>
<td>Mrs. E, I will be glad to let Brenda know that you’d like to meet with her as soon as possible. Is there anything else you need?</td>
<td>No, let nursing handle it. This has nothing to do with you!</td>
<td>I am relieved to finally see an end to this interaction. I feel embarrassed.</td>
</tr>
<tr>
<td>Ok, I’m sorry to have upset you. Thank you for meeting with me. Good bye.</td>
<td>If you’re smart you won’t come back.</td>
<td>As I heard Mrs. E’s last comment while I walked out, I feel a lump in my throat and am surprised by my own intense reaction to her words. I feel personally attacked. What did I do wrong?</td>
</tr>
</tbody>
</table>

After the following interaction with Mrs. E, I debriefed with my supervisor, Melissa. Melissa informed me that Mrs. E, a retired nurse, does not believe a social worker has a role in a medical setting. She also explained that Mrs. E has often threatened to take legal action with staff without justifiable reasons. Mrs. E has a long history in different nursing homes due to both physical problems and mental illness. A week later, in her care conference with staff members, Mrs. E, and her daughter, Mrs. E apologized to me and stated that she did not mean to yell at me. Mrs. E’s daughter was very apologetic and assured me that I should call her if anything like that happened again.

This interaction had a powerful effect on me because it was the first truly negative experience that I have had at St. Vincent’s. It was definitely a learning experience in dealing with unsatisfied clients. I am hopeful that I can handle situations like these in the future by better controlling my personal emotions in order to act with increased professionalism.
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: http://www.students.wisc.edu/doso/docs/UWS14.pdf

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