Social Work 800: Social Work Practice in Mental Health
Field Practice and Integrative Seminar, Summer and Fall 2016

Field Faculty: Amanda Neckar, MSW, LCSW
Class Time: Saturdays 9:00 – 11:30am
Location: Human Sciences and Services, Room 158
Office: Human Sciences and Services, Room 158
Office Hours: By Appointment
Phone: Given in class
Email: aneckar@live.com – will provide UW email in class.

I. Catalogue Description
An approved advanced social work practice field placement in an area of concentration. The first course of the two-semester advanced field sequence.

II. Course Text and Reading Materials
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar.

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

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

All reading materials can be found on Learn@UW or purchased through required texts.

Required Texts:


**Recommended Texts:**


**III. Course Overview and Prerequisites/Co-requisites**

This advanced practice social work field unit provides an integrative seminar and supervised practice of clinical social work services, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of DSM-5 recognized mental health problems.

This is a field course in the Mental Health Concentration and prior enrollment in SW 712 (Psychopathology) and SW 835 (Advanced Practice in Mental Health) is required. Major content areas comprising clinical social work practice will include assessment, diagnosis, and treatment including psychotherapy and counseling, client centered advocacy, clinical case management, consultation and evaluation. Special emphasis will be placed on providing students with a foundation for continued development of culturally competent clinical social work practice.

Our focus is direct clinical social work practice that is recovery-oriented and committed to providing culturally appropriate, effective services to clients who have traditionally been under or poorly served due to economic, social and political disenfranchisement. Students are placed in community settings that provide treatment services to children, adolescents and adults experiencing a range of serious mental health and substance abuse problems. Along with the content areas noted above, we will examine and apply values and principles of ethical practice and give particular attention to ethical dilemmas in which important values appear to collide.
Some agencies may require the student pass an agency-initiated background check before having client contact in addition to the mandatory background check required by the School of Social Work.

Advanced Practice Students must acquire a minimum of 320 field hours per fall and spring semester, for a total of 640 hours over the academic year. Included in these hours is the weekly 2.5 hour Integrative Seminar held on Saturdays. In order to ensure that students have the most productive field experience, which is the combination of attending the Field Seminar while being placed in the field, students may not finish their placement early. In addition, field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided, as well as the time needed for student's professional development, and so the student's field experience must continue through the last week of class in May 2017.

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

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

### IV. Course Competencies and Practice Behaviors (Field and Seminar)

#### Course Competencies, Practice Behaviors, and Assignments

<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>2.1.1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td><em>Apply knowledge of social services, policies, and programs relevant to the Mental Health concentration, to advocate with and/or on behalf of clients for access to services.</em> <em>Develop a plan for continuing professional education and development.</em> *Collaborate with and articulate the mission of All: Field practicum, participation in field seminar discussions, ethics assignment,</td>
<td></td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>Evaluate ethical dilemmas related to problems and issues in the area of Mental Health practice. *Weigh values, principles of ethical decision-making, and the NASW(^1) code of ethics in order to address ethical dilemmas related to practice in mental health.</td>
<td>All: Field practicum, participation in field seminar discussions, ethics assignment, and final evaluation with agency supervisor</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the Mental Health area. *Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of Mental Health. *Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in mental health practice.</td>
<td>All: Field practicum, participation in field seminar discussions, process recording, ethics assignment and change agent paper and final evaluation with agency supervisor</td>
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<td>2.1.4 Engage diversity and difference in practice.</td>
<td>Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of Mental Health. *Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds. *Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems in the area of Mental Health.</td>
<td>All: Field practicum, participation in field seminar discussions, process recording and final evaluation with agency supervisor</td>
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<tr>
<td>2.1.5 Advance human rights and social and economic justice.</td>
<td>Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to mental health. *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 Mental Health area.</td>
<td>All: Field practicum, participation in field seminar discussions, ethics assignment and final evaluation</td>
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</table>

Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media and political leaders). process recording and final evaluation
<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Task Description</th>
<th>Evaluation Criteria</th>
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<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research.</td>
<td>*Demonstrate ability to evaluate practice in the area of Mental Health. *Translate practice knowledge in order to contribute to scientific inquiry. *Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of Mental Health.</td>
<td>All: Field practicum, participation in field seminar discussions, change agent and ethics assignment final evaluation with agency supervisor</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment.</td>
<td>*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of Mental Health’s problems and populations.</td>
<td>Field practicum, participation in field seminar discussions, process recording and ethics, final evaluation with agency supervisor</td>
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<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>*Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of Mental Health. *Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of Mental Health.</td>
<td>All: Field practicum, change agent assignment and, final evaluation with agency supervisor</td>
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<td>2.1.9 Respond to contexts that shape practice.</td>
<td>*Assess the impact of historical and contemporary contexts on mental health practice and policy. *Engage in leadership roles in the area of Mental Health.</td>
<td>All: Field practicum, participation in field seminar discussions, all assignments and final evaluation with agency supervisor</td>
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<td>2.1.10.(a–d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities in providing mental health services.</td>
<td>*Employ diverse strategies to engage with individuals, families, groups, organizations and communities in providing mental health services. *Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes</td>
<td>All: Field practicum, participation in field seminar discussions, process recording assignment and final evaluation</td>
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V. Course Content and Outline

Time: 9:00-11:30 a.m.

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

Readings: The Field Faculty member will identify which readings are required for completion according to the schedule. Some readings are workshop materials without full citations. Students are also expected to complete, critically think about and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement.

End of semester evaluations: We will start arranging end of semester evaluation meetings in August. Allow one hour for the meeting. Please discuss which day and time with your agency supervisor and email those times to me as soon as possible. Be sure to provide your supervisor with the evaluation form.

Reading and Assignment Schedule:

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<td>*Apply research skills to analyze, monitor and evaluate interventions in the area of Mental Health.</td>
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<td>*Communicate and disseminate evaluation results to a variety of audiences.</td>
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<td>with agency supervisor</td>
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The schedule that follows represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

Seminar 1 (8/6) Getting started; Identifying as a Mental Health Professional. We will go over the field unit, syllabus, course expectations, and discuss each student’s placement.

*Please read the entire syllabus prior to the start of class and come prepared with questions.

Practice Questions: What characteristics hinder your learning? What learning style works best for you? What power do you have in your relationships with clients? What privileges do you bring to your social worker role? What is the most important technique you can use with clients?
Required Reading:


**Seminar 2 (8/13)**

What is Social Work Supervision?

*Practice Questions:* How do you use supervision? What does it look like? How is it different than staffing?


Please review on the internet prior to class

**Seminar 3 (8/20)**

Use of Supervision

Experiences with supervision so far. We will be discussing effective use of supervision, learning styles, learning tools and agendas to make supervision beneficial.


PDF Handouts: Kolb Preferred Learning Styles Self-Assessment; Best Practice Guidelines Reflective Supervision. (2009); Operationalizing the Competencies; Effective Use of Supervision; Evaluation Tools, Supervision Orientation Guide; and Supervision Agenda.

Seminar 4 (8/27) Ethics and Boundaries Learning Plan Draft due
Practice Questions: What ethical dilemmas have you faced regarding your use of social network sites and work in a professional setting with clients, co-workers, or supervisors? If none, what dilemmas would you guess come up in the field? Which NASW Code of Ethics would apply to the use of social networks as a professional? What role do ethics and boundaries play in documentation? How does Social Work ethics affect your work in accomplishing cultural competence?

Required Readings:


9/3 No class

Seminar 5 (9/10) Working with LGBTQ populations Safe Space Presentation
Christopher Jorgenson, Women’s Studies and LGBTQ Resource Center Coordinator
Practice Questions: What are some issues that may arise in therapy for the LGBTQ population in general and for LGBTQ families? What are some ways therapist can assist families coping with LGBTQ issues? What are the different “stages” of the “Coming out process”?

Required Reading:


Understanding the coming out process. *Northern Illinois University Ally Program*
Seminar 6 (9/17)  Final Learning Plan with supervisor signature due
Validation and Psychotherapy
How can validating someone’s pain and experience be therapeutic? How is this
technique different than giving compliments or problem-solving. Today we are going to
learn techniques to validate.

Required Reading:

Psychological Association.

Seminar 7 (9/24)  Compassion Fatigue, Burnout
Practice questions: how do you self-regulate so you don’t experience disabling
compassion fatigue? What personal signs/cues inform you that you are experiencing
secondary trauma or compassion fatigue? How well do your self-help techniques work
in managing secondary trauma?
Required Reading:
Berzoff, J. & Kita, E. (2010). Compassion fatigue and countertransference: two different


(Chapter 1-2).

JCLP/In Session: Psychotherapy in Practice, 58(11), 1433-1441.


Seminar 8 (10/1)  Understanding substance abuse and addiction within a cultural
framework: Part I. The co-occurrence of substance use disorders and mental illness is
very high and it is essential that clinical social workers understand and assess the
impact of the role of substance use and misuse in clients’ lives. Paul Roadt, speaker

Practice Questions: In what ways has substance use/abuse affected your clients’ lives?
To what degree does your family and culture tolerate substance use/abuse? From your
professional standpoint, are there substance users/abusers in families or substance
using/abusing families?

Required Reading:


Seminar 9 (10/8)
Understanding substance abuse and addiction within a cultural framework: Part II.

Practice Questions: Based on your professional experience, as well as the readings, what are the most important aspects to know and/or understand about substance abuse/dependence when working with mental health clients? What are some effective methods that you can employ in your practice to help the client system that is experiencing substance abuse?

Required Reading:


Seminar 10 (10/15) Mindfulness Treatment speaker Vickie Zwiefelhofer, MSW, LCSW
Mindfulness is a evidenced based technique that we will explore in class. We will also practice this until the end of the semester. Exposure to different therapies is critical to development and then practice of them is paramount with experiential techniques.

Required Reading:

**Seminar 11 (10/22)**  
Clinical Documentation  
What is important to remember when documenting? We will go over the “dos” and “don’ts” to clinical documentation.

**Required Reading:**  

**Seminar 12 (10/29)**  
Ethics Paper due  
Use of Self- What does therapy have to do with use of self?


**Seminar 13 (11/5)**  
Keynote Speaker, Topic TBD

**Seminar 14 (11/12)**  
Ethics and Boundaries Presentations #1

**Seminar 15 (11/19)**  
Ethics and Boundaries Presentations #2  Process Recording Due

**11/26 No Class**

**Seminar 16 (12/3)** Psychotropic medications: collaborative decision-making.  
** Review appendix 2,3 and 4 in Diamond book before class.

*Practice Questions: How familiar are you with psychotropic medications and their effects upon clients? How do you view the use of psychotropic medications in mental health treatment? If your client refused medication, that you knew to be effective with many other clients with her/his mental health issue(s), how would you handle this situation? How much influence should mental health clients have in regards to taking psychotropic medications? Should mental health clients be served differently than other medical clients in terms of the degree of input they have about their treatments?*

**Guest Speaker- Karlene Phillips, BSN, RN, 9-10:00**
Director-Mayo Clinic Health System  
Eau Claire, Inpatient Behavioral Health
Required Reading:

**Seminar 17 (12/9)** Guest Speaker Amy Abel, MSW, APSW - graduate of UW-Madison MSW program- Discussion Working with Children- Theraplay and Trust Based Relational Intervention

Required Reading:


**Seminar 18 (12/16)** Change Agent Paper Due Working with Diversity


Turn in record of hours ---- no later than 12/16 at 900am. If you need to use the following weeks until spring semester starts you will get an incomplete. Please give a detailed log about how and when you will get the rest of your hours. Once you turn in your signed hours sheet the grade will change.

**VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading, and Methods**
The University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of NR (No Report) at the end of the summer semester. 'NR' is a temporary grade that will be replaced at the end of the fall semester with the final grade you earn for the complete course.

Learning Plan

Learning plan **drafts are due by August 27nd.** Final learning plans must be approved by field supervisors and field faculty and signed by students, field supervisors and field faculty. Completed learning plans are due by **September 17th** with supervisor signatures.

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

The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. Students identify “measurable methods of achievement” for each practice behavior under each of the competency areas each semester with consultation from the field supervisor. **Learning goals must be connected to the CSWE approved ten competencies. Please use these competencies and review the student field evaluation criteria to assist in creating learning goals.** Students then explore these with the field supervisor to assess further the unique learning opportunities for developing knowledge, values and skills at their placement. A plan is written each semester, which outlines learning opportunities, activities, and responsibilities of the student and supervising social worker. Please also include field placement arrangements with the school or agency name, address, phone, email, and weekly work schedule (days and hours). The learning plan will be signed and dated by the student and the agency supervisor or school social worker. The student and the field supervisor will complete midterm and final evaluations to encourage conversation and reflection on the student’s progress.

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

**Evaluation and Grading**

**Participation in all** field unit seminars is **REQUIRED**. Participation is measured by amount and quality. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

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

**Forty percent (40%)** of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments. Written assignments must be handed in on paper by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison weather advisories encouraging travel restrictions. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.
More specifically:
Field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

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

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

Students are expected to carry a reasonable workload in a responsible, sensitive and ever more competent and independent manner in accordance with the learning plan objectives and the requirements of the agency and supervisor. I expect that students will attend agency functions that are viewed as important components of the practicum, with the understanding that priority is on building a practice that allows for substantial direct service.

Field faculty encourage students to audiotape or videotape sessions with clients for use in supervision. In order to do so, specific permission is needed from your field supervisor. The client must give informed consent both to permit the taping and its use in supervision and consultation with the clear understanding that treatment does not depend on agreeing to being taped.

The Integrative Seminar will be organized around major questions that guide practitioners:
1. How can I conceptualize clients' problems and strengths in both a clinical and cultural context?
2. What are the client’s goals for service, and how will we work together to access the client’s internal and external resources to meet those goals?
3. How has the client responded to my interventions (either for better or for worse)?
4. What can I learn from this experience that will help me function more effectively as a clinical social worker?

We will address these issues from a practice perspective that is community-based and that continues to ask: **How well are we meeting the mental health needs of those who have traditionally been under served or poorly served due to economic, social and political disenfranchisement?** This question will challenge us to consider how to reduce barriers to mental health service delivery arising from intersecting oppressions linked to age, race, ethnicity, gender, socioeconomic class, sexual orientation, ability, and other marginalized statuses. This question will also guide you in developing your larger-systems change project, which will stretch over both semesters.
The Social Work Practice in Mental Health course (SW 800) covers two semesters. Summer semester (August 2016) and fall semester (September-December 2016). Students will earn 2 credits for the summer semester and 4 credits for the fall semester. All students will receive a “P” grade for the summer semester. Grades for summer and fall semester will be the same, given at the end of fall semester. Field hours will accumulate over both semesters for a total of 320 hours/semester and the Field Evaluations will reflect work accomplished over summer and fall semesters and be applied to the final grade in December.

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

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

Grade Standards for the Course:
Grading for this course will be based on the following percentage scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A/B</td>
<td>88-93</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>B/C</td>
<td>76-81</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;=63</td>
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A grade of “A” (consistently superior/excellent performance) will include:
*Superior/excellent progress towards achieving goals and activities specified in your learning plan.

*Excellent, accurate, thorough and timely clinical documentation as required by your agency.

*Excellent, thorough and timely completion of all written assignments for the field seminar.

*Superior/excellent skills for engaging clients, who may present with a wide range of issues, problems, strengths and resources.

*Superior/excellent ability to utilize supervision, receive feedback with minimal defensiveness, respond positively to suggestions and implement them.

*Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.

*Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.

*Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.

*Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.

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

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

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

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

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

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

D= failing, one point, may not continue in program
F= failing grade, no points

Grading criteria will be assigned in the following ways:

**Summer and Fall Semesters**

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<th>Weekly Seminar (40% of Final Grade)</th>
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<tr>
<td>Ethical Dilemma Assignment:</td>
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<td>Ethical Dilemma Presentation</td>
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<tr>
<td>Rough Draft Learning Plan</td>
</tr>
<tr>
<td>Individual Learning Plan:</td>
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<tr>
<td>Larger Systems Change Reflection Paper:</td>
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<td>Process Recording</td>
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</table>

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

Total Maximum Points: 100 points

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

**Weekly Field Seminar**

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

Individualized Learning Plan
Due: 8/27 Draft (not graded).

The Individualized Learning Plan, sometimes referred to as a “learning contract”, is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in his or her field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and the student’s agency supervisor. The Learning Plan will be used to guide your fieldwork and to evaluate your progress at the end of the semester.

In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which the CSWE approved course competencies and practice behaviors outlined in the syllabus will be met and measured. In many ways, the learning plan is similar to a treatment plan. It needs to be specific, measureable, individualized and can be changed over time. The student will formulate goals for each competency and one or more measurable action steps that will aid the student in achieving each goal. Please review the course competencies and the student field evaluation criteria to assist in creating learning goals and action steps. Students then discuss each goal and action steps with the agency supervisor to assess further the unique learning opportunities for developing knowledge, values and skills at their placement. Some practice behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement, in the field seminar or elsewhere in the school's curriculum.

Students will submit an unsigned draft of the learning plan to their field instructor 8/27. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to the field instructor at the start of class on 9/17. You should also provide your supervisor with a copy of the final plan and keep a copy for your records.

A sample format for the learning plan will be provided as a guide for students developing their learning plans. The Learning Plan will require input and approval of your agency supervisor, and should include the following:

*Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required practice behaviors for the concentration year. Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so your
goals can reflect “making progress” towards the requirements and focus on the skills you will be working to develop at the agency.

Each goal should be clearly written and followed by one or more observable action steps indicating:
   a) experiences and methods you will use to reach your goal
   b) a description of what your agency supervisor will do in support of your goal
   c) a statement that describes how you, your agency supervisory, and I will know that each goal has been met.

*A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffings you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.

*Self-care plan. This section should include a thorough description of steps you will take to engage in self-care throughout the semester. (paragraph form)

*Field placement schedule.

*Field placement supervision plan and schedule. (paragraph form)

Please attach an organizational chart to the back of your final learning plan. The process of acquiring the organizational chart usually provides a nice opportunity to discuss agency structure and management. It is important for students to have an understanding of their agency from a macro lens.

Individualized Learning Plan Grading Rubric

Student’s Name: ____________________________________________________________

Clear Goals for each competency (10 points) _______

Clear Action Steps for Each Goal (5 points) _______

Field Placement Activities; Self-Care Plan; Supervision Plan and Schedule (2) _______

Organizational Chart (2 points) _______

Grammar/Spelling (1 point) _______

*If applicable, minus two points from total grade for lack of proofreading.
Larger Systems Change Reflection Paper

Value: 25 points
Length: 8-10 pages
Font: 12

For this assignment, you are asked to identify three ideas for agency or social policy change that you believe would benefit clients served by your placement agency. This is an academic paper that requires a cover page, polished writing and APA citations. You should avoid using first-person pronouns whenever possible. This paper should be written in professional, respectful language as if it were to be presented to your agency’s board or directors or at a staff meeting. The paper should be edited so that it flows smoothly, similar to a professional report. In other words, do not simply regurgitate and respond to the assignment questions. This paper will provide a starting point for a SW801 assignment, in which you will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies.

Consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving mental health/substance use disorder services at your placement. Listen carefully to clients’ experiences, and be alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them. You must interview various stakeholders in your agency to gain a sense of how they might view various problems and if they might be in support of the change you are proposing. Ask questions and visit with your agency supervisor and other staff about their experiences, concerns, and thoughts about the effects of various policies and social problems.

Policy change may include modification of existing policy or introduction of new policy. Consider policy changes that would advance human rights and social and economic justice, advance the wellbeing of oppressed and marginalized members of society, and/or enhance the provision of services to diverse cultural groups. Select policy issues that are meaningful and of interest to you, and about which you experience some level of enthusiasm, energy, or passion. Consider agency changes that could improve the quality of client services, such as reducing barriers to service, increasing the cultural competence of services, introducing or enhancing evidence informed practice, introducing or supporting recovery-oriented services.

Begin your paper with an introduction that provides a brief overview of what will be discussed in the paper. Following the introduction, your paper should be written in three separate sections – one for each change idea. For each idea, include the following:
1) Describe the agency or larger system policy change for which you would advocate.

2) Establish an argument with supporting evidence for why this change is needed. Comment on the observations, information, and/or experiences that led you to select this issue. In your paper, be sure to include specific comments from clients and staff that inform your understanding of the problem. These should be cited in text as verbal communication in accordance with APA formatting. Utilize at least three references from the readings or your own research that inform and support your argument.

3) Generate some early ideas for how you might go about making this change. While the plan for implementing the change does not need to be fully developed, you do need to articulate some primary considerations for what it would take to make this change occur, who the key stakeholders might be and how you might generate buy-in.

4) Anticipate what it might be like to enact your proposed change in the agency. Identify other individuals, groups, or organizations that are promoting this policy change, or that may be inclined to share your perspective and why. Discuss potential barriers to implementing this change.

Larger Systems Change Reflection Paper

Student's Name: ________________________________

Introduction/Conclusion (2 points) ______

Clear description of each agency or larger system policy change (5 points) ______

Strong argument for why change is needed, including discussion of observations, information from interviews and/or experiences in the agency, as well as use of references to support your argument for each idea (10 points) ______

Thoughtful consideration of process of enacting the change, including discussion other individuals, groups, or organizations promoting this policy change and any barriers (5 points) ______

Proper Citations (2 points) ______

Grammar/Spelling (1 points) ______

*If applicable, minus two points from total grade for lack of proofreading

Total Points Possible 25

Total Points Awarded ______

General Comments:
Process Recording Assignment

Points 25 points

Length: 10 pages (not including verbatim)

Purpose: The purpose of this assignment is to be able to assess interventions and statements used in session to help understand social work practice and principles. Many times individual sessions or time with clients are not reflected on but this is necessary to assess our work with the clients. This assignment helps to recall details of our work with clients and be able to reflect back on purpose, content and ability to integrate theoretical concepts and skills.

Details: Please use at least a 15-20 minute session with a client for individual therapy, family therapy or couples counseling. Include verbatim verbal and non-verbal communications for both you and client. Verbatim is a transcript of what occurred in session. Either write down verbal and non-verbal communications in session on a pad of paper or right after the session. You will be surprised how much you can remember once you start writing it down.

Please complete the following sheet and turn in with paper. The verbatim length will vary of depending on the length of the session. Remember to note every verbal and non-verbal communications including sighs, eye rolling, deep breaths, leg bouncing, head nod, etc. Non-verbal communications are important to note and understand. The length of the paper (not including verbatim discussion) will be 5-7 pages long.

The process recording form includes four columns.

Considerations for Column 1
This column is the content of the session. Word for word (as well as you can remember) what was said. Also the content of non-verbals that are communicated.

Considerations for Column 2
This column has more to do with the process of the session. What did you notice about your feelings/emotions during this client interaction? Did your feelings/emotions drive your interventions, were you aware of what was internally happening for you? Did your emotions get in the way of an effective response? Sadness, anxiety, anger and excitement can be involved in the session and can vary over time even within the session.

Considerations for Column 3
This is the column where you use your clinical judgment to comment on what occurred in the session in both the **content and the process**. What do you think about what is being said (or not said) and what is happening, and why? Identify any techniques used (CBT, relationship building, limit setting, etc.). What led you to ask the question or provide the response? What were you hoping would happen? What did you think when the client said XXX? What questions do you have for me?

Process Recording Outline:

**A. Identifying Information**

1. Write a statement about the client(s) and why they are seeing help. Include any additional information gathered from previous sessions that would be helpful to understand today’s session (dx, treatment plan, clinical concerns, presenting issues).

2. Include information about the demographics of this patient/client (age, city of residence, children, parents names if child, relationship status, legal status, etc.)

**B. Purpose of the Session**

1. Discuss the purpose of the session.
   a. Indicate what the client or family considers the purpose of the session to be.
   b. Indicate what you consider the purpose of the session to be.
   c. Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.

**C. Assessment of the Session**

1. What is your current assessment of this client(s)? Include client(s)’ strength and weaknesses. Does past diagnosis still fit? Is treatment plan still relevant. Did your perceptions of the client change from last session to this current session? New insights you had about this client.

2. Indicate the theory, interventions or other knowledge that helps you understand the process and content of this session, e.g., theories used, human behavior and social environment principles, techniques, etc. Discuss at least three examples of such interventions and how they worked. If you did not use three, you can speak to potential interventions you might have used from what you have learned in class and how they might have helped or been received.
   - Discuss how you might improve or expand on these interventions (i.e. what might you say or do both similarly and differently “next time”). What
specific questions do you have for me about your work with this client? What are you still uncertain of or want to learn more about?

D. Plan for the Next Session

1. Write the plan for the next session. What will happen in the next session? If not going to see the client again, what would you do at the next session?

   a. Explain how you and the client(s) engaged in a mutual process to formulate the plan.

   b. Explain how the plan relates to the problem for which the client(s) sought help.

2. If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

E. Analysis of the Student Social Worker’s Practice

1. What did you notice about your feelings/emotions during this client interaction? Did your feelings/emotions drive your interventions, were you aware of what was internally happening for you? Did your emotions get in the way of an effective response? Sadness, anxiety, anger and excitement can be involved in the session and can vary over time even within the session. Explain how you will keep taps on what is happening in your body and within your thoughts to not affect transference/countertransference.

   • You can either use the box form or a write out of what occurred. For example:

     Johnny (patient): I am so upset at my mother. (looking down, with tears rolling down his face)

     Therapist: That makes sense after what just happened you would be so upset. (Why is he crying if he is so mad at her then? What if I can get him to verbalize that? What if he is suicidal after the session)

Process Recording Form

<table>
<thead>
<tr>
<th>Feelings and Reactions- Identify your emotional response to what the patient/client is saying or not</th>
<th>Observations and Analysis- Record what you think about the interactions</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
</table>

25
### Process Recording

**Student Name:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information/demographic information (1 point)</td>
<td>______</td>
</tr>
<tr>
<td>Purpose of the session (2 points)</td>
<td>______</td>
</tr>
<tr>
<td>Assessment of the session (5 points)</td>
<td>______</td>
</tr>
<tr>
<td>Plan for the next session (5 points)</td>
<td>______</td>
</tr>
<tr>
<td>Analysis of social work practice (5 points)</td>
<td>______</td>
</tr>
<tr>
<td>Verbatim dialogue (5 points)</td>
<td>______</td>
</tr>
<tr>
<td>Grammar/Spelling (1 point)</td>
<td>______</td>
</tr>
<tr>
<td>Overall writing (1 point)</td>
<td>______</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total points awarded:**

**Comments**

### Ethics Paper

Ethical dilemmas are central to our profession as social workers. Knowing what to do and how to proceed ethically is crucial to our profession and the clients served. This
assignment will take a look at one ethical scenario that you are experiencing at your field placement and analyze a “solution”, while considering all sides of the situation. In class (week 4), we discussed eight steps in making ethical decisions. Select a scenario from your field placement that you would like to analyze and use the 8 steps to discuss and make an ethical decision about your situation. This paper will demonstrate your ability to analyze, resolve and justify social work ethical dilemmas through social work values, principles and standards. Also identifying your own values and morals and understanding how those impact resolving ethical dilemmas will be included in this paper.

**Type your responses with bullet points to address the steps.**

Pages 6-8

Use at least 2 references not including the Code of Social Work (please use that as reference as well).

20 Points for paper and 5 points for in class presentation. Presentation will be 5-8 minutes in length. You will be graded on preparedness, ability to verbally discuss 8 steps for ethical decision making and any enhanced learning teaching methods.

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**Ethics Paper**

Student Name: _______________________________________________________

Introduction (1 point)  

Description of the problem (1 point)  

Discussion of 8 steps to resolve ethical dilemma (16 points)  

Thorough, thought out discussion of each step.

Conclusion (1 point)  

Clarity, accuracy and quality of writing (1 point)  

Total Points Possible  20  

Total Points Awarded  

General Comments:

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**Steps to Ethical Decision Making**

Step 1  Defining the ethical problem.  _____________ vs _____________  

Step 2  Gathering Information  

Step 3  Determining /Examining Ethical Theories and Principles  

Step 4  Determining Relevant Elements in the NASW Code of Ethics
Step 5  Defining Personal Values and Bias
Step 6  Defining values of affected system
Step 7  Defining and considering options
Step 8  Selecting an option and planning implementation

Record of Field Hours – Due December 16 by 9:00 am
Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete 320 hours for the semester. Time spent getting to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

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

Supervision, Consultation and Evaluation
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the field faculty instructor and the field seminar group. Students are required to receive weekly supervision from their agency supervisor. Consultation is available each week during the seminar meetings and students can seek additional consultation from their agency supervisor or field faculty member, as needed. At mid-semester, students will receive feedback on their seminar and field performance separately from their agency supervisor and field faculty instructor. An end-of-semester evaluation is also held in-person, which includes the student, the agency supervisor, and the field faculty instructor. If at any time the student, agency supervisor, or field faculty member feels that there are issues or concerns regarding the fieldwork or seminar, that individual can call a meeting to discuss and work through the issues at hand.

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

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

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

Individual Meetings and Out-of-class Contact
Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice if possible. We can also arrange a time to meet or talk by phone on non-class days.

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

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

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

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions and successfully complete written assignments.
Written Assignment Policy:
All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:
Assignments will be turned in at the beginning of class on the specified date. **Late assignments will be marked down three points for each day they are late.**

Accommodation Due to a Disability:
It is important to me that all students have access to this course. Therefore, students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g. from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity.

- Please turn off cell phones before entering the classroom.
- Respect another person’s viewpoint with which you may disagree.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept diversity.
- Bring your textbook to class.
- Read the material and be prepared for class.
- Actively participate in classroom discussion.

If you have a concern that needs to be brought to the class’s attention, please speak with this lecturer.

Classroom Behavior
Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be tolerated. Disrespectful behavior will be determined at the discretion of the field faculty. Some
examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to field faculty or to guest speakers. Field seminar is an extension of the field placement. Your grade in field seminar is based on successful completion of the competencies and behaviors, both in seminar and in the field. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. It is the student’s responsibility to contact the field faculty for any clarification on disrespectful and unprofessional behavior. A Few More Tips For Success

1) Assignments should be typed and double-spaced with one-inch margins for comments. Students submit a hard copy of each assignment.
2) Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks.
3) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.

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

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

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Absences:
  ~ One absence per semester is allowed with no makeup assignment
  ~ Second absence will require written paper on course material that was missed
  ~ Third absence will result in a student’s grade being dropped one full grade
  ~ Fourth absence will place the student at risk for failing the course

• A second absence will require a make-up assignment that includes written paper for the student to demonstrate understanding of the missed content. The makeup
assignment is to be completed within 2 weeks of the missed class and is the responsibility of the student.

- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. This make up work will include a paper that uses readings from class to incorporate the content into practice. This make up work may have to be redone if all instructions are not followed.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an absence.
- Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. The student will be responsible for learning the material they missed.

**Code of Ethics, Professional Conduct and Plagiarism**
Incoming BSW and MSW students read and sign electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW programs they would honor the Code of Ethics, and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

**FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:**

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

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

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

**Supportive:** ongoing feedback and regular evaluation are also intended to support student learning (and confidence) by giving a clear sense of abilities. Noting both strengths and weak areas, necessary to the development of competent professional practice, also serves a support function. It is the joint responsibility of the field instructor, supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.
**Performance focused:** Feedback and evaluation are based on the here-and-now, not on previous work or on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year.

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

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

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

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