Stephen B. Tupper, Field Faculty Instructor, 608-322-2151, tupps46@gmail.com.

FALL SEMESTER – 2016/2017 Academic Year

FIELD UNIT MEETINGS: Friday: 9:00-11:15 AM
Room: 110, School of Social Work

OFFICE HOURS: by appointment, Room 208.

I. CATALOGUE DESCRIPTION

400 Field Practice and Integrative Seminar I. This unit is an approved professional foundation field placement in direct social work practice in a criminal or juvenile justice agency setting, requiring a minimum of 16 hours per week, including an integrative field unit seminar. This is the first course of the two-semester field sequence.

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

II. COURSE OVERVIEW AND PREREQUISITES/CO-REQUISITES

This two semester field unit is an approved professional generalist practice unit for undergraduate (BSW) and master level students (primarily first year MSW although advanced practice concentration year students can be considered and given level appropriate content and assignments). BSW and first year MSW students spend 16 hours per week in field placement including the two-hour integrative seminar for a total of 256 hours per semester. Advanced practice concentration year students spend 20 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 16 weeks. The 16 weeks includes exam week so students who do not want to be in placement this week may want to do more hours in previous weeks.

The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities (see “Guidelines for Generalist Practice Year Field Placements, Guidelines for Advanced Concentration Year Field Placements” and the general guidelines, “Field Placement Guidelines and Expectations” in the Field Education Handbook).
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. In preparing advanced practice (concentration) year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of advanced generalist concentration practice behaviors. Advanced practice students are in field units, the majority of which are organized by an area of focus. Students are expected to apply the concentration practice behaviors within this focus area. This unit is an alternative field unit within the children, youth and family welfare focus area (requires approval of the Chair for that focus area).

This is a foundation and advanced practice (concentration) year field unit. The social work student in a criminal and juvenile justice placement will integrate classroom knowledge of social work with practice experiences at specific justice agencies and related community programs. Students will be involved through classroom lecture and discussion by instructor and community professionals. Discussion will include a wide range of agency placement activities as represented in the justice system, including offender treatment, prevention, victimization and specific offender problem areas related to criminality. Criminal cognitive processes, restorative justice, social work with involuntary clients, sex offenses, violence assessment and treatment, substance use and sale, and substance abuse as it affects crime and rehabilitation will be discussed. Specific intervention strategies, mitigation, community alternatives to imprisonment, and case management will be addressed. Ethical, culturally competent and professional decision making in social work in justice settings will receive specific attention. Discussions and class content will address specifics problems and needs of adult and juvenile offenders, minority groups, women offenders, crime victims and survivors, sex offenders, violent offenders, risk assessment, community intervention, incarcerated offenders and their families in a culturally competent social work practice. Additionally, students will learn elements of restorative justice, mentoring and advocacy. The field unit integrative seminar is an appropriate complement for those students pursuing the Criminal Justice Certificate Program or other areas such as school and forensic social work and survivors of criminal victimization.

The seminar and discussion will be conducted using a peace circle format incorporating the principle and practice of this problem solving method used in restorative justice practices.

The unit works with a large number of agencies which provide student field placements. Agencies may include: ATTIC Correctional services; Dane County District Attorney’s Office: Family Violence Program; Domestic Abuse Intervention Services, Briarpatch Youth Services of Southern Wisconsin), Dane County Deferred Prosecution, Dane County Crime Response Unit, Dane County Juvenile Shelter, Dane County Detention Center, Dane County, Neighborhood Intervention Program, Veterans Administration Substance Abuse Treatment programs, ARC Treatment Programs for Women Offenders, Mendota Mental Health Institute, Sand Ridge Secure Treatment Center, Oak Hill and Columbia Correctional Institution, Federal Probation and
Social Work 440 (Practice I: Foundations of Generalist Practice) and 441 (Practice II: Generalist Practice with Individuals, Families, & Groups) are important requisites and conceptual supports for the field experience. The theory, value, and process content in SW 440 and the development of generalist practice skills and techniques with individuals, family and groups in SW 441 (some of which will also be covered in the field seminar) at the foundation level, as well as advanced practice courses in the concentrations, will be valuable sources of information and skills for field work. Similarly, the integration of knowledge from your course work with the field experience is an important learning goal in the Field Course. We expect conscious utilization of knowledge in practice situations and full participation in seminar discussions and that the discussion will reflect the content being taught in SW 440.

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 practice behaviors for the respective year (generalist or advanced practice). For the 2015-16 school years, the students in this unit are all in their generalist year so the following chart lists the practice behaviors and assignments for the generalist year:

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<tr>
<th>COMPETENCY</th>
<th>PRACTICE BEHAVIOR</th>
<th>METHOD (e.g., assignment)</th>
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<tr>
<td>Competency 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>a) Advocate for client access to the services of social work. b) Practice personal reflection and self-correction to assure continual professional development. c) Attend to professional roles and boundaries. d) Demonstrate professional demeanor in behavior, appearance, and communication. e) Engage in career-long learning. f) Use supervision and consultation</td>
<td>All of the practice behaviors for this and all of the other competencies are in the learning plan, weekly journal (assignment # 4), student performance evaluation instrument, and progress summaries. The practice questions of the week will also touch on all practice behaviors. The Field Journal can provide the material for class discussion of field experiences and practice integration of used and observed competencies, or lack of them. Self-assessment/biases paper Sharing field experiences and challenges.</td>
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<td>Competency 2.1.2: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>a) Recognize and manage personal values in a way that allows professional values to guide practice. b) Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers. c) Tolerate ambiguity in resolving ethical conflicts. d) Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>Agency analysis paper Specific reading’s provided by instructor, i.e. “Parents in Prison and their Minor Children, Department of Justice, Revised, 3/30/10. Current readings will be provided regularly by the instructor.</td>
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<td>Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</td>
<td>a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. b) Analyze models of assessment, prevention, intervention, and evaluation. c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Change agent assignment, #8. Student presentations of specific cases and dilemmas encountered at their internships. Ethical challenges in criminal and juvenile justice and ethical decision making.</td>
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<td>Competency 2.1.4: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The</td>
<td>a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>How does your agency address this competency and assure it is met. Reading: i.e. Children’s Contact with Incarcerated Parents</td>
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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.

**Competency 2.1.5: Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

- **Field Practicum, participation in field seminar discussions, practice question of the week, Self assess/biases paper, change agent assignment, agency analysis paper. Weekly journal and speaker feedback.**

- **Selected readings.**

- **Weekly journal and speaker feedback. Semester evaluation.**
| Competency 2.1.6: Engage in research-informed practice and practice-informed research. | a) Use practice experience to inform scientific inquiry.  
   b) Use research evidence to inform practice. | Selected readings.  
   Field Practicum, participation in field seminar discussions, practice question of the week, Self assessment/biases paper, change agent assignment, agency analysis paper.  
   Weekly journal and speaker feedback. Semester evaluation.  

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. |

| Competency 2.1.7: Apply knowledge of human behavior and the social environment. | a) Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
   b) Critique and apply knowledge to understand person and environment. | Field Practicum, participation in field seminar discussions, practice question of the week, Self assessment/biases paper, change agent assignment, agency analysis paper.  
   Weekly journal and speaker feedback. Semester evaluation.  

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. |

| Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | a) Analyze, formulate, and advocate for policies that advance social well-being.  
   b) Collaborate with colleagues and clients for effective policy action. | Field Practicum, participation in field seminar discussions, practice question of the week, Self assessment/biases paper, change agent assignment, agency analysis paper.  
   Weekly journal and speaker feedback. |

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice to advance social and economic well-being and to deliver effective social work services. Selected readings.  

Readings, i.e. “What Are Executive Functions. How are the assessed and how do they influence adolescent and young adult decision making?”
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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<th>Competency 2.1.9: Respond to contexts that shape practice.</th>
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<td>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>
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| a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. |
| b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |

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<tr>
<th>Competency 2.1.10(I.)–(VIII.): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
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<td>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-</td>
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<tr>
<th>2.1.10.I. Engage with individuals, families, groups, organizations, and communities:</th>
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<td>a) Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.</td>
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<td>b) Use empathy and other interpersonal skills.</td>
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<td>c) Develop a mutually agreed-on focus of work and desired outcomes</td>
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<th>feedback. Semester evaluation.</th>
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<td>Readings, i.e., “Prisons and Mental Health Crises,” “Locking up the Sick,” and “Mentally Ill Offender Treatment and Crime Reduction Act Becomes Law.”</td>
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<th>Field Practicum, participation in field seminar discussions, practice question of the week, Self assessment/biases paper, change agent assignment, agency analysis paper. Weekly journal and speaker feedback. Semester evaluation. What specific activities does your agency employ to remain current with system, client changes?</th>
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IV. COURSE CONTENT AND SCHEDULE

The focus of this unit is direct social work practice in juvenile and adult criminal justice community and institutional settings. The unit focuses on helping students conceptualize client typologies related to social responses and interventions including: sentencing decisions, risk assessment, community supervision, institutional interventions, group homes, research, policy
and planning administration. Interventions relate to conceptualization of client subtypes, demography of crime and delinquency and violent crime are some of the major content areas for study. Students develop skills in psychosocial assessment, casework, client supervision, group work, placement planning working with special populations and policy and administration. Emphasis varies with placement.

The Justice Field Unit meets as a class for two hours per week for the two semesters of the school year. This Course Outline represents areas to be covered during the first semester of the school year and the class schedule should be referenced for content of specific class sessions, required reading, and assignments. Units cover more than one class period in some cases and some elements of the Unit may not be covered in sequential order. Readings are provided as reference materials for further study and noted as an element in content development.

09/09

Unit 1: Introduction, Orientation and Placement

1. Introductions: Instructor introductions by experience and profession. Share student background and experience that relates to work in the justice system and individual student goals. Identify student expectations of class.

2. Placement Expectations: Expectation regarding hours at placement, timeliness, professional appearance, questioning attitude, proper use of supervision and ability to identify, professionalism, non fraternization with clients and relate to the goals of the agency and the client population.

3. Semester Expectations: Explain circle format and develop group expectations, guidelines

A review of class expectations in the classroom and field internship: Individual and group participation in classroom discussion, attendance, grading process, integration of Core Competencies and Learning Plan.

Field: Learn the goals of the agency and become involved in the agency tasks as a student and social worker, followed by a discussion of how to successfully use the Internship and field experience to develop Core Competencies. The structure and expectation of the Field Unit Meeting will be reviewed and the written assignment.

1. Instructors present information on standards and expectations of the unit.

2. Group discussion on personal experience that relates to social work and justice field placements.

3. Group discussion on personal and society values and attitudes that relate to crime, victimization, the effect of crime and the justice system on the individual, neighborhood and community.
Reference Material (additional readings are provided in the class schedule):

“Integration of learning in Field Education: Elusive Goal and Educational Imperative”, Schneck, Dean, UW School of Social Work


09/16, 09/23

Unit II: Community Response to Criminal Conduct: Police, Prosecution, and Sentencing.

Weekly Check-in. How do you see yourself using supervision this year? What can you do to strengthen your use of supervision? How does supervision contribute to ethical practice?

Weekly Field experiences, consultation, presentation

This three week section is designed to provide all students with background of the police, prosecution and sentencing affects the population. Many students do not have this information. It provides a basis for students as they begin their internship and allows them to begin to understand what offenders and victims experience during and after a criminal event. 1. What has been the role of the police in society and how has this role changed or not changed to fit the changing needs of modern day society? What are the effects of crime on a changing mobile society and how does the community response affect the community as a whole. What has been the effect of policing styles, i.e. neighborhood policing, and crime on minority communities, i.e. gender, race, sexual orientation, ethnicity, and culture. How do minority groups view the justice system, police, prosecution, social agencies? Has there been an effect on families and neighborhoods? How do the police interact with Social Workers and what is the perspective that we each bring to the encounter, especially those that are community/neighborhood based.

2. The various police intervention models in the community and there attention to gender and racial balance and profiling in neighborhood and community policing techniques. What have been the effects of education and innovative models of community/neighborhood policing on the community? What are the lessons for Social Workers?

3. Description of the offenders arrested and for what crimes and discussion of the socio-economic, cultural, racial, gender, etc. factors in relationship to crime. How does the arrest affect the individual and the eventual prosecution and sentencing?
4. The interrelation the prosecution, defense and courts and its effect on the offending party and community. A discussion of the roles and interrelatedness of prosecution, defense and sentencing within the adult criminal justice system. Discretion, due process, plea negotiation, politics, prison overcrowding and sentencing patterns as factors effecting criminality and sentencing, and the implications for social work practice.

5. Sociological reasons for sentencing; retribution, incapacitation, deterrence, rehabilitation, and restorative justice models of sentencing and a review of alternative sentencing strategies. Discussion of includes the proposed and variations in sentencing, Deferred Prosecution Programs, Truth in Sentencing, restitution, and community service orders for both adult and juvenile offenders.

Field unit meeting and circle discussion.

In addition to the check-in the seminar will:

1. Group discussion on experiences with police, individual and community attitudes. Perceptions of police in relation to other elements of the system.

2. Group discussion of placements, the interactions that are taking place and the client contacts that are being made. Development of individual goals for the semester and setting due dates.

3. Representative of local Police Department to present an overview of the Department, it’s progress and plans, specialty units, etc.

4. Representatives of the Dane County District Attorney’s Office to present the organizational structure-felony, juvenile, sensitive crimes, traffic, misdemeanor, white collar and other prosecution areas. Use of plea negotiations, Deferred Prosecution, Victim-Witness Unit, use of discretion, trends in sentencing, Drug Courts.

5. Presentation by a mitigation specialist regarding sentencing, i.e. just deserts, deterrence, restorative justice and rehabilitation.

6. A discussion of necessary cultural competency knowledge as it relates to working with criminals, neighborhoods, and program development.

Reference Material:


“Sentencing”, Ed Gross and Van Hirsch

“Discretionary Justice”, Howard Abadinsky

“Cooper’s Coppers”. Steve Irvin, Isthmus, Vol 12, No. 137

“Introduction to the Criminal Justice System”, 3rd ed., Gerald D. Robin
  Chapter 3: The Police Role
  Chapter 9: The Prosecution and Defense Counsel

**09/30** YWCA Racial Justice Summit.

Each year the Racial Justice Summit is sponsored by the local YWCA. This year it is being held on Friday, 10/2. The conference fees have been donated to the class by ATTIC, Inc, a local non-profit organization that works with men who have been involved in the criminal justice system and other donations to the School of Social. Students are required to attend one day, either Thursday or Friday. Please make arrangements with your instructors. The conference features local and national speakers addressing the critical issues of race and justice in our communities. Each student is also required to report on their participation in their weekly journal. The journal entry includes the name of the workshop(s), why you chose the workshop(s), what you learned from it and which competencies were addressed in the workshop and how this knowledge can be applied at your internship.

This week’s class will be replaced by the Summit and no class will be held on 09/30.

**10/07**

This week is a circle sharing opportunity and a discussion of ethical decision making in social work. Students provide an overview of their internship site, its mission, client population, services provided and their internship experiences and responsibilities to date and have an opportunity to discuss and receive peer feedback regarding their supervision, internship experiences to date, collaborative problem-solving, consultation.

Ethical Decision-Making in Generalist Social Work Practice

Required Readings:


Reference Material and Readings:


10/14, 10/21, 10/28

UNIT III: The Effects of Victimization

Weekly Check-in.

Weekly Field experiences, consultation, presentation. During this section students will have presentation from victims of violent crime, Parents of Murder Children (PMOC) and a Crime Response Unit.

1. Who are the victims of crime in the society? What are the demographics of victimization; socio-economic, racial, sexual orientation, religious, cultural, gender, ethnic, etc.

2. What are the effects of crime, both violent and nonviolent, on the victims? What is the
relationship to post traumatic stress disorder (PTSD). Why do victims respond in certain ways and what is the role of the Social Worker in treating, communicating with victims of crime? Techniques interviewing survivors without their re-victimization. The effects of victimization on survivors and others have secondary contact with crime.


4. What is the role of the victims advocate, the victim support group, the Victim-Witness Unit, the Office of Victims Services, Victim Compensation Programs and other resources for victims.

Field Unit Meeting

1. This three week session will examine the experiences of victims and survivors of violent crime. The unit will focus on victim trauma and victim reactions. It will address various legal actions available to victims of crime and victim rights. Victim statements, restitution, victim-offender conferencing, and victim compensations. The role of victim advocate will be reviewed. The victim services laws will be examined as well as the evolving the evolving response to survivors of crime.

2. A member and administrator of Parents of Murdered Children (POMC), Members of the Dane County Crime Response Team, and Department of Justice Victim Compensation office will make a presentations, describing the services and support they provided to victims and survivors of violent crime.

3. Student discussion of placement experience. Does the agency work with victims of crime? How is this accomplished? Are there agency standards for stress reduction, debriefing, other victim sensitive or worker aids for working with the process and potential trauma of victimization?

Reference Material and Readings.

“Victims”, National Institute of Justice


UNIT V: Juvenile offender programs and interventions

1. What are the resources in a community that are necessary for the treatment and integration of the offenders into the community? How have these resources been used effectively by broad segments of the juvenile offender population and what are the special needs of unique populations. What is the social work role in utilizing these services and programs.

2. What are the outcomes of using alternatives to detention? What outcomes get attention and does this mitigate against the use of alternatives? Are alternatives used differentially for different populations along racial categories and does this result in overrepresentation of minority populations in out of community settings. Special attention will be devoted to

Field unit meeting and circle discussion.

Class presentation on Victim Offender Reconciliation, Restorative Justice and the Balanced Approach to Juvenile Justice as alternative models of sentencing. Mediation as a healing process for all parties involved in voluntary reconciliation efforts and its perceived effects.


Additional Resource Materials:

Presentations and lectures will include discussions of juvenile court, detention, reducing the school-to-prison pipeline, traditional and innovative programming and modalities for treating and supervising juveniles and a visit to the Dane County Juvenile Detention Facility.

V. COURSE TEXT AND READING MATERIALS

Readings will be assigned, in advance, for specific class topics. Students are expected to come prepared for class having read the required and assigned articles or other materials. Most readings and exercise materials will also be handed out in seminar, a week prior to the class discussion. Students are also expected to read relevant practice material available in their agency placement.

In addition, students are expected to read and understand the NASW Code of Ethics and assigned readings in Social Work 440, 441 and other classes. If you do not understand the readings or the Code, please see the instructors or Field Faculty for assistance. 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.

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.

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

ASSIGNMENTS: In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

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

1. Learning Plan (see “Course Content/Schedule Outline” for draft and final copy due dates). The student is to complete the learning plan with the Agency Supervisor so that learning opportunities for the development or advancement of competencies can be jointly identified. The LEARNING PLAN OUTLINE consists of THREE PARTS:
**Part A. Field Placement Arrangements and Hours.** Put your name on plan (no cover sheet), and list agency name, address, phone, the days, time, and duration, [e.g., M, 8 – 3:00 (7); W, 8 – 3:00 (7)] and the name(s) of your supervisor(s).

**Part B. Competencies and Assignments, Methods, Activities (completed with agency supervisor).** Review the ten competencies and required practice behaviors for the appropriate year: generalist practice (BSW or 1st year MSSW) or advanced practice as found in the syllabus.

*Given that the measurable methods of achievement are “individualized,” that is, specific to the students learning needs and the opportunities available at each agency, these will be different for undergraduates and graduates, as well as being different for individuals with each group.*

List each of the 10 competencies, in order, using the same numbering system (2.1.1-2.1.10d), and wording as in the syllabus. Under each competency, list and briefly describe the “individualized” learning opportunities available in your agency to accomplish the competency. The learning opportunities need to sufficiently address the relevant practice behaviors in order to measure achievement of the competencies (see Field Evaluation Instrument). The learning opportunities would include methods, activities, or assignments such as the following for 2.1.10b (assess individuals, families, groups, organizations, and communities): being assigned to cases (individual and/or family) or to group work and/or assessing the need for a particular service, program, or policy within an organization or community.

In addition to describing WHAT the learning opportunities are, please address BY WHEN, HOW MANY, HOW MUCH AND WHERE, as applicable, in order to clarity the learning opportunities, expectations and measurements, as well as in the evaluation of both quality and quantity of performance (e.g., by 9/24, I will conduct at least three home visit interviews with clients). Remember that you will have two semesters to meet the competencies. Finally, list any special learning opportunities such as one-time observational experiences, workshops or staff development opportunities, professional staff meetings, etc. that may apply to the competencies.

*It is expected that students will work directly with client(s) by week IV using the ENTIRE problem solving process in order to learn social work and complete 440 and Field assignments.*

**PART C. Field Learning Process.** List all professional staff, faculty, and others who will be a learning resource to you. Many agencies will provide reading material that provides background for your field placement. Please list this reading material.

**IMMEDIATELY** inform the Faculty/Instructor of any problems in reaching agreement and/or completing and/or accomplishing the learning plan. Once the final plan is approved by the Field Faculty, it should be signed and dated by the student and the Agency Supervisor. Please provide
copies to each party (self, field preceptor or supervisor and Field Faculty Instructor). The learning plan should be saved on the computer for future revisions.

This learning plan is meant to be an organizational aid to help initiate, plan and develop your field experience around the ten core competencies outlined above. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. The learning plan lists the competencies and the Field Evaluation Instrument lists the competencies AND the practice behaviors in order to ensure that they are addressed in the development of the learning plan (e.g., learning opportunities), throughout the field experience (if not, they must then be addressed in field seminar or elsewhere in the curriculum), and are the FOCUS of attention during the student performance evaluations (given the competencies are met through the measurable practice behaviors).

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 learning plan is used for this part so students would need to make a second copy of the plan to complete this assignment. The student would write (in bold or italics) her/his summary of progress after each of the respective methods, activities, and assignments under each of the competencies. The summary would include a statement about what has or has not been accomplished as well as: what strengths (e.g., knowledge, skills, and values) have been developed or enhanced; specific areas for improvement; and strategies for achieving improvements. 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, issues, 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.

3. Field Experience Journal. Students are required to keep a weekly journal and submit it weekly to the field instructor in a word document format no later than Sunday following the week in which their activities occurred. The journal should describe their internship activities for the previous week and their observations of how they have addressed or witnessed no less than two of the ten core competencies and integrate their field experiences with SW 440. Alternatively, student may address examples of activities that are at odds with the competencies, but must also discuss professional alternatives to these activities. The journal will assist the student in preparing the progress summary and demonstrate clearer understanding and integration of social work concepts and principles with practice; and assist the student, field supervisor and field instructor during the evaluations (e.g., able to identify what they have learned, need to learn, and learning opportunities), and form the basis of seminar discussions (able to present and/or discuss practice issues and impediments).
4. **Brief Agency Analysis Paper and Presentation.** Agency Analysis Paper and Class Presentation/Discussion. The purpose of this assignment is to: (a) familiarize students with their social organization/agency including information on diversity of populations served, issues, oppression, and so forth that the student can refer to, share and expand upon throughout the school year; (b) provide an early opportunity to use data collection and assessment skills focusing on a social agency; (c) provide background information that students can use for other classes and field seminar agenda items such as weekly practice questions (e.g., regarding oppression and empowerment, cultural competence, “user friendliness) and for assignments (i.e., the self-assessment and change agent project); (d) provide the field seminar a beginning basis for understanding and comparing local service delivery systems, their services, policies, decision-making structures and issues in relationship to local and broader communities; and (e) familiarize students with the variety of opportunities to practice social work and the roles and responsibilities associated with them. This assignment is due September 29.

The paper is to be no more than 4 - 6, doubled spaced, typed pages. The organizational chart is an attachment and is not included in the 4 - 6 pages. It is expected that the paper will address all of the criteria identified in the Agency Analysis Paper and Presentation Grading Criteria document (see page 28). 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.

Students will provide an oral, summary report in during 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 the semester (e.g., when responding to practice questions for each week including those on oppression and empowerment, and dimensions of diversity) to share more specific information from the report such as human rights, social and economic issues; power and decision making; and demographics.

5. **Sharing Field and Other Experiences.** Each student is expected to discuss and 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 in the learning circle. 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.

*Graduate level students will be expected to lead a discussion (e.g., practice questions), small group exercise or another activity/exercise of their choice.*
6. Practice Question of the Week. Students will periodically be divided into two circles for discussion, consultation, sharing and problem solving. Complying with the circle format is critical to providing all the opportunity to present, talk, and listen.

When outside speakers make presentations, students are to provide a question of the week for each presenter and following the presentation, write a brief summary of the presentation and how it relates to social work and the competencies and working as a social worker in the field of criminal and juvenile justice. This is to be submitted by Tuesday evening preceding Fridays class.

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. Each student is expected to critically think about her/his agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared for discussion in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, and global policies and programs and implications for practice. This will vary in terms of competencies and practice behaviors but an effort will be made to cover all or most of them.

7. Readings. Readings (and exercises) handed out in class are to be completed according to the “Course Content/Schedule Outline”. 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, NASW Code of Ethics) to their field practice experiences. Students are also expected to read relevant materials available in their agency placements. Readings that are familiar may be skimmed or reviewed to further understanding and integration with practice. 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.

8. Case, Organizational or Resource Development Project Presentation (start preparing now for Spring Semester). During the Spring Semester, each student is expected to do a 10 - 15 MINUTE presentation on a case from their internship, or organizational or resource development project 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 are to provide 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. The Field Faculty Instructor is available for consultation.

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, agency materials; or...).

9. **Change Agent Assignment—human rights, criminal, social, and economic justice issues & advocacy.** This is both a Spring and Fall Semester assignment but students note that it will **helpful to begin the assessment process during the Fall Semester** so that there is sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, specifically victim and offender rights and the social, economic, cultural and other issues experienced by these individuals.

Change Agent Assignment: Proposal Outline (due fall semester) and Outcome Report (due in spring semester). 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 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 and 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 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 SW 440, 441, 442, 606, 711, 640, other courses, and assigned readings to complete this assignment. This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester. In the fall, students will begin to assess for possible issues and targets; complete a proposal outline; and, upon approval of the proposal, begin to work on the project with clients, colleagues, peers, and/or other constituencies. Ideas for issues and targets for a project may evolve from: the student completing the assignment to evaluate their agency for “user friendliness” in a number of areas (e.g., program, services, communications, organization policies and procedures, mission, training, and evaluation); listening carefully to clients’ experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor.
and other staff to discuss experiences, concerns, and thoughts about issues or targets. For example, if students choose policies and/or procedures as their issue or target, they would then further attend to the impact of agency and larger-system social policies and/or practices on the diverse clients receiving services at their placement and changes needed.

Change Agent Proposal Outline and Criteria: In the Fall semester, students will complete a brief, written proposal outline of their plan for the change agent project (1-2 pages, single spaced), worth 5 points for grading purposes. The agency supervisor must be familiar with and support the proposal. The proposal must include the following, each worth one (1) point: a brief description of what the student plans to do and how they will do it, why they have selected this project, what their intended impact will be (the outcome expected), who the key players in the project will be, and how they will evaluate it. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used. While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (3 – 4 minutes) share what they will do and how they will do it.

Students continue to work on the project and complete a final report in the Spring.

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 for defining and achieving goals and objectives; suggesting, organizing, and documenting activities; and fully participating in the field instruction 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:

Students are expected to contact the field faculty (me) at any time during the semester should
they have questions, concerns or anything they wish to discuss. I am happy to meet before and after class but would prefer advance notice if possible so that you don’t miss finding me especially before class when I may be setting up the classroom or getting supplies. We can also arrange a time to talk by phone or meet on non-class days. I am accessible by phone (text or voicemail if no response) or email, which I check daily. I respond to phone calls and emails within 24 hours (re-contact me if not the case). 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.

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.
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:**

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. Any absences must be excused by the Field Instructor, in advance. Absences may reduce the semester grade. 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 (me). 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 (40) percent of the grade is for the two-hour integrative seminar each week. Of the 256 hours/semester for foundation year and 320 hours/semester for concentration year, approximately 30 – 32 are seminar hours. The 40% of the grade is based on the following: attendance-present and on-time (15%) (Note, three or more absences will result in a decreased semester grade, i.e. three absences will result in no more than an AB, four absences in no more than a B, etc.); preparation and contributions to seminar discussion (15%, see attendance and participation self-report form for criteria); agency analysis and presentation (5%, see syllabus for criteria); and mid and final progress summaries (final only = 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. Please note that the quality and contributions of students to the seminar discussion is evaluated and graded by the instructor (See discussion evaluation below).

Sixty percent (60%) of the grade is based on actual field work taking into account the degree to which the competencies are met through measurable practice behaviors. The required time students perform in the agency is the 256 hours/semester for the generalist practice year and the 320 hours/semester for advanced practice concentration year less the 30 – 32 hours for seminar. This equates to 224 hours/semester for the generalist practice year and 288 hours/semester for the advanced practice year. Counting the final semester exam week, the number of hours in field each week is as follows: 14 hours/week for undergraduates and first year MSSW students and 18 hours/week for advanced practice concentration year MSSW students. At various times throughout the semester, including mid and final evaluations, students and Agency Supervisors will be asked to indicate the total hours to-date.

The grade equivalency for these percentages is as 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

Discussion Participation will be evaluated as follows:

Evaluating Participation

Outstanding Contributor:

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

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

Adequate Contributor:

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

Non-Participant:

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

Unsatisfactory Contributor:

Contributions in class reflect inadequate preparation. Contributor who dominates the discussion, leaving little or no time for peer input. Ideas offered are seldom substantive; provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable air-time would be saved.

The following are grading standards for the course:

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, receives 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.

*Two absences or less

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. * Three absences.

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. *Four absences.

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

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) 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.” *Five or more absences.
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.**

Students are expected to achieve the competencies of the field course through the measurable practice behaviors; complete the required 256 hours for generalist practice year students and 320 for advanced practice year students; cooperate fully with agency staff and the faculty instructor; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. 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.

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

Reasonable Accommodations: Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

**AGENCY ANALYSIS PAPER and GRADING CRITERIA**

Name___________________________________________________Date____________________

Note: three-four typed, double spaced pages.

___Identified your name, agency placement, and address
__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)

__List and briefly described client services AND which of the human rights and social and economic issues they are to address

__Described how services are determined/selected and delivered

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

__List funding sources and percent of each

__Described how policies are determined/how decisions are made

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

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

__General organization and quality of presentation

**TOTAL POINTS = 5**

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**Self-Assessment Assignment**

**Name______________________________** **Date_____________**

The assignment will address the following questions as well as any additional thoughts that they have about their growth during the semester or areas for continued growth. Students will share what they have learned in a brief, informal presentation to their field unit on the final days of the 1st semester.

1. What are at least two ways (*three ways if you are a graduate student*) you have grown as a professional over the first semester?
2. What are at least two areas (*three areas if you are a graduate student*) for continued professional growth for the remainder of the year and beyond?
3. What have you discovered about yourself, about working within your agency and working with your agency’s clientele that has surprised you?
4. What are you learning (or confirming) about where your passion lies in the social work profession or elsewhere?
5. Do you feel you have utilized supervision appropriately during your field placement? What could you improve upon in doing so? What could your supervisor improve upon?
6. What are some specific materials/topics/information from your other courses or this course that you have drawn upon in your field placement?
7. What has been the most challenging part of your field placement thus far? The most rewarding?
8. Consider your work with persons of color, clients with disabilities, people who are lesbian, gay, bisexual, or transgendered, and/or other oppressed or at risk groups. How would you describe your journey thus far in growing as a social worker who practices in a culturally aware, sensitive and competent manner? *Graduate students would identify at least two specific strategies for improvement.*

**Fall 2015 Semester Criteria and Grading**

<table>
<thead>
<tr>
<th>Criteria and Grading (points)</th>
<th>(x = checked for completed)</th>
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</thead>
<tbody>
<tr>
<td>___Class attendance (present and on-time unless excused in advance)</td>
<td>15</td>
</tr>
<tr>
<td>___Class preparation (e.g., assignments completed and on-time) and active participation (except for voluntary “check-ins”)</td>
<td>15</td>
</tr>
<tr>
<td>___Learning plan (must be completed to proceed)</td>
<td>x</td>
</tr>
<tr>
<td>___Agency analysis paper</td>
<td>5</td>
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<tr>
<td>___Progress summary (end of semester one is graded)</td>
<td>5</td>
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</tbody>
</table>

___TOTAL POINTS out of 40

Comments:

___TOTAL POINTS Field out of 60 (see student performance evaluation form)

___FINAL TOTAL POINTS (out of 100)

**FINAL GRADE:**

**Student and internship evaluations instruments:**

UW-Madison School of Social Work
Field Evaluation Instrument

**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: __________________________________

29
Instructions for Rating Students on the 10 Competencies in the First Part of the Evaluation:

The standard by which a generalist practice year (SW 400 and SW 401) field student is to be compared is that of a new beginning-level social worker. 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 that we ask you to rate according to the following criteria.

<table>
<thead>
<tr>
<th></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 fully 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>
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</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. Please rate the student on any given item as it is appropriate to your field setting. 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.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>na</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Advocates for client access to the services of social work.</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>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</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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<tr>
<td>1.3</td>
<td>Attends to professional roles &amp; boundaries.</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>1.4</td>
<td>Demonstrates professional demeanor in behavior, appearance, and communication.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>1.5</td>
<td>Can identify strategies for career long learning.</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>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</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>na</td>
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Comments:

### Competency 2.1.2: Student applies social work ethical principles to guide his or her professional practice.
### Competency 2.1.3: Student applies critical thinking to inform and communicate professional judgments.

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<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</td>
<td>4</td>
<td>3</td>
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<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</td>
<td>4</td>
<td>3</td>
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<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>2.4</td>
<td>Applies strategies of ethical reasoning to arrive at principled decisions.</td>
<td>5</td>
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Comments:

### Competency 2.1.4: Student engages diversity and difference in practice.

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

### Competency 2.1.5: Student advances human rights and social and economic justice.

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<tbody>
<tr>
<td>5.1</td>
<td>Understands the mechanisms of oppression and discrimination.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>5.2</td>
<td>Advocates for human rights &amp; social and economic justice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td>Engages in practices that advance social and economic justice.</td>
<td>5</td>
<td>4</td>
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Comments:

### Competency 2.1.6: Student engages in research-informed practice and practice-informed research.

31
### Competency 2.1.7: Student applies knowledge of human behavior and the social environment.

| 7.1 | Utilizes conceptual frameworks about human behavior to guide the process of assessment, intervention, and evaluation. | 5 | 4 | 3 | 2 | 1 | na |
| 7.2 | Critiques and applies knowledge to understand person and environment. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

### Competency 2.1.8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

| 8.1 | Analyzes, formulates, and advocates for policies that advance social well-being. | 5 | 4 | 3 | 2 | 1 | na |
| 8.2 | Collaborates with colleagues and clients for effective policy action. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

### Competency 2.1.9: Student responds to contexts that shape practice.

| 9.1 | Is skilled at discovering, appraising, and attending to changing locales, populations, scientific & technological developments, & emerging societal trends in order to provide relevant services. | 5 | 4 | 3 | 2 | 1 | na |
| 9.2 | Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

### Competency 2.1.10 a-d: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

| 10.1.a | Substantively and affectively prepares for action with individuals, families groups, organizations or communities. | 5 | 4 | 3 | 2 | 1 | na |
| 10.2.a | Effectively utilizes empathy and other interpersonal skills with clients. | 5 | 4 | 3 | 2 | 1 | na |
| 10.3.a | Develops a mutually agreed-upon focus of work and desired outcomes with clients. | 5 | 4 | 3 | 2 | 1 | na |
| 10.4.b | Demonstrates ability to collect, organize, and interpret client. | 5 | 4 | 3 | 2 | 1 | na |
| 10.5.b | Assesses client/consumer strengths and limitations. | 5 | 4 | 3 | 2 | 1 | na |
| 10.6.b | Develops mutually agreed-upon intervention goals and objectives with clients. | 5 | 4 | 3 | 2 | 1 | na |
| 10.7.b | Selects appropriate intervention strategies. | 5 | 4 | 3 | 2 | 1 | na |
| 10.8.c | Initiates actions to achieve organization goals. | 5 | 4 | 3 | 2 | 1 | na |
| 10.9.c | Implements prevention interventions that enhance client capacities. | 5 | 4 | 3 | 2 | 1 | na |
| 10.10.c | Assists clients in resolving problems. | 5 | 4 | 3 | 2 | 1 | na |
| 10.11.c | Negotiates, mediates, and advocates for clients. | 5 | 4 | 3 | 2 | 1 | na |
Facilitates transitions and ending. | 5  | 4  | 3  | 2  | 1  | na
Critically analyzes, monitors, and evaluates interventions. | 5  | 4  | 3  | 2  | 1  | na

Comments:

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:

- I agree with the evaluation [ ]
- I do not agree with evaluation [ ]

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.

Sandy Kohn, Director of Field Education, University of Wisconsin-Madison (July 2009).
UW-Madison School of Social Work Field Placement Supervisor/Setting Evaluation by Students

INSTRUCTIONS TO STUDENTS. ON THE GENERAL PURPOSE ANSWER SHEET, ENTER THE FOLLOWING AND FILL IN CORRESPONDING CIRCLES:

1. Write your Last Name in Last Name section. Write your Agency Supervisor’s Last Name in First Name Section. OK if unable to write entire last names. Below the names, please fill in the corresponding circles.

2. Under the first two columns of the identification number section, write your field seminar number (zero first if single digit) and fill in the corresponding circles below each number. The seminar numbers are available in the Field Handbook.

3. Under A of the special code section, enter your current level: 0 = BSW; 1 = 1st year MSW; 2 = advanced practice/concentration year students (2nd year MSWs); 3 = advanced practice/concentration year (advanced standing students). Fill in the corresponding circle below each number.

4. Items 1 – 28 are factors related to social work field placement supervision and practice settings. Please consider the items you will complete carefully and then, based on your field learning experience, rate your agency supervisor(s) and social work field setting, as applicable, using the following scale. Record responses on the answer sheet not on this form.

   Generalist year students (all BSWs and 1st year MSWs) complete items 1 – 22.

   Advanced Practice/concentration year students (all 2nd year MSWS and advanced standing students) complete items 1 – 16 AND 23-28.

Scale: A = excellent; B = very good; C = good; D = fair; E = poor

5. Comments may be added on separate sheet of paper.

SUPERVISOR/SUPERVISION (ALL STUDENTS COMPLETE 1-16):

_____ 1. Interest in, commitment to, and valuing of you and other social work students.

_____ 2. Ability to provide adequate orientation experiences to the agency and to social work.

_____ 3. Ability to help structure and organize your social work field experiences, including participation in establishing your student field education learning plan.

_____ 4. Ability to balance student autonomy with an appropriate level of supervision and structure.
5. Availability of regular, scheduled social work and other professional and collegial supervision and consultation.

6. Quality of social work and other professional and collegial supervision/consultation (e.g., do you receive feedback/constructive criticism, opportunity to reflect upon your practice and professional growth).

7. Ability to help you apply theoretical knowledge and practice concepts to your social work field practice, including the generalist social work model.

8. Ability to help you apply academic learning regarding diversity and oppressed and disadvantaged client populations (i.e., minorities, women, disabled, victims of violence, GLBT persons and others as appropriate).

9. Ability to serve as a good role model (both in being a professional and in practicing as a social worker).

10. Overall ability of your supervisor to guide and support your field placement experience.

11. Availability of a quantity (no.) of social work learning opportunities with clients and service programs.

12. Availability of quality social work learning opportunities with clients and service programs.

13. Availability of varied types of learning opportunities.

14. Agency values, policies and procedures are clear and guide agency practice (although these may differ at times from social work practice).

15. Access to space, telephone, computer, support services.

16. Overall quality of social work learning opportunities offered in this field placement setting.

GENERALIST STUDENTS ONLY COMPLETE NEXT SECTION 17-22 AND THEN STOP.  ALL ADVANCED PRACTICE/CONCENTRATION YEAR STUDENTS SKIP 17-22, GO TO SECTION 23-28 AND COMPLETE.

Generalist Practice Year (BSWs and 1st Year MSWs) students only complete this section and the stop:

17. Provides experience in a variety of direct practice roles such as case worker, case manager, advocate, counselor (individual, family or group), educator, resource networker, outreach worker, community organizer.

18. Provides opportunities to work with at least three different client system sizes, i.e., individuals, families, groups, organizations, and communities.

19. Provides opportunity to utilize and/or develop resources in work with clients.

20. Provides opportunities to work in situations where the target of change is other than, or in
addition to, the client system, e.g., with landlords, teachers, and/or many others in the social environment; also with staff of one’s own agency.

_____ 21. Provides opportunities to participate in problem-solving or planned change process over time.

_____ 22. Provides opportunities to work with, and on behalf of, clients from oppressed populations, emphasizing culturally competent approaches in social work processes, all roles, and including advocacy and social justice goals.

**Advanced Practice/Concentration Year (2nd year MSWs and advanced standing) students complete this section.**

_____ 23. Provides opportunities to gain knowledge in and practice any core generalist practice year skills needing further improvement.

_____ 24. Provides opportunity to apply generalist social work at advanced levels (e.g., assigns problems rather than solely discrete tasks; further develops direct practice roles in more complex situations; strengthens meso or macro level roles and skills).

_____ 25. Provides opportunity to evaluate and improve resources and to develop meso and macro level resources for the agency and community.

_____ 26. Provides opportunity for leadership within the agency for roles which help disseminate new knowledge from the Concentration knowledge base.

_____ 27. Provides increasingly more responsibility for arranging weekly supervision, providing evaluation on one’s work; suggesting additional and alternative ways to solve problem solving and develop professionally; conceptualizing practice and its connection to social work mission, roles and ethics; and identifying the knowledge base for practice approaches (especially in concentration area).

_____ 28. Provides opportunities to connect with social work professional associations and conferences, especially NASW, and other associations or programs relevant to the concentration area.

**Please provide comments on separate sheet.**  THANK YOU!