School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  

Social Work 801: Social Work Practice in Mental Health  
Field Practice and Integrative Seminar, Spring 2017  

Field Faculty: Naomi Takahashi, MSW, LCSW  
Class Time: Saturdays 9:00 – 11:30am  
Location: MSC 1210  
Office: Social Work Building, Room 220  
Office Hours: By Appointment  
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I. Catalogue Description  
An approved advanced social work practice field placement in an area of concentration. The second course of the two-semester advanced field sequence.

II. 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-V-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. 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.

Advanced Practice Students will spend between 13.5 to 16 hours per week in the field placement, which with the weekly 2.5 hour Integrative Seminar on Saturdays, totals 320 hours per semester. The range in hours of 13.5 to 16 allows students to meet MSW Field Program requirements and maintain work and family commitments. Please note that
students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most fruitful field experience is the combination of attending the Field Seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student and the agency to continue the student’s educational experience until the last week of class in May 2017. 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.

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. 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 direct practice will be provided primarily by staff members of the agency or program unit to which students are assigned. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

Students are expected to familiarize themselves and comply with the procedures and policies at their agency, work within the parameters of the NASW Code of Ethics and the WI State Statutes, seek appropriate supervision, and carry a reasonable workload in a responsible, sensitive, competent and independent manner in accordance with their individualized learning plan objectives and the requirements of the agency and supervisor. This includes completing agency clinical documentation in a competent and timely fashion. It is expected that students will attend agency functions that are viewed as important components of the field experience, with the understanding that the priority is on building a practice that allows for substantial direct service.

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 is the nature of the client’s problem and what are the circumstances that give rise to it or keep it going?
3. How can I intervene in an ethical and culturally appropriate way to help the client access the internal and external resources necessary to resolve or cope more effectively with this problem?
4. How has the client responded to my interventions (either for better or for worse)?
5. 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 underserved 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 that may arise from intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses. This question will also guide you in the development and implementation of your larger-systems change project.

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.

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):

Course Competencies, Practice Behaviors, and Assignments

<table>
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<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
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| 2.1.1. Identify as a professional social worker and conduct oneself accordingly. | *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.  
*Develop a plan for continuing professional education and development.  
*Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media and political leaders). | All: Field practicum, participation in field seminar discussions, assignments 1, 2, 3, 4, 5, 6 and final evaluation with agency supervisor |
| 2.1.2 Apply social work ethical principles to guide professional practice. | *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. | All: Field practicum, participation in field seminar discussions, assignments 1, 2, 3 & 5, final evaluation with agency supervisor |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | *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. | All: Field practicum, participation in field seminar discussions, assignments 2, 3, 4, 5, final evaluation with agency supervisor |
|---|---|---|
| 2.1.4 Engage diversity and difference in practice. | *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. | All: Field practicum, participation in field seminar discussions, assignments 1, 2, 3, 4, 5, final evaluation with agency supervisor |
| 2.1.5 Advance human rights and social and economic justice. | *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 concentration. | All: Field practicum, participation in field seminar discussions, assignments 1, 3, 5, final evaluation with agency supervisor |
| 2.1.6 Engage in research-informed practice and practice-informed research. | *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. | All: Field practicum, participation in field seminar discussions, assignments 1, 2, 3, 4, 5, final evaluation with agency supervisor |
| 2.1.7 Apply knowledge of human behavior and the social environment. | *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. | Field practicum, participation in field seminar discussions, assignments 1, 3, 4, 5, final evaluation with agency supervisor |
| 2.1.8 Engage in policy practice to advance social and economic | *Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of Mental Health.  
*Demonstrate collaboration with clients, | All: Field practicum, assignments 3, 4, 5, final evaluation with agency supervisor |
well-being and to deliver effective social work services. colleagues, and other constituencies for policy action in the area of Mental Health.

| 2.1.9 Respond to contexts that shape practice. | *Assess the impact of historical and contemporary contexts on mental health practice and policy. *Engage in leadership roles in the area of Mental Health. | All: Field practicum, participation in field seminar discussions, assignments 1, 3, 4, final evaluation with agency supervisor |
| 2.1.10.(a–d) Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. | *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 related to Mental Health. *Apply research skills to analyze, monitor and evaluate interventions in the area of Mental Health. *Communicate and disseminate evaluation results to a variety of audiences. | All: Field practicum, participation in field seminar discussions, assignment 1, 3, 4, 5 and final evaluation with agency supervisor |

IV. Course Content and Outline
Time: 9:00-11:30 a.m.

**Reading and Assignment Schedule:**

**Seminar 1 (1/21) Syllabus Review; Check-in and consultation.**

**Required Reading:**
Please carefully review the syllabus and come to class with questions. If it helps to have a hard copy, please print one and bring it to class for the review. Otherwise, the syllabus is also accessible on learn@uw electronically.

**Seminar 2 (1/28) Evidence-based Practice for PTSD: Prolonged Exposure Therapy; Angela Willits, LCSW guest lecturer.** COMBINED CLASSES. No Check-in and consultation.

**Assignments: January Journal Due!**

**Required Reading:**

Recommended Readings


**Seminar 3 (2/4)** Treating Psychotic Disorders. *Arjune Rama, MD Guest lecturer.*
COMBINED classes for lecture. Check-in and consultation.

**Required Reading:**

**Seminar 4 (2/11)** TRE (Tension Stress and Trauma Release) and mind-body work. *Jonathan Takahashi, MD, MPH guest lecturer.* COMBINED classes for lecture. Check-in and consultation.
**Assignments: Updated Individual Learning Plan Due**

**Required Activities:**
Look over websites:
The Trauma Center, based on Boston, MA, founded and directed by Bessel van der Kolk, MD, one of the leading researchers on trauma: [http://www.traumacenter.org/index.php](http://www.traumacenter.org/index.php)

The main website for TRE, Tension & Trauma Releasing Exercises, founded by David Berceli, PhD: [http://traumaprevention.com](http://traumaprevention.com)

**Required Readings:**
*These readings are a bit clinically dense in parts but hopefully helpful to get a sense of the key components.*


**Seminar 5 (2/18)** Tools for working with children and adolescents; Trauma-Focused Cognitive Behavioral Therapy; *Naomi Takahashi, LCSW lecturing.* COMBINED Classes for lecture. Check-in and Consultation.
Required Activities:
*If you haven’t done it yet, complete the TFCBT training: [https://tfcbt.musc.edu/](https://tfcbt.musc.edu/)
*If you have already completed this training, complete the Childhood Traumatic Grief section: [http://ctg.musc.edu/](http://ctg.musc.edu/)


**Seminar 6 (2/25) Former Student Panel:** Careers in Social Work, Job Search, Supervision, Licensing. COMBINED Classes for lecture. Check-in and consultation. **Assignment: February Journal Due**

Required Activities:

*View DSPS documents on learn@uw


*Best practice standards in social work supervision.* (2013). The national association of social workers association of social work boards.


**Required Reading:**

**Recommended Reading:**


(3/11): Spring Break: No Class

(3/18): Spring Break: No Class

Assignment: March Journal Due

Required Reading:
TBD


Required Reading:
TBD

Seminar 10 (4/8) EMDR and Trauma. Andrew Archer, LCSW guest lecturing. COMBINED classes for lecture. Check-in and consultation.

Required Reading:
TBD


Assignment: April Journal Due

Required Reading:

Seminar 14 (5/6) Change Project Presentations! (2) Year Review and Evaluation

Assignments: Final Journal Due. Signed Hourly Log Due

V. Course Text and Reading Materials
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar. Students are expected to understand the NASW Code of Ethics and integrate the code into practice. If you do not understand or have questions about any reading or the code, please see the Field Faculty for assistance.

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

Recommended Texts:


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

Assignment #1: Monthly Field Journal
Due: 9:00am the last Saturday of each month with the last journal due on 5/6
Value: 2 points per journal entry (Total 10) Points may be deducted for late entries.
Length: 2-3 pages

You are asked to write a monthly reflection of your experiences in your field placement, including objective content (what you did, how did consumers, colleagues, and systems respond) and subjective process (what issues arose for you, what were you thinking and feeling, etc.). You may also reflect on observations and issues outside of your immediate work at your particular agency that has implications for persons with mental illness and service delivery (larger social problems, policies, portrayals of mental illness in the media, etc.). Introduce theories, models, and concepts into your journal as you learn about them in our seminar and your other courses. Protect client confidentiality by omitting identifying demographic information. I will be looking for journal content that reflects critical thinking, self-awareness, and consideration of how your own cultural values and beliefs impact interaction with consumers and other aspects of your work.
In an effort to continue to improve clinical skills, journals for 801 should emphasize case presentation and conceptualization. In other words, when discussing a client from field placement, please begin with a brief paragraph introducing the client. This should read like a brief case presentation that you might provide at an interdisciplinary team meeting. Further discussion about the client should include case conceptualization: what do you think is going on? What is this about for the client? What are your early hypotheses and how might these inform your work with the client? Your instructor will provide feedback on your documentation skills when appropriate.

In your journals, you are also encouraged to discuss your ongoing efforts at self-care, including challenges or difficulties you are encountering.

**Journals are to be turned in via the Learn at UW Dropbox.**

**Assignment #2: Updated Individualized Learning Plan**
Due: February 11th; Signed by you and your supervisor
Value: 10 points

This semester, students will not be turning in an unsigned “draft” to the instructor followed by a revised, signed document. The final, signed document is due 2/11.

In your SW 800 evaluation meeting with your agency supervisor, we discussed the general direction for your learning for the spring semester. As with the fall semester plan, your plan will require input and approval by your agency supervisor. The learning plan should be signed by the student and agency supervisor and given to the field faculty member. The student is responsible for providing a copy to the agency supervisor and retaining a copy for themselves. If any revisions are required, you will need to provide these to your agency supervisor.

In the learning plan, be sure to specify what you will be doing in your field practice this semester aimed at furthering your development of skills in each of the ten areas of competency, keeping in mind the required advanced generalist practice behaviors. **This learning plan should include more specific learning goals and action steps than your fall learning plan.** Remember that the seminar assignments and the field placement will contribute to your skills and abilities, so the learning plan goals can reflect “making progress” towards the requirements and focus on the skills you will be working towards at the agency.

Include:

- *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.
- Each goal should be clearly written and followed by one or more observable action steps indicating:
  - Experiences and methods you will use to reach your goal
  - A description of what your agency supervisor will do in support of your goal
A statement that describes how you, your agency supervisory, and how 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/staffing you will attend, agency or community trainings you will attend that are identified now, and involvement in program development, procedures or policy review.
  - Self-care plan (1-2 paragraphs)
  - Field placement schedule
  - Field placement supervision plan and schedule

**Individualized Learning Plan Grading Rubric**

Student’s Name: __________________________

Clear Goals with specific, observable actions steps for each competency, including actions steps for your supervisor (8 points) __________

Detailed Field Placement Activities (1 point) __________

Updated Self-Care Plan (1 point) __________

Total Points Possible 10

Total Points Awarded __________

General Comments:

**Assignment #3: Larger Systems Change Proposal**

Due: March 4th  
Value: 40 Points  
Length: 4+ Pages

Last semester you identified three areas in need of change. This semester you are asked to choose one of those ideas and develop it more fully, including a plan for implementing the proposed change. The change idea should be one which is feasible to implement. *Be sure to discuss this project with your agency supervisor in an ongoing manner throughout the semester.*

This is an academic paper and should be written as such. In other words, your style of writing should mirror that which you would see in a scholarly journal. **You should not use first-person pronouns.** Do not regurgitate the assignment questions. You must have an introduction and conclusion. You should use respectful, professional language in case you choose to provide some or all of this paper to stakeholders in your agency as part of your change proposal.
1. In your paper, provide a description of the problem based on your observations, information gathered from others (interviews with staff – specific comments or direct quotes; administrators; clients) and include direct verbal communications within your paper, and information you have gathered from your research on this topic (scholarly articles; agency data or reports). Regarding the research you did, include the appropriate in-text citations in APA format as well as in a reference list (also APA). You need to provide a solid argument for why this is a problem that needs to be addressed; it cannot be based on your opinion. Begin researching now! You should introduce and discuss the problem as if the reader is unfamiliar with the agency and the problem.

2. Provide a description of the proposed change. Briefly introduce the change you are suggesting and the reasons why this change would be helpful. In this change proposal, you need a clear discussion of specific goals for this change. In other words, what exactly are you hoping to achieve and why? What outcomes do you anticipate to see with this change? Support the proposed change with evidence. For example, if you are suggesting your agency implement a new treatment group for depression, you need to provide a detailed description of the proposed treatment, including evidence that supports its efficacy. If you are suggesting your agency implement a new policy to address a problem in service delivery (i.e. no shows, wait times, access to providers, etc.) you must describe the new policy in detail. This might include providing information on other agencies that have similar policies.

3. Develop a plan for implementing the change, including a detailed description of action steps involved. What would be the first steps in implementing the change? With whom will you discuss this change? What will be needed to make this change happen? Who will be involved? Who might assist with funding, materials, space, documents? How will you inform all stakeholders of the change? How will you generate buy-in? If the change will be ongoing once you have left the agency, who will remain in the agency to ensure the change continues? Anticipate and address as well as you can any potential barriers you might encounter in implementing this change. *Part of your implementation plan should include presenting your change proposal to agency stakeholders, such as at a staff meeting. Discuss options for this with your agency supervisor.*

4. Your plan must also include discussion of how you will evaluate the effectiveness of this change once it is implemented. In other words, how will you know if you were effective in achieving your goals? How will you know that you accomplished what you set out to do? For example, if you are proposing a new treatment group for depression with the goal to improve the mood of participants, how will you know if
the group does in fact lead to improved mood among consumers? (You would need to do pre and post assessments of mood to determine this outcome.)

**Larger Systems Change Proposal**

**Professional** (no first-person pronouns), **academic** writing in **APA** format (including in-text citations from your research/articles, personal communication citations in-text from conversations with staff or clients, and a reference page that includes the references cited in APA format) (7 points)

Detailed description of identified problem with a solid argument for why change is needed, including effective use of research to support your argument (7 points)

Thorough and sophisticated proposal for change with clear and specific outcome goals and effective use of research to support your proposal (9 points)

Complete plan for implementation including specific action steps to address logistical and stakeholder needs, as well as plan to present the proposal to stakeholders (9 points)

Detailed plan for evaluating effectiveness of the proposed change (8 points)

Total Points Possible 40

Total Points Awarded

General Comments:

**Assignment #4: Larger Systems Change Project Presentation**

**Due: The last few classes (students will sign up for a presentation date)**

**Value: 40 Points**

**Length: 15 minutes plus 5 minutes for questions**

In this presentation you are being asked to provide a thorough update on your change project.

1. Begin with a very brief introduction to the agency, followed by an introduction of the problem being addressed; identifying the main points that indicate this is a problem within the agency.

2. Provide an overview of the proposed change including the goals for this project. In other words, what exactly did you set out to achieve? What outcomes did you anticipate to see with this change?

3. Discuss in detail the steps taken to implement the change. What were the first steps in implementing the change? Who was involved in the process? What was needed to make this change happen? Who assisted with funding, materials, space, documents,
etc.? How did you inform all stakeholders of the change? How did you generate buy-in? If the change will be ongoing once you have left the agency, describe the plan in place to ensure the change continues? Discuss, in detail, any barriers or obstacles in the implementation process. Likewise, discuss any successes in the implementation process. *Be sure to include a discussion of your presentation of the change proposal to agency stakeholders. Discuss the feedback and reactions from stakeholders, perhaps including recommendations for changes or improvements.

4. Discuss the overall outcome of your change project. Provide a summary of how you were evaluating effectiveness of the change and discuss your findings. Were you effective in achieving your goals? Did you accomplish what you set out to do? If you were unable to implement the change fully or partially, discuss in detail what contributed to this. Be sure to discuss any future plans in the agency regarding this change project.

**Larger Systems Change Project Outcome Presentation**

**Presenter Name:**

<table>
<thead>
<tr>
<th>1=Poor</th>
<th>2=Fair</th>
<th>3=Good</th>
<th>4=Very Good</th>
<th>5=Excellent</th>
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<tbody>
<tr>
<td>Professional and clear presentation</td>
<td>1 2 3 4 5</td>
<td></td>
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<td></td>
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<tr>
<td>Concise introduction to the identified problem</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Summary of proposed change with goals <em>clearly</em> identified</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Discussion of implementation efforts, including any presentation to stakeholders and any barriers to implementation</td>
<td>1 2 3 4 5</td>
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<td>Discussion of outcomes, including evaluation methods and results</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Adherence to presentation time constraints and management of time allotted</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Quality of responses to questions from audience</td>
<td>1 2 3 4 5</td>
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<td></td>
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<tr>
<td>An overall score based on thoroughness in meeting all above requirements</td>
<td>1 2 3 4 5</td>
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**General Comments:**

Assignment #5: Facilitation of Check-in
In the service of practicing your group leadership skills, students will have the opportunity to facilitate the check-in portion of seminar. Students independently determine how they would like to structure the check-in. Students might choose to have a structured check-in with a particular topic identified to discuss, or they might choose to have a less-structured check-in. A sign-up sheet will be circulated early in the semester for those who have not yet had a chance to facilitate check-in from last semester. For those who have already facilitated but are interested in facilitating again, as this is an ungraded assignment, facilitation skills will be taken into account when considering and assessing professionalism for the field portion of your grade. Students will receive feedback from fellow students and the field instructor following the check-in.

**Hourly Log**

**Due: 5/6**

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 801-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. Therefore, if you miss a class, you must make up those 2.5 hours in your field placement.

This is an all or nothing assignment. If hours are not completed or the log is not submitted by the last class, arrangements for completing hours must be made and approved by field faculty and your supervisor.

**Participation and Professionalism:**

Participation is required and 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 the instructor EARLY in the semester if you need any assistance in this or any other areas.

Professionalism includes being prepared and present in every class. It includes arriving on time. **My policy is to deduct points each time you are late to class** unless the reason for your tardiness is deemed acceptable by the instructor. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s
field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an 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.

**Methods: Integrative Model**

**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.

**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. 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 during the business week (Monday thru Friday). 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.

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. 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. 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.

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 modeling.
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 modeling.
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 through evaluation and grading.

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

**Evaluation and Grading**

Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty. 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 professionalism, the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, including journal assignments.

**Sixty percent (60%)** of the final grade is based on actual field work taking into account the degree to which the competencies are met through measureable practice behaviors. This includes the student’s performance in the classroom and in the field. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Final responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the student’s agency supervisor’s assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student’s work in the field placement. Field faculty will periodically review your progress both with you and with the agency 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 May, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. **BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY OF EACH OTHER’S EVALUATION FORM AND HAVE SHARED THIS INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.**

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>88 - 93</td>
<td>A /B</td>
</tr>
<tr>
<td>82 - 87</td>
<td>B</td>
</tr>
<tr>
<td>76 - 81</td>
<td>B/C</td>
</tr>
<tr>
<td>70 - 75</td>
<td>C</td>
</tr>
<tr>
<td>64 – 69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;=63</td>
<td>F</td>
</tr>
</tbody>
</table>

**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, receives feedback with minimal defensiveness, respond positively to suggestions and implement them.
- Enthusiasm and responsiveness to learning opportunities, taking the initiative to develop learning opportunities and taking appropriate risks to further your learning.
- Consistent and excellent responsiveness to cultural and ethical components of your practice as evidenced by supervisor feedback and seminar participation.
- Excellent integration with the placement, ability to relate to staff, supervisor, other clinicians and students, including the ability to participate as a member of a team regarding service for clients with particularly complex service needs.
- Superior reliability, thoroughness and organization in your management of work responsibilities at the placement.
- Consistent attendance and thoughtful, collaborative participation in the field seminar, with consistent evidence of 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 semester of the field course will not allow a student to continue in the professional degree program. A grade of “C” in the final semester will not permit a student to graduate. Both situations may be remediated if the field faculty (upon consultation with the Director of Field Education) agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program (field and other courses) following the receipt of a grade of “C” may be granted by the Field Course Committee upon the student’s written request and committee review of the student’s educational needs, performance problems, and the likelihood of improved performance.”

**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:

**Spring Semester**

**Weekly Seminar (40% of Final Grade)**
- Field Journal Entries 10 points (2 points each)
- Updated Individualized Learning Plan 10 points
- Larger Systems Change Proposal 40 points
- Larger Systems Change Project Outcome Report 40 points

**Total Maximum Points:** 100 points

**Field Evaluation (60% of Final Grade)**
- Progress towards achieving goals and activities specified in your learning plan 10 pts
- Clinical documentation (ability to work with the technology; content of notes; clinical language; timeliness) 10 pts
- Engagement, assessment, intervention and conceptualization skills 10 pts
- Utilization of supervision (openness to critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeking consultation; preparedness) 10 pts
- Participation in field placement activities (taking initiative to seek learning opportunities; interactions with other staff; ability to work within an interdisciplinary team) 10 pts
- Cultural and ethical components of field practice (awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision) 10 pts
- Professionalism (reliability; thoroughness; organization; time management; ability to work independently; participation and preparedness; attire) 10 pts
- Attendance and timeliness 10 pts
- End of semester evaluation 20 pts

**Total Points** 100 pts

**VII. Course Policies**

**Electronics:**
To minimize disruptions to class process all electronics must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to the instructor before class. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

**Confidentiality:**
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

**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.

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.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

**Americans With Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor at the beginning of the course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

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

**Promptness**
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival (more than 20 minutes) or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - **Two unexcused absences** will result in a student’s grade being dropped one full grade
  - **Three unexcused absences** will place the student at risk for failing the course
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
  - Additional graded make-up work appropriate for the content missed will be assigned for any unexcused absences and if the student has had more than one excused absence.
• **Students are responsible for completing any class requirements for the day missed**, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

• Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an **excused absence**.

• **Inclement weather Policy:**
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

**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 completed in Microsoft Word. 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). Students must format these assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**. Headings should **NOT** be placed in the body of the paper unless indicated. You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting ([http://writing.wisc.edu/Handbook/DocAPA.html](http://writing.wisc.edu/Handbook/DocAPA.html)). When required to use references, you must use peer-reviewed journals. **Websites may only be used with prior approval from the instructor.** Failure to comply with these expectations will result in a loss of points.

**Criteria for Assignments**
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Papers should be placed in the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, references, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.

Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date for approval to submit late. Unapproved late assignments will be marked down three points for each day they are late with no exceptions. You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received.

Grade Appeals/Grievance Policy:
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook. http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

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.