SOCIAL WORK 400 (012): SOCIAL WORK PRACTICE IN COMMUNITY MENTAL HEALTH AGENCIES
Fall 2016 Field Practice and Integrative Seminar I

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Field Seminar Location, Day and Time: Room 300 School of Social Work; Mondays, 9:00-11:30 am

Seminar Schedule:
September 12, 19, 26
October 3, 10, 17, 24, 31
November 7, 14, 28
December 5, 12
(no seminar on 9/5 and 11/21).

I. CATALOGUE DESCRIPTION
SW400 (012) Field Practice and Integrative Seminar I. An approved professional foundation field placement in direct social work practice in a community agency setting. A minimum of 16 hours per week, including an integrative field unit seminar. The first course of the two-semester field sequence.

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES
This field unit, which meets for two semesters, is an approved professional generalist practice unit for undergraduate (BSW) and first year MSW students. BSW and first year MSW students spend 16 hours per week in field placement including the 2.5-hour integrative seminar for a total of 256 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. Please note the number of seminars is 13 at 2.5 hours for each seminar for a total of 32 hours.

The practice perspective is generalist social work in direct service to people (adults) who have a serious and persistent mental illness. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors (see section “Competencies and Practice Behaviors”). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry-level generalist practice.

The integration of knowledge from your course work with the field experience is an important learning goal in the Field Course. In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem solving and multi-method, evidenced informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides
an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors. Content areas include: mental health (serious and persistent mental illness), with some emphasis on alcohol and other drug abuse (co-occurring); evidence based (EBP) and best practices; ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; social justice and human rights; case management; psychosocial rehabilitation; crisis intervention; work related services; program development; educational and advocacy services; and social work generalist practice in the workplace.

The unit works with a number of agencies that provide student field placements. Agencies may include: Journey Mental Health Center Community Support Programs (CSPs): Forward Solutions, Gateway CSP, and Community Treatment Alternatives, as well as Yahara House, and Promoting Recovery from Onset of Psychosis (PROPS) program, Comprehensive Community Support – Level 2 and Recovery Needs Level (RNL); Mendota Mental Health Institute’s Program of Assertive Community Treatment (outpatient program) and the Wellness Center; Tellurian UCAN’s Transitional Housing Program; Chrysalis; and SOAR Case Management Services.

Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important co requisites and conceptual supports for the field experience.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS (Field and Seminar)
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the respective year (generalist or advanced practice):

<table>
<thead>
<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignments Measuring Behavior</th>
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<tr>
<td>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.</td>
<td>• 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</td>
<td>All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates)</td>
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<td>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</td>
<td>• 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</td>
<td>All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries,</td>
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<tr>
<td>Decision-making</td>
<td>International Federation of Social Workers.</td>
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<td>Social workers</td>
<td>• Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>• Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<td>assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates)</td>
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| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. |
| 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. | • Analyze models of assessment, prevention, intervention, and evaluation. |
| All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates) |

| 2.1.4 Engage diversity and difference in practice. | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. |
| 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. | • Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. |
| All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates) |

| 2.1.5 Advance human rights and social and economic justice. | • Understand the mechanisms of oppression and discrimination. |
| Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate | • Advocate for human rights and social and economic justice. |
| | • Engage in practices that advance social and economic justice. |
| All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, |
standards 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.

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.

- Use practice experience to inform scientific inquiry.
- 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.

- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
- 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.

- Analyze, formulate, and advocate for policies that advance social well-being.
- Collaborate with colleagues and...
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<th>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.</th>
<th>clients for effective policy action.</th>
<th>assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates)</th>
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<td>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.</td>
<td>• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. • Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates)</td>
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<td>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.</td>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities: • Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. • Use empathy &amp; other interpersonal skills. • Develop a mutually agreed-on focus of work and desired outcomes. 2.1.10b Assess individuals, families, groups, organizations, and communities: • Collect, organize &amp; interpret client data. • Assess client strengths and limitations. • Develop mutually agreed-on intervention goals and objectives. • Select appropriate intervention strategies. 2.1.10c Intervene with individuals, families, groups, organizations, and communities: • Initiate actions to achieve All: Field practicum, participation in field seminar discussions, learning plan, written assignments, agency paper presentation, Change Agent proposal, progress summaries, assigned readings, final evaluation with agency supervisor (See pages 6 – 10 and 17 – 25 for assignment instructions and due dates)</td>
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IV. COURSE CONTENT AND SCHEDULE (see attached)

V. COURSE TEXT AND READING MATERIALS
Readings will be assigned in advance for specific class topics. For those identified as **required** readings, students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Most of the readings and exercises will be available online. Some readings and exercise materials will also be handed out in seminar. Students may select and share a social media article, reading or experience of their choice. Students are also expected to read relevant practice material available in their agency placement. In reflecting on the readings, students are encouraged to consider and share comments or questions that the readings might stimulate in relation to their field experience or other course content. Students are also required to search and identify readings that they would recommend for the entire seminar group to read and discuss during 2nd semester (to be provided by November 14, 2016).

In addition, students are expected to read and understand the NASW Code of Ethics, *the Full-Time Program Field Education Handbook*, the seminar syllabus and assigned readings in Social Work 440, 441 and other classes. Students are also expected to be familiar with the principles and work of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work. If you do not understand the readings, the Code, Field Handbook, or the seminar syllabus please see the field faculty for assistance.

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

**ASSIGNMENTS/EXPECTATIONS:** Carefully read and understand the assignments, expectations, evaluation methods and grading criteria for this semester; the course policies that apply in Section VII; and other pertinent references. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). Ask field faculty and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand. *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. **Learning Plan** (see "Course Content/Schedule" for draft and final copy due dates). In this field unit, the combined “Student Learning Plan and Evaluation Instrument” is used in order to have all pertinent information in one document. The document includes the 10 competencies and the respective 41 practice behaviors established by the Council on Social Work Education and a column for the student to describe measurable methods of achievement. As stated in Section II, as an integral component of
social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors. The measurable methods of achievement are the learning opportunities available at the placement (e.g., activities, assignments, tasks, responsibilities, methods) that the student will do and her/his performance of these will serve to measure progress relative to the respective practice behaviors and therein, the competency. 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. This learning plan is meant to be an organizational aid to help initiate, plan and update/revise your field experience. It is not intended to be a substitute for, but rather integrated into, regular supervisory contact and educational consultation with faculty and professional staff.

An electronic copy of the learning plan and field evaluation template is provided to all students to be maintained electronically and used for completing the fall and spring semester learning plans and for student field performance evaluations. Students are to save a copy of the learning plan prior to its use for the evaluations so that you have a “clean copy” to use to make revisions for the spring semester. See subsection on evaluation and grading for more information on the mid and end-of-semester evaluation process.

Students are to complete the learning plan with consultation from the agency supervisor so that the learning opportunities for the development or advancement of competencies can be jointly identified for the plan. The learning opportunities, as previously noted, are referred to as “measureable methods of achievement” (second column of the template) by which the competencies are to be met and they are the FOCUS of attention during supervisory consultations and student performance evaluations. Given that the measureable 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.

In addition to the supervisor, field faculty are also available for students needing assistance in understanding, completing, implementing, or accomplishing the learning plan. Although the learning plan is not graded, it is required in order to proceed in field and to complete the course. Students are expected to complete and submit a quality learning plan on time using the instructions in the plan and as follows:

a. Thoroughly read the learning plan/evaluation template, including the instructions for completing the learning plan (section II of the template), and this syllabus.

b. Fill in student and supervisor name and information indicated including the field hour schedule. The field hour schedule is the days of the week and times each day that the student will be in the placement as agreed upon by the supervisor and student. The following is an example of a field hour schedule for BSW and 1st year students for whom the “average” total hours in the field placement/week are 14 (for a total 224 by the end of the semester based on 16 weeks including exam week): Mondays (8 – 5); Fridays (8 – 1). Although field days are usually Monday, Wednesday, and Friday, these are not mandatory; in fact, students and supervisors may find that other days work better. Certain placements, for example, may request other times during the week, including some evening and weekend time as needed, to serve clients and meet students’ educational needs. To be viable logistically and/or educational acceptable to faculty and agency supervisors, blocks of time should be no less than four (4) hours. See “Protected Time in Field” in the Field Education Handbook for more information.

c. List academic courses and instructors for the current semester.

d. Complete Section IV. Review the ten competencies, the required practice behaviors and follow the instructions in the learning plan (Section II) in order to complete the Measurable Methods for
Achievement column. In order to complete this column in a timely and quality manner, it is critical that students begin, as early as the first week in field, to identify the methods (e.g., activities, assignments, tasks, responsibilities that the student will do) and how progress or performance will be measured (e.g., supervisor observes your work, reviews case notes or a report written by you). Students are expected to schedule time(s) to discuss the learning plan with the supervisor well in advance of the learning plan due dates given the time it takes to complete a quality learning plan and the possibility that “last minute” meetings can get cancelled or interrupted by other factors e.g., emergencies, illness, or schedule changes.

Use the learning plan (provided electronically by the field faculty), students briefly describe the “individualized” learning opportunities/measurable methods (e.g., activities, assignments, tasks, responsibilities, and/or methods) and how progress or performance will be measured. The learning opportunities/measurable methods need to be connected to and sufficiently address the relevant practice behaviors in order to measure achievement of the competencies. See the example in the learning plan instructions (section II). Some practice behaviors may have multiple strategies and some may have methods identical to other practice behaviors. Occasionally, a practice behavior may not be addressed in the field placement but would then need to be addressed in another part of the agency, in the field seminar or elsewhere in the School’s curriculum. If this is the case, where and how it will be addressed and measured needs to be listed. The field faculty can also provide more examples if additional assistance is needed.

e. Complete the rest of the learning plan: sections VI (what is the plan for supervision including when you and the supervisor will meet on a weekly basis?) and section VII (what is your plan for self-care?)

2. Progress Summary. At least three days prior to the mid and final semester evaluations, students are expected to give the Field Faculty Instructor a typed summary, in which the student has critically reflected upon and retrospectively analyzed her/his learning and professional development and growth. The summary would have three parts as indicated below:

Part A. The student would write (in different type or italics) her/his summary of progress under each of the competencies. The summary would include statements about what has or has not been accomplished as well as: what strengths (e.g., knowledge, skills, values) have been developed or enhanced; and specific learning insights. The statements should address what the learning means to the student in terms of professional social work growth and development.

Part B. After completing the above for all of the competencies, the student would complete Part B. In this part, the student notes any other observations, questions, ideas, thoughts, and/or feelings s/he may have regarding the field experience. Student also notes if s/he would like to discuss the information with the Field Faculty before and/or during the performance evaluation, a 3-way meeting with the Field Faculty and the Agency Supervisor.

Part C. Student provides feedback on the field seminar in this part to include the seminar’s strengths and areas for improvement relative to the student learning social work.

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

3. Brief Agency Analysis Paper and Presentation. Paper to be no more than three – four, double spaced, typed pages which covers all of the criteria identified in the Course Content/Schedule Outline
attachment “Agency Analysis Paper and Presentation Grading Criteria” (e.g., identifies your agency placement, its location, whom it serves, diversity of population, “at-risk” populations, why at risk, social and economic issues, how the agency serves clients, how it operates, who does what, where funding comes from, how policies are determined, and how you fit into the agency).

It is strongly suggested that students check content in SW 440, 441, and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seek this information within your agency (e.g., in agency documents, interviews with your supervisor and other workers) early in the semester, to adequately and accurately cover this in the report. It will be helpful for students to also review the social work competencies and practice behaviors included in this syllabus. Also, please REVIEW your paper to ensure that all criteria are included BEFORE handing it in. In fairness to all, there is no opportunity to address missed criteria later.

Students will provide an 8 – 10 minute oral, summary report in seminar that consists of a general overview of the agency (i.e., mission statement and purpose, demographic characteristics of those served, brief description of services) and how you fit into the agency/what you will do. There will be other opportunities during seminar discussions to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

4. Sharing Field and Other Experiences. The seminar is designed to be a supportive learning environment for reflecting upon and integrating theory and practice. Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts with practice through active consultation/problem solving and support. Given the diversity of students and their life experiences and the diversity of the agency placements, populations-at-risk, and the human rights issues, active participation is critical to learning about various perspectives and social work in community settings. Participation includes giving others a chance to talk by helping to facilitate the participation of others. Developing or enhancing both oral and written communication skills is critical for working with and on behalf of vulnerable populations. Coming prepared to share, discuss and learn is extremely important! Graduate level students will be expected to lead a discussion (e.g., practice questions), small group exercise or another activity/exercise of their choice. More information will be provided.

5. Weekly Class Discussion. This is one of several efforts to integrate theory and practice and to challenge students to think critically (see 440 text on this), analyze, question, and problem solve issues in social work practice. During the week, each student is expected to critically think about her/his agency and practice (e.g., using observations, interviews, assignments, readings) and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own, including those which extend beyond the local agency level to community, national, and global policies and programs, and implications for practice for discussion.

6. Readings. Readings are to be completed according to the “Course Content/Schedule Outline”. Additional readings may be handed out during class time. As previously noted, students are also expected to complete, understand, and relate the reading assignments of this and other courses (e.g., SW 440, 441 and NASW Code of Ethics) to their field experiences. Students may be asked to facilitate group discussions based upon the readings. Students are also expected to read relevant materials available in their agency placements. Experience indicates that students who do not complete or understand these readings are unable to or struggle with the integration of theory and methods with practice.

Preparing for the Spring Semester Assignments

7. Case Presentation (start preparing now for Spring Semester). During the Spring Semester, each
student is expected to do a 20 - 30 MINUTE (40 minute for 2nd year students) presentation on a case for seminar discussion and consultation. The presentation should include: background information about the agency, program, or organization (this can be brief given students can refer to the Fall Semester agency analysis paper presentation which included populations-at-risk, how and why a risk; human diversity; pertinent social history information; and service objectives) and a statement of problem areas for consultation and problem-solving discussion. The responsibility of the seminar group is to then seek and assess data, provide perspective, and suggest and evaluate interventions and strategies. You will need to give them information they will need to be of assistance to you, but not so much that they are overwhelmed with data or are not challenged by the case or project.

Problems may be derived from any aspect of the social work process, i.e., assessment, planning change, intervention strategies and techniques, reassessment, evaluation or termination. Any issues relative to values and ethics should also be included. It is expected that principles of good generalist practice, problem solving and consultation guide these presentations and discussions. As needed, review materials from this and other courses on these areas and if unsure how to proceed, contact the Field Faculty Instructor for assistance. Feel free to approach the material as creatively as your data will allow (e.g., set up a role play of the presenting situation and let the group analyze the situation; or role play alternative strategies; or divide the group into two or more small groups for a debate; or offer specific questions for group consideration; or provide references to practice relevant materials such as empirical journal articles, service reports, and agency materials.

8. **Change Agent Assignment.** Students will begin a change agent project in the fall and complete it in the spring semester. The project would seek to mitigate or resolve an issue, problem or situation at the micro, mezzo, or macro level. The purpose of the assignment is to: acknowledge and share the numerous advocacy and empowerment opportunities, how social work field students are change agents, and how they “make a difference” in the welfare of people and society; learn more about human rights, social, economic, cultural and other issues experienced by women, children/adolescents, persons of various ethnic and racial groups, aging, persons with disabilities, LGBTQ and other at-risk populations; develop or enhance knowledge, skills and values regarding a micro, mezzo, or macro change effort utilizing the planned change process; learn especially about social work roles and interventions involved in change efforts; complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable; and develop or enhance knowledge, skills and values regarding working in teams (with other seminar students and/or with others in your field placement and the community).

Students would be using social work theory, methods, principles, and concepts learned in SW440, 441, and 442, other courses, and assigned readings to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

During the fall semester a brief (one-two minute), ungraded oral report is given on what the student is “thinking” about doing for this assignment. *Graduate level students are expected to identify an evaluation method as a part of this presentation.* A brief written proposal and final outcome report will be completed in the Spring Semester.

**Supervision, Consultation and Evaluation**
Students have three sources of supervisory guidance, consultation and evaluation: the agency supervisor, the faculty instructor, and the seminar group. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs (see attached learning plan format). Students are responsible, with supervisory consultation, for defining the measurable methods by which they will achieve the competencies, for completing the measurable methods unless there are
reasonable, extenuating circumstances, and for fully participating in the field instruction and evaluation process.

The **agency supervisor** has the following responsibilities:

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

The **faculty instructor** has the following responsibilities:

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

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

**EVALUATION AND GRADING:**
The previous subsection described assignments, expectations, and the criteria for evaluation. This subsection expands upon field performance evaluation as found in the “Student Learning Plan and Evaluation Instrument” and identifies grading methods and standards. In terms of field performance evaluation and the Graduate School rules, the criteria are already different for graduate students given they are based on “measurable methods of achievement” (e.g., assignments, tasks, duties, responsibilities, methods) that are individualized during development and revisions of the learning plan.

1. **Attendance and Participation** at all field unit seminars is REQUIRED. The Field Instructor must excuse any absences in advance. Students must make arrangements with other students to acquire material presented or handed out in their absences. Participation is measured by amount and quality. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

2. **Grading:** Evaluation is on going between you, your agency supervisor(s), and the Field Instructor. The Field Instructor 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 grade is for the 2.5 hours integrative seminar each week. The 40% of the
grade is based on the following: attendance-present and on time (5%); preparation and contributions to
seminar discussion (15%); agency analysis paper and oral presentation (15%, see syllabus for criteria);
and final progress summary (5%). The learning plan is not graded per se, however, it is essential to the
evaluation process, to completing the course and quality is expected. Sixty percent (60%) of the grade
is based on actual fieldwork. Students are expected to achieve the competencies of the field course
through the measurable methods of achievement; complete the required total of 256 hours per semester
(seminar and field) for the generalist practice year; complete the hourly log and submit it on time;
cooperate fully with agency supervisor and staff and the field faculty; seek clarification of feedback when
needed; apply feedback across practice; strive for their best performance in all field assignments; and
fully participate in consultative and evaluation meetings. This is especially important because field
practice differs from most other university courses in that the placement entails not only educational
outcomes for the student, but also professional responsibilities to clients, agencies, and the community.
As such, when students engage clients and assume service obligations, there are ongoing professional
and ethical matters to be considered as well as the learning needs of the student. Also, considerable
time and effort is spent on the part of the community supervisors and faculty to plan and deliver a good
learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not
merely completion of the activities.

The “Student Learning Plan and Evaluation Instrument” will be used on an on-going basis for
consultations and for the field evaluations. Focus will be on the “measurable methods of achievement”
with the rating scale and discussion used as an indication of the student’s level of performance. The
supervisor and student will meet for the field evaluation. To use this evaluation opportunity effectively, it
is important that the discussion includes: your strengths and how to further enhance these; areas for
improvement; specific strategies (e.g., resources, new or different measurable methods) and timelines
for making improvements; and any questions, concerns, disagreements, or other input you may have
regarding the field placement, the evaluation instrument and ratings. If, after the discussion, you
continue to disagree, check “do not agree with the evaluation” at the end of the instrument and add a
sheet that describes what you disagree with and why. You will give the completed form and sheet to your
field faculty by the due date indicated in the schedule. As a result of this process, you then have the
opportunity to make any enhancements or improvements prior to the end-of-the-semester when you and
I will meet with your agency supervisor, at the agency, for the final evaluation of your work.

At the end-of-the semester evaluation, your progress in accomplishing the competencies in field for the
semester will be evaluated. Prior to the end-of-semester evaluation appointment, your agency
supervisor completes the combined learning plan and evaluation instrument and discusses it with you.
The supervisor’s ratings for the practice behaviors are to be based on your performance during the
semester, not on future potential. It is suggested that the student share with the supervisor what ratings
s/he believes s/he earned on each practice behavior and why. If possible, the rating on the evaluation
should reflect what was agreed upon by the supervisor and student. Prior to the meeting with the field
faculty, the student and/or supervisor would alert the field faculty about any ratings for which an
agreement was not reached so that these can be further discussed during the evaluation meeting.

Immediately after this meeting, you and the field faculty will meet privately to discuss your seminar
performance and the overall quality of your seminar and field performance, which determine your final
grade. The student’s demonstration of participation and professionalism, both in seminar and in the field,
and as described 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 agency supervisor’s assessment of the progress the student has
made regarding the 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, your supervisor and/or the field faculty.

For the final grade, the points for the integrative seminar and field placement performance are added
together to determine the final grade. Points for field performance include the agency supervisor and
field faculty/instructor's evaluation of the student's progress toward achievement of the competencies
and practice behaviors and the instructor's overall evaluation of the student's performance as a
Generalist Year Social Work Student. Successful completion of the course requires successful
completion of all assignments.

The University grade equivalency for the percentages previously noted is follows:

94-100  A
88-93   AB
82-87   B
76-81   BC
70-75   C (see “Field Education Handbook” regarding this grade)
64-69   D

The following are grading standards for the Field Program:

A grade of “A” (outstanding, frequently surpasses expectations in all areas) will include:

* Outstanding; frequently surpasses expectations in all areas (competencies and practice
  behaviors) on the “Student Field Evaluation Instrument” and in seminar.

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

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

* Consistent attendance, thoughtful preparation and collaborative participation in the field seminar,
  with consistent evidence of having read assigned material (e.g., ability to interject major concepts
  from readings into discussion without prompting).

* With participation, clearly demonstrates ability to provide other perspectives, solutions, options to
  discussion (e.g., problem solving) AND integrate social work concepts with field and other
  experiences.

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

* Enthusiasm and responsiveness to learning opportunities, awareness of learning opportunities
  and takes initiative to develop learning opportunities and take appropriate risks to further your
  learning.

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

A grade of “AB” represents very good to superior/excellent performance in all areas. It may mean that a
student has met the “A” criteria in all but one or two of the above areas.
A grade of "B" represents good performance. A student earning a "B" will exhibit good performance in most areas. A student may be meeting only minimum standards in an area but is working actively to make improvements.

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

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

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

D= failing, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue

The Field Evaluation Instrument (attached) with the competencies and respective practice behaviors; the student’s performance in seminar; the student’s learning plan; and the progress summary will serve as guides in the evaluation process. Students must be able to receive and apply the performance feedback provided during the school year.

VII. COURSE POLICIES: If you have any questions or concerns, please see field faculty.

Attendance Policy and Class Participation Policy: Students are expected to be present for all seminars and field with reasonable accommodations made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison when travel is discouraged due to inclement weather. If you are unable to attend or will be late for seminar, email or call (leave text if no response) the field faculty before seminar, if possible, so that you receive an excused absence or lateness. In your communication, note why you will be absent or late. Follow up with field faculty as soon as possible regarding the day’s seminar content. You may receive one excused absence per semester. Two points will be deducted for each unexcused absence incurred. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course.

Attendance is defined as arriving on time, staying through the entire seminar, leaving only for scheduled breaks and returning on time from breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. See “Evaluation and Grading” for more information on participation. Attendance will be taken at the beginning of each seminar and field faculty will note your level of participation.

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:
Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. All written assignments are to be either typed or computer-generated as specified by the field faculty. Please format these assignments using one-inch margins, double-spacing (unless otherwise noted), and a Times New Roman 12-point font. A cover sheet is not required unless otherwise noted. Be sure to include your name, the date and number of pages for the paper in the first page. All assignments should be checked thoroughly for correct spelling and grammar and to ensure you covered all criteria and are submitting the final version. In fairness to all, there is no opportunity to address missed criteria later. Students are expected to contact the field faculty directly if questions or concerns regarding assignments.

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

Incomplete Policy: According to University Policy, an Incomplete may only be given when students, who 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 field faculty prior to the end of the semester to explain the situation and make arrangements for making up the required work. Students should inform their field faculty if they are ever one week ahead or one week behind in their field hours.

Accommodation Due to a Disability:
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all students to have an excellent learning experience. Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester (within the first two weeks, if possible), or as soon as the need for an accommodation is determined.

Code of Ethics, Code of Conduct and Plagiarism:
As incoming BSW or MSW students, you read and signed electronic forms of the NASW Code of Ethics, and the School’s Code of Conduct and Plagiarism Policy. In doing so, you agreed that during your time in the MSW Program you would honor the Code of Ethics and Code of Conduct, as well as adhere to the Plagiarism Policy and that should you not do so, sanctions would be imposed. Please remember that these policies hold true for your time in the classroom, in the field and in preparing your assignments.

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

- Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.
• Uses of laptops or iPods are for note taking or group work only, and are not to be utilized during weekly check-ins.
• Respect is displayed for viewpoints with which you may disagree.
• Respect is displayed for each student and colleague’s right to be heard.
• A capacity to respect and appreciate diversity is displayed.
• Appropriate materials are brought to class (especially the syllabus) and field placement.
• Student has completed assignments (e.g., readings, papers/presentations, practice questions of the week) and prepared for class.
• Student displays qualities of an active learner, including taking notes when appropriate.
• Student refrains from “side bar” conversations and disrespectful verbal and nonverbal behavior.
• Student actively and constructively participates in the classroom and field site discussion.
• Careful, respectful language is utilized in all verbal and written communication with classmates, field instructor and field supervisor.
• Student is able to receive and/or solicits feedback and is able to incorporate it, especially when there are questions about performance.
• Student is aware of and able to demonstrate assertiveness skills (e.g., give constructive feedback to field faculty, students, agency supervisor, other staff, and clients).
• Student proactively and prior to assignment due dates, seeks clarification from field faculty and/or agency supervisor, as applicable, if guidance or assistance is needed.

Professional conduct is expected. It is important to review this syllabus and the section, “Professional Conduct in All the Social Work Degree Programs,” which can be found in the Student Rights and Responsibilities Handbook.

LeCount Field Syllabus 8-16
SOCIAL WORK 400 (012): SOCIAL WORK PRACTICES IN COMMUNITY MENTAL HEALTH AGENCIES

FALL 2016 COURSE CONTENT/SCHEDULE OUTLINE

Time: Mondays, 9:00-11:30 AM, with 10 minute BREAK at 10:15 AM

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 instructor.

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

Assignment Due Dates (due in class unless otherwise noted)

8/29  Student field orientation
9/6   Start in field placement, and start learning plan (instructions in syllabus)
9/26  Learning Plan Drafts
10/3  Agency Paper Due (3–4 double spaced pages) and Presentations begin per schedule
10/10 Revised, Signed Learning Plans Due – Paper Copy
10/24 Mid Semester Progress Summary Due

10/10 – 10/24 Mid-Semester Evaluations

11/7  One-Two Minute Oral Change Agent Report on Issues and Advocacy (not graded)
12/5  Progress Summary Due
12/1 – 12/16 End of Semester Student Field Evaluation

Weekly Class Assignments: Fall 2016

Week: 1  September 5, Labor Day (September 6 Instruction/Field Begins) – No Seminar

Week: 2  September 12 – First Seminar Class

Topics: WELCOME, GET ACQUAINTED, INTRODUCTION AND REVIEW OF SYLLABUS, AND CLASS ASSIGNMENTS

Introductions, feedback on field placement process and student orientation, first week field experiences (initial impressions) to include any insights, and seminar expectations
Review Syllabus, key themes, and assignments

Student learning plan, hour-log, and field performance evaluations

For agency supervisors: cover letter, background check, and Supervisor Workshop

Start learning plan; a composite model will be provided. (Note: Learning Plan encompasses all of the Social Work Competencies).

**Week: 3  September 19**

**Topics:**

**INTEGRATING FIELD PLACEMENT EXPERIENCES AND SOCIAL WORK CONCEPTS AND PRINCIPLES**

Check-ins: Purpose, Types, and an Example
Continued Introduction to Field Placement/Seminar
Core Competencies and Practice Behaviors

Students discuss field experiences and insights

Discuss: Compare your field experiences to-date with Sweitzer & King article on stages (similar? different?)

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

Further review learning plan instructions in syllabus along with models provided; any questions?

**Readings:**

A series of articles from The New Social Worker pertaining to student’s experiences pertaining to field placements:


[http://www.socialworker.com/feature-articles/field-placement/Field_Placement%3A_What_Students_Need_From_Their_Field_Supervisors%3A_A_Students_Perspective/](http://www.socialworker.com/feature-articles/field-placement/Field_Placement%3A_What_Students_Need_From_Their_Field_Supervisors%3A_A_Students_Perspective/)

Wisdom


Week: 4 September 26

Topics: GENERALIST PRACTICE AND THE EVOLUTION OF THE MADISON MODEL (MENTAL HEALTH FOCUS)

Check-in
Field Experiences
Generalist Practices

Brief overview of generalist social work practice in relation to community mental health practices pioneered in Madison, Wisconsin – PACT emphasis

Discuss generalist practices in relation to the Madison Model and how the present has been shaped by the past

Elements of an “Empowering Generalist Approach”

Agency Paper/Class Presentation Schedule Established

Learning Plan Draft Due

Readings: Generalist Social Work Practice and the Madison Model


Week: 5 October 3

Topics: SOCIAL WORK PRACTICES TODAY IN THE MADISON MODEL (ADULT MENTAL HEALTH SYSTEM – DANE COUNTY) – THEORIES AND PRACTICES
Guest Presenter: Andrew Archer, LCSW: Manic Depression in America

Emphasis: Psychosocial Rehabilitation, Teaming, Case Management, Medical Model, Crisis Intervention, Motivational Interviewing, Cognitive Behavioral Therapy, Psychotropic Medications, Problem Solving, Symptom Management, Clubhouse Model, Recovery, Consumers as Providers (Certified Peer Specialists), Work Related Services, Solution Focused Case Management, etc.
Check-in: Review Consultation/Collaborative Problem Solving using Field Experiences. Give examples of teaming and how you or other workers are forming collaborative and empowering relationships this semester.

Based on your understanding to date, which perspectives, theories or models are used in your agency?

Agency Paper Due/Presentation(s) begin per schedule

Instructor returns learning plan drafts

Review Progress Summary and Agency Paper Assignments

Readings:
Same as above

Week: 6
October 10

Topics: VALUES, ETHICS, ETHICAL DILEMMAS, AND ETHICAL DECISION MAKING

Discussion of social work values, ethics, confidentiality, and ethical decision making principles, including student examples from agencies:

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

Check-in

Field Experiences

Hand in Revised, Signed and Dated Learning Plans

Agency Paper Presentation(s)


WI Chapter 457 Examining Board of Social Workers http://www.legis.state.wi.us/statutes/stat0457.pdf

Chapter 51.61 (WI. Stats.) Patients Bill of Rights https://docs.legis.wisconsin.gov/statutes/statutes/51/61

Chapter 94 (WI. Stats.). Patient Rights: https://docs.legis.wisconsin.gov/code/admin_code/dhs/030/94

Week: 7  
October 17

Topics: RECOGNIZING DIVERSITY, CULTURAL COMPETENCE, AND IMPLICATIONS FOR SOCIAL WORK PRACTICE – Guest Presenter TBD

Discussion: Considering competency 2.1.4, what is your understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity? What is your understanding of the dimensions of diversity, that is, the intersectionality of multiple factors (e.g., age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation), and how, as a consequence of differences, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim? Discuss diversity in relation to your field experiences in keeping with cultural competence. Please give examples and note if and how the generalist perspective and diversity are addressed. How would you describe your journey thus far in growing as a social worker that practices in a culturally aware, sensitive and competent manner?

Check-in

Diversity Exercise: From a personal perspective what would you want a social worker to know about you and why?

Agency Paper Presentation(s)

Readings:

Butler, Gwen. “How Do You See Me?” The New Social Worker 20.3 (Summer 2013): 26
http://www.mediafire.com/view/m9ugc0s25hdoi1x/summer2013.pdf

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


Week 8:  
October 24

Topics: ADVOCACY, HUMAN RIGHTS, SOCIAL AND ECONOMIC JUSTICE: HOW ARE INJUSTICES, STIGMA, OR RELATED ISSUES RESPONDED TO WITHIN YOUR FIELD EXPERIENCES

Check-in
Discussion: Assess for Inequities or Injustices experienced by your client population(s) with focus on people with serious and persistent mental illness, women, children, persons of color, persons in the LGBTQ community, people living in poverty, and/or other oppressed or at-risk groups. How are the topics of oppression and empowerment linked to your clients and your field placement? How are these concepts discussed and addressed by your field agency? How does your knowledge of historic and present oppression of women impact or inform the work that you do in your field placement, or that you will do in your future career? What opportunities exist for advocacy and creative social change? Do we have an ethical responsibility to seek change? Provide some practice examples that advance or could advance social and economic justice. What are micro and macro advocacy implications?

Agency Paper Presentation(s)

Mid Semester Progress Summary Due

Readings:

Students select any social media article, other readings, parts of their agency reports, and/or experiences that are relevant to the discussion in keeping with social work practice to share briefly in seminar.

Week 9: October 31

Topics: INTRODUCTION: MENTAL STATUS, SYMPTOMS, AND SYMPTOM MANAGEMENT

Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving

Discussion: Report out on symptom management to date. How are symptoms managed within your program and what role do you play in symptom management? Provide examples

Agency Paper Presentation(s)

Readings:


Week 10 November 7

Topics: RELATIONSHIPS: HOW ARE THEY DEVELOPED AND DEFINED?

Check in

Discussion: Define elements and attributes in establishing a therapeutic working relationship with your clients. Give examples

Field Discussion
One-Two Minute Oral Change Agent Report on Issues and Advocacy

Agency Paper Presentation(s)

Readings:

http://www.mediafire.com/view/m9ugc0s25hdoi1x/summer2013.pdf

Week 11  November 14

Topics:  RECOVERY: HOW ARE RECOVERY PRACTICES DEMONSTRATED WITHIN YOUR FIELD EXPERIENCES?  Guest Presenter: Jessica Anderson MA, LPC, NCC.  Comprehensive Community Services (CCS) and Recovery Needs Level (RNL)

Check-in

Discussion of the topic question

Agency Paper Presentation(s)

Check with Supervisor on Final Evaluation Schedule

Readings:  
(2011, December), Substance Abuse and Mental Health Services Administration (SAMHSA) announces a working definition of “recovery” from mental disorders and substance use disorders.  Online:  http://www.samhsa.gov/recovery


Week 12  November 21

NO CLASS —-agency field trips and/or group discussions enjoy the brief recess!

Week 13  November 28

Topics:  IT’S ALL ABOUT CASE MANGEMENT – DUTIES AND RESPONSIBILITIES Explain what case management entails. Give examples! How does this relate to generalist practices? Discuss how data is synthesized in clinical notes.

Check-in

Field Experiences

Agency Paper Presentation(s)

Confirm Evaluation Schedule

Readings:
Wisconsin Chapter DHS 63.12 Pertaining to Comprehensive Community Support Programs. Emphasis: Case Management, Duties & Responsibilities
https://docs.legis.wisconsin.gov/code/admin_code/dhs/030/63

http://www.socialworker.com/feature-articles/practice/Understanding_Care_Coordination%3A_Emerging_Opportunities_for_Social_Workers/

Week 14

December 5

Topics: EVIDENCE BASED (EBP) AND BEST PRACTICES

How is evidence based and best practices being practiced within your field experiences? Give examples! How do others or you evaluate programs or practice in your agency?

Check-in

Field Experiences

Agency Paper Presentation(s)

Plan Last Class Agenda

Turn in Progress Summary

Complete Agency Paper Presentations

Readings:


Evidence Based Behavioral Practices (EBBP) website: http://ebbp.org/

Week 15

December 12

Topic: SEMESTER REVIEW

Check-in

Field Experiences

Complete Faculty Evaluation

END OF SEMESTER CELEBRATION!

FINAL EVALUATIONS WITH FACULTY AND AGENCY SUPERVISOR TO BE COMPLETED BY THE
END OF THE SEMESTER

HAVE A WONDERFUL BREAK!

LeCount Field Syllabus 8-16
AGENCY ANALYSIS PAPER AND ORAL PRESENTATION GRADING CRITERIA

Name_________________________________________ Date____________________

Note: three-four typed, double spaced pages.

__Identified your name, agency placement, and address 1

__Described population(s) served: diversity (e.g., percentage of racial & ethnic groups, class, age, gender); if at-risk, how and why at-risk AND current human rights, social & economic issues of the population(s) 2

__List and briefly described client services AND which of the human rights, mental health, drug and alcohol, medical, and social and economic issues they are to address 2

__Described how services are determined/selected and delivered 2

__Described who does what AND what their qualifications (degrees and experience of supervisor, Director, and other key personnel) are 1

__List funding sources and percent of each 1

__Described how policies are determined/how decisions are made 1

__Described how you fit into the agency/what you will do 1

__General organization and quality of paper (three-four pages) 1

__General organization and quality of presentation 3

___TOTAL POINTS = 15 (10 points for paper and 5 points for class presentation)
SOCIAL WORK PRACTICE IN COMMUNITY MENTAL HEALTH AGENCIES  
Fall 2016 Semester Criteria and Grading

Name: ______________________________ Year: ___ Box # ____ Date ________

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

____ Class attendance (present and on-time unless excused in advance) 5

____ Class preparation (e.g., assignments completed and on-time) and active participation in class discussions 15

____ Learning plan (must be completed to proceed) x

____ Agency analysis paper and presentation 15 (10 points for paper and 5 points for class presentation)

____ Progress summary (end of semester is graded) 5

____ TOTAL POINTS SEMINAR – out of 40

Comments:

____ TOTAL POINTS FIELD – out of 60 (see student performance evaluation form)

____ FINAL TOTAL POINTS – out of 100

__________________________________________________________

FINAL GRADE: }
# Social Work Student Field Placement Hourly Log

## Academic Year 2016-2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th>Description of Activities (e.g., home visit, team meeting, group session)</th>
<th>(OPTIONAL) Competency NOS. and Practice Behaviors</th>
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<tbody>
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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: _________________
### Rating Scale for Evaluation of a Student’s Field Placement Performance by the Agency Supervisor

- **Midterm** ☐  **Final** ☐  **Semester:**  SW 400 ☐  SW 401 ☐

**Date:** ____________________  **Completed by:** __________________________________________

**Student:** ___________________________  **Supervisor:** ______________________________________

**Placement site:** _________________________________________________________________

**Instructions for Rating Students on the 10 Competencies in the First Part of the Evaluation:**

The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). The student’s learning plan has identified the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies. Under each competency statement are several indicators, i.e., practice behaviors, which we ask you to rate, according to the following criteria, based upon their performance of the measurable methods of achievement (the measurable learning opportunities).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>The student has excelled in this area.</td>
</tr>
<tr>
<td>4</td>
<td>The student is functioning somewhat above expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>2</td>
<td>The student is functioning somewhat below expectations for students in this area.</td>
</tr>
<tr>
<td>1</td>
<td>The student is functioning significantly below expectations for students in this area.</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable, as the student has not had the opportunity to demonstrate competence in this area.</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement. For the latter, please note specific strategies for making improvement or indicate that these will need to be identified during the three-way (agency supervisor, student and field faculty) evaluation appointment.

This evaluation is intended to give the student feedback about her or his performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall evaluation, the rating is based on what the student has accomplished to-date and how well s/he has accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the practice behavior.

For the generalist student, the desired outcome is that of entry level generalist social work practitioner. The Field Faculty will determine the student’s grade based on her/his overall evaluation of the student's performance in the field placement in conjunction with performance in the integrative seminar.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the field faculty.
### Competency 2.1.1:  Student identifies as a professional social worker and conducts himself/herself 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.*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Scale: 5 (Strongly Agree) to 1 (Strongly Disagree)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Advocates for client access to the services of social work.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Practices personal reflection (e.g., recognizes strengths and areas for improvement) and self-correction to assure continual professional development (e.g., able to transfer learning from one experience to another).</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Attends to professional roles &amp; boundaries.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrates professional demeanor in behavior, appearance, and communication.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Can identify strategies for career long learning.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Uses supervision &amp; consultation effectively (e.g., achieves an appropriate balance between using supervision and consultation and acting independently).</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Competency 2.1.2:  Student applies social work ethical principles to guide his or her 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.*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Scale: 5 (Strongly Agree) to 1 (Strongly Disagree)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Makes ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Applies strategies of ethical reasoning to arrive at principled decisions.</td>
<td>5 4 3 2 1 na</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
## Competency 2.1.3: Student applies 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.

| 3.1 | Distinguishes, appraises and integrates multiple sources of knowledge including practice knowledge & wisdom with research-based knowledge. | 5 | 4 | 3 | 2 | 1 | na |
| 3.2 | Analyzes different models of assessment, prevention, intervention, & evaluation. | 5 | 4 | 3 | 2 | 1 | na |
| 3.3 | Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | 5 | 4 | 3 | 2 | 1 | na |

**Comments:**

## Competency 2.1.4: Student engages 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.

| 4.1 | Practices in a way that demonstrates recognition of the extent to which a culture’s structures & values may oppress, marginalize, alienate, or create or enhance privilege & power. | 5 | 4 | 3 | 2 | 1 | na |
| 4.2 | Articulates sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups of people. | 5 | 4 | 3 | 2 | 1 | na |
| 4.3 | Recognizes and communicates an understanding of the importance of difference in shaping life experiences. | 5 | 4 | 3 | 2 | 1 | na |
| 4.4 | Views her or himself as a learner & engages those with whom s/he works as informants. | 5 | 4 | 3 | 2 | 1 | na |

**Comments:**
**Competency 2.1.5: Student advances 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.

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<tbody>
<tr>
<td>5.1</td>
<td>Understands the mechanisms of oppression and discrimination.</td>
</tr>
<tr>
<td>5.2</td>
<td>Advocates for human rights &amp; social and economic justice.</td>
</tr>
<tr>
<td>5.3</td>
<td>Engages in practices that advance social and economic justice.</td>
</tr>
</tbody>
</table>

**Comments:**

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**Competency 2.1.6: Student engages 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.

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<tbody>
<tr>
<td>6.1</td>
<td>Applies practice experience to inform scientific inquire (i.e., research &amp;/or assessment).</td>
</tr>
<tr>
<td>6.2</td>
<td>Demonstrates skill in using research findings to improve practice (including policy &amp; social service delivery).</td>
</tr>
</tbody>
</table>

**Comments:**
### Competency 2.1.7: Student applies 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.

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<tbody>
<tr>
<td><strong>7.1</strong></td>
<td>Utilizes conceptual frameworks about human behavior to guide the process of assessment, intervention, and evaluation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>7.2</strong></td>
<td>Critiques and applies knowledge to understand person and environment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

Comments:

### Competency 2.1.8: Student engages 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.

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<tbody>
<tr>
<td><strong>8.1</strong></td>
<td>Analyzes, formulates, and advocates for policies that advance social well-being.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>8.2</strong></td>
<td>Collaborates with colleagues and clients for effective policy action.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

Comments:

### Competency 2.1.9: Student responds 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.

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<tbody>
<tr>
<td><strong>9.1</strong></td>
<td>Is skilled at discovering, appraising, and attending to changing locales, populations, scientific &amp; technological developments, &amp; emerging societal trends in order to provide relevant services.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>9.2</strong></td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:
### Competency 2.1.10 a-d: Student engages, assesses, intervenes and evaluates with 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1.a</td>
<td>Substantively and affectively prepares for action with individuals, families, groups, organizations or communities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>10.2.a</td>
<td>Effectively utilizes empathy and other interpersonal skills with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.3.a</td>
<td>Develops a mutually agreed-upon focus of work and desired outcomes with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
<td></td>
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<tr>
<td>10.4.b</td>
<td>Demonstrates ability to collect, organize, and interpret client.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
<td></td>
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<tr>
<td>10.5.b</td>
<td>Assesses client/consumer strengths and limitations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.6.b</td>
<td>Develops mutually agreed-upon intervention goals and objectives with clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.7.b</td>
<td>Selects appropriate intervention strategies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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</tr>
<tr>
<td>10.8.c</td>
<td>Initiates actions to achieve organization goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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<tr>
<td>10.9.c</td>
<td>Implements prevention interventions that enhance client capacities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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<tr>
<td>10.10.c</td>
<td>Assists clients in resolving problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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</tr>
<tr>
<td>10.11.c</td>
<td>Negotiates, mediates, and advocates for clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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<tr>
<td>10.12.c</td>
<td>Facilitates transitions and ending.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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<tr>
<td>10.13.d</td>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
<td></td>
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</tr>
</tbody>
</table>
Briefly summarize the extent to which the student has: a. used the learning opportunities identified in her/his learning plan to achieve the competencies and b. made progress toward achieving the competencies:

Additional comments:

Field Faculty Comments:

The following section should be completed by the student:

My agency supervisor and field faculty have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<table>
<thead>
<tr>
<th>I agree with the evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not agree with evaluation</td>
</tr>
</tbody>
</table>

Student’s Signature ____________________________ Date ____________

If the student disagrees with the evaluation she/he should state that disagreement in writing with relevant documentation or examples of work and submit a copy to both the agency supervisor and the field faculty by a specified due date. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Agency Supervisor’s Signature______________________________ Date ____________

Field Faculty’s Signature ________________________________ Date ____________

This instrument is built upon one developed by Helen E. Petracchi, PhD, ACSW, University of Pittsburgh and Charles H. Zastrow, MSW, PhD, George Williams College of Aurora University.

David LeCount, Assistant Faculty Associate, University of Wisconsin-Madison (August, 2016)