UNIVERSITY OF WISCONSIN - SCHOOL OF SOCIAL WORK  
JUSTICE SYSTEM FIELD PLACEMENT  
CLASS SCHEDULE, 2ND SEMESTER  
Social Work 401/801  
Academic year 2016-2017  

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

SPRING SEMESTER – 2016. 2016-2017 Academic Year

FIELD UNIT MEETINGS: Friday: 9:00-11:30 AM  
Room: 110, School of Social Work

OFFICE HOURS: by appointment, Room 223.

SEMINAR FORMAT AND CONTENT

I. CATALOGUE DESCRIPTION

401 Field Practice and Integrative Seminar II. This unit is an approved professional foundation field placement in direct social work practice in a community agency setting, requiring a minimum of 16 hours per week, including an integrative field unit seminar.

401 Field Practice and Integrative Seminar II. Continuation of Social Work 400. Prerequisites: Senior, or Graduate standing; Social Work major; Soc Work 400; consent of field director.

801 Field Practice and Integrative Seminar III. Is 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.

801 Field Practice and Integrative Seminar III. Continuation of Social Work 800. Prerequisite: Graduate standing; Soc Work 800; consent of field director.

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
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 practice behaviors specific to a concentration.

In the integrative seminar, faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, active consultation, problem solving and skill building; and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon problem-solving and multi-method, evidenced informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities (including those which incorporate enhancing interpersonal skill development). Specific areas of skill acquisition are the ten competencies met through measurable practice behaviors (see section “Course Competencies and Practice Behaviors”). Content areas include: community, police, and justice system response to criminal behavior, ethics, ethical dilemmas and ethical decision making; diversity, at-risk populations and implications for social work practice; cultural competence; criminal and juvenile justice, social justice and victim rights and treatment; violence prevention; etiology of criminal behavior, i.e. alcohol and other drug abuse, child abuse and neglect, community and social influences, and mental health; offender treatment and management, community advocacy for offenders and victims.

This field course is an alternative field unit in the Child, Youth and Family Welfare concentration. It is a foundation and 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 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 unit works with a large number of agencies which provide student field placements. Agencies may include: Goodman, Kennedy Heights, Vera Court, and Wilmar neighborhood centers; Dane County District Attorney’s Office: Family Violence Program; Domestic Abuse Intervention Services, Youth Services of Southern Wisconsin (Briarpatch and the Community Adolescent Program Divisions), Dane County Deferred Prosecution, Dane County Crime Response Unit, Neighborhood Intervention Services, Veterans Administration Substance Abuse Treatment programs, ARC, Dane County Juvenile Shelter, Dane County Detention Center, Mendota Mental Health Institute, Sand Ridge Secure Treatment Center, Oak Hill and Columbia Correctional Institution, Federal Probation and Court Services; and Dane County Public Defender’s Office.

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

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:

<table>
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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</td>
<td>• Advocate for client access to the services</td>
<td>All of the practice behaviors for this and all of the other</td>
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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.

- Practice personal reflection and self-correction to assure continual professional development.
- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Engage in career-long learning.
- Use supervision and consultation

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.

| 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 |

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.

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

| a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. |
| b) Analyze models of assessment, prevention, |

Change agent assignment, # 8.
Student presentations of specific cases and dilemmas encountered at their internships.
Ethical challenges in criminal
thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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<tr>
<th>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 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.</th>
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<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>
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<td>b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>c) Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
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<td>d) View selves as learners and engage those with whom they work as informants.</td>
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How does your agency address this competency and assure it is met.  

Reading: i.e. Children’s Contact with Incarcerated Parents

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.

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

| a) Understand the mechanisms of oppression and discrimination; |
| b) Advocate for human rights and social and economic justice. |
| c) Engage in practices that advance social and economic justice. |

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.
Knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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<th>Competency 2.1.6: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</th>
<th>a) Use practice experience to inform scientific inquiry. b) Use research evidence to inform practice.</th>
<th>Selected readings. Field Practicum, participation in field seminar discussions, practice question of the week, second semester goal setting, self-assessment, change agent assignment, agency analysis paper. Weekly journal and speaker feedback. Semester evaluation.</th>
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<td>Competency 2.1.7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</td>
<td>a) Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. b) Critique and apply knowledge to understand person and environment.</td>
<td>Field Practicum, participation in field seminar discussions, practice question of the week, change agent assignment, agency analysis paper. Weekly journal and speaker feedback. Semester evaluation. Readings, i.e. &quot;What Are Executive Functions. How are they assessed and how do they influence adolescent and young adult decision making?&quot;</td>
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<td>Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
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<tr>
<td><strong>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</strong> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</td>
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| 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, change agent assignment, agency analysis paper. Weekly journal and speaker feedback. Semester evaluation. |
| Competency 2.1.9: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. |
| 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. |
| 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? |
| Competency 2.1.10(I.)–(VIII.): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, |
| 2.1.10.I. Engage with individuals, families, groups, organizations, and communities:  
  a) Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
  b) Use empathy and other interpersonal |
| 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. |
families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<th>skills.</th>
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<tr>
<td>c) Develop a mutually agreed-on focus of work and desired outcomes</td>
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2.1.10.11. Assess individuals, families, groups, organizations, and communities:

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<th>c) Develop a mutually agreed-on focus of work and desired outcomes</th>
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<td>d) Collect, organize, and interpret client data.</td>
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<td>e) Assess client strengths and limitations.</td>
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<td>f) Develop mutually agreed-on intervention goals and objectives.</td>
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<td>g) Select appropriate intervention strategies</td>
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2.1.10. III. Intervene with individuals, families, groups, organizations, and communities:

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<th>c) Develop a mutually agreed-on focus of work and desired outcomes</th>
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<td>h) Implement prevention interventions that enhance client capacities.</td>
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<td>Help clients resolve problems.</td>
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<td>• Negotiate, mediate, and advocate for clients.</td>
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<td>Facilitate transitions and endings</td>
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2.1.10. IV. Evaluation

Critically analyze, monitor, and evaluate Interventions
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):

**IV. COURSE CONTENT AND SCHEDULE**

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 entire 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.

Week 1, 2, and 3

**January 20, January 27, February 3**

**UNIT VI: Adult Criminal Justice clients and Correctional Systems: Prosecution, Prisons, Probation, Parole and Re-entry.**

1. Imprisonment in America. Review of prison populations, race and the use of imprisonment as a response to poverty, inadequate education, mental illness or unemployment. The costs of using imprisonment as the preferred sanction for criminal activity. Discussion of why imprisonment is a current trend. The politics of incarceration. A review of incapacitation, just desserts (punishment), rehabilitation, and specific and general deterrence as the goals of sentencing and the role of restorative justice.

2. An overview of imprisonment and the historical development of prisons and incarceration as a sanction for criminal behavior.

3. A review of the functional divisions in the correctional institution; administration, custody and treatment and the responsibilities of institutional maintenance, preventing disorder, and maintaining security.

4. Treatment programs and the role of social services in the institution. What are the ethical considerations faced by a Social Worker in the institution? How has the role of the “professional” social worker been changed by an emphasis on security and punishment? A review of the relationship between social services, rehabilitation, and institutional maintenance. Inmate needs: education, employment, treatment and vocational counseling. The community response and issues for successful re-integration.

5. A look at how inmates interact, convict society and “doing time”. The effects of isolation,
labeling, lack of privacy, and authoritarian relationships on the individual? What is the role of the treatment staff and social services staff in confronting denial and the criminal personality?


7. A review and discussion of various treatment issues and modalities for incarcerated individuals that include but are not limited to gang affiliation, violent offenders, alcohol and substance abuse, mental illness, sex offending attention deficit disorders, and other learning disabilities.

Field Unit Meeting

Check-in

Discussion of field placements.

1. Presentations on the costs of imprisonment, economic, social and individual. How our society has turned to imprisonment as the choice for punishment as a response to crime and what has been the result.

2. Class discussion of the ethics and responsibilities of incarceration. Effects of imprisonment on inmates, staff and inmate families.

3. Over-representation of persons of color in prisons.


Reference material:


“It’s About Time - Solving America’s Prison Crowding Cases” John Irwin and James Austin, National Council on Crime and Delinquency

Crime and Delinquency

“The Goals of Community Sanctions”, Monograph by the National Institute of Corrections, McKay Harris


Readings:
“Racial disparities in imprisonment: Some basic information” - Pamela Oliver
Focus, Spring 2010
“Catch and Release” - Margaret Talbot
The Atlantic Online - Jan/Feb 2013
“The Plight of Children Whose Parents are in Prison” - Barry Krisberg, Honorable Carolyn Engel Temin, NCCD Focus, Oct 2011

Weeks 4 - 13


1. Define the forensic client and how they are treated. Inability to assist in one’s own defense, not guilty by mental disease or defect and resultant legal status of findings.

2. Mentally ill clients in the justice system, institution and community response. Interaction and barriers to cooperation between mental health and correctional systems.

3. Description and characteristics of the female offender, typical criminal offenses, dependency needs, and resources available to meet the needs of the female offender. Is the motivation to commit crime different for females and, if so, how is this the case and what should be the response of society? Discussing problems unique to women offenders and the cost of incarceration on families.

4. The impact of drug and alcohol abuse on the lives of offenders, an overwhelming connection.

5. Working with the resistive or violent offender. Handling confrontation and deescalation of a potentially dangerous situation. The use of authority and the creation of crisis in the lives of
offenders. The theory and limitations of “Criminal Personality” concepts and the tactics used by offenders to avoid detention and change. Cognitive Interventions with a criminal population. The use of groups to meet the cognitive needs of offenders.

6. Minority over representation in the corrections population. What is the impact of different cultures, life experiences, and values on institutional relationships and the ability to provide treatment opportunities?

7. The incidence sex offenses in the United States. Treating and supervising sex offenders. What is the etiology of criminal sexual dysfunction and how is the sex offender contained from committing repeat sex offenses and what is accepted treatment? Sexual predators and sexual predator laws.

8. Domestic Violence and its impact on society and the justice system. How many offenders are involved in domestic violence, how seriousness a problem and what are the dynamics of offending, the justice system response, and effective offender treatment.

Field Unit Meeting

Check in.

1. Class presentation and discussion by students placed in mental health facilities, halfway houses for men and women, and drug and alcohol treatment agencies.

2. Guest lecturers by community professionals working with special needs populations in the criminal justice system, and experienced in working with hostile and resistive clients.

3. Class discussion of cultural competency and minority experiences. Student experiences working with minority populations.

4. Class lectures on domestic violence and victimization.


Readings:

“The Female Offender”, Karen Kinsey, ARC Community Services

“Linking Women in Jail to Community Services: Factors Associated with Rearrest and Retention of Drug-Using Women Following Release from Jail” -Nicholas Freudenberg, Ilene Wilets, Michael Greene, Beth Richie, Spring 2009

“Continuum of Criminality”

“Criminal Thinking Patterns, 10 Thinking Patterns”

“Criminal Thinking Tactics”

Yochelson and Samenow

“The Prevalence of Co-occurring Mental and Substance Abuse Disorders in the Criminal Justice System.

“Myths about Domestic Violence”, Wisconsin Department of Corrections

Cognitive Behavioral Theory, Criminal Offenders and AODA Treatment.

Introduction- Cognitive/Behavioral Theory and the Cognitive-Crime Link

Readings are added regularly.

Additional Reference material:
“Violence and Criminal Justice”, Duncan Chappell and John Monahan

“Crime and Human Nature”, James Q Wilson and Richard Harrenstein,
   Chapter 14: Alcohol and heroin
   Chapter 17: Crime across cultures
   Chapter 18: Race and Culture


“A Neighborhood Based Organizational Model for Supervising Domestic Violence Offenders on Probation”. Wisconsin Coalition Against Violence Newsletter, Daniel Nevers, 1996

“Sexual Abuse of Children: An Overview of the Problem”. Rayline A. DeVine

Weeks 14, 15, 16

May 5 and 12.

UNIT VIII: Other Views of the Criminal Justice System:

1. What is the role of the defense attorney in pre and post conviction practice? How does the justice social worker interact with the attorney, is it adversarial or collaborative?

2. Where does the victim fit into the system? Techniques to include victims in the criminal justice process. Understanding the effects of trauma and PTSD on the victims. Techniques for interviewing victims that avoid re-victimization. The effects of secondary trauma on workers and cumulative stress reaction. Healthy practices for trauma workers. Professionalism as a survival strategy. Reconciliation in selected cases and restorative justice.

Field Unit Meeting

1. Tour of Oakhill Correctional Institution. Question and answer session with incarcerated men.

2. Presentation and discussion about victim issues.

3. What works, what doesn’t, and what could be more effect. Advocacy in the Criminal Justice setting

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 thoughtfully 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.

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

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

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 9/25, I will conduct at least three home visit interviews with clients). Remember that you will have two semesters to meet the competencies. Finally, please also 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.
Within the learning opportunities, students would be expected to have developed or advanced practice skills as indicated and measured by the practice behaviors for the relevant year (generalist or advanced concentration). For example, one measurable practice behavior under 2.1.10b for the generalist year is: select appropriate intervention. If, for some reason, the student did not do this within the field learning opportunity (e.g., client cases*), additional opportunities will need to be identified so that this practice behavior can be measured within field or somewhere in the curriculum.

*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. Also list pertinent reading material which would provide background for your field placement.

Formatting and Due Dates: Return the concise, SINGLE spaced, typed learning plan draft by due date indicated on course outline. Double space between competencies. The Field Faculty will return the plan with any needed revisions noted and indicate the due date for the final plan. 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 different type 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 statements about what has or has not been accomplished (if not, why not) 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.

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

Students are to keep a **daily or 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 week and their observations of how they have addressed the core competencies. The journal will assist the student in preparing the 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), as well as in seminar discussions (able to present and/or discuss practice issues).

3. **Brief Agency Analysis Paper.** Paper to be no more than three – four, double spaced, typed pages which covers all of the criteria identified in the Course Content/Schedule Outline attachment “Agency Analysis Paper and Presentation Grading Criteria” (e.g., identifies your agency placement, its location, whom it serves, diversity of population, “at-risk” populations, why at risk, social and economic issues, how the agency serves clients, how it operates, who does what, where funding comes from, how policies are determined, and how you fit into the agency). Advanced practice concentration year (800) students have an additional question (for a maximum of four additional pages).

Students should review 440, 441, and other assigned readings on diversity, populations-at-risk, discrimination, oppression, social justice and human rights AND proactively seeking this information within the agency (in agency documents, interviews with workers), early in the semester, to adequately cover this in the paper.

Also, please REVIEW your paper to ensure that all criteria are included BEFORE handing it in. In fairness to all, there is no opportunity to address missed criteria later.

**Students will lead a circle discussion of the paper and internship during the semester and provide a copy of the paper to the instructor the day of the presentation.**

4. **Sharing Field and Other Experiences.** Each student is expected to share field and other related experiences in order to enhance the integration and application of social work concepts
with practice through active consultation/problem solving and support. Given the diversity of
students and their life experiences and the diversity of the agency placements, populations-at-risk,
and the human rights issues, active participation is critical to learning about various perspectives
and social work in community settings.

5. **Practice Question of the Week.** Students will be divided into groups to develop a practice
question for that week’s discussion. This is one of several efforts to integrate theory and practice
and to challenge students to think critically (see 440 text on this), analyze, question, and problem
solve issues in Social Work practice. 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.

*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. **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.**

*Preparing for the Spring Semester Assignments (8-9)*

7. **Case, Organizational or Resource Development Project Presentation.** During the Spring
Semester, each student is expected to do a 10 - 15 MINUTE presentation on a case, 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 will need to
give them information they will need to be of assistance to you, but not so much that they are
overwhelmed with data or are not challenged by the case or project.
Problems may be derived from any aspect of the social work process, i.e., assessment, planning change, intervention strategies and techniques, reassessment, evaluation or termination. Any issues relative to values and ethics should also be included. It is expected that principles of good generalist practice, problem-solving and consultation guide these presentations and discussions. As needed, review materials from this and other courses on these areas and if unsure how to proceed, contact the Field Faculty Instructor for assistance.

Feel free to approach the material as creatively as your data will allow (e.g., set up a role play of the presenting situation and let the group analyze the situation; or role play alternative strategies; or divide the group into two or more small groups for a debate; or offer specific questions for group consideration; or provide references to practice relevant materials such as empirical journal articles, service reports, agency materials; or...).

8. **Change Agent Assignment—human rights, criminal, social, and economic justice issues & advocacy.** This is a Spring Semester assignment but students note that it is 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.

Students would be using social work theory, methods, principles, and concepts learned in SW440, 441 and 442, other courses ,and assigned readings (e.g., Human Rights and Social Work’ by Stanley L. Witkin; ‘Indications for Advocacy,’ ‘Advocacy Targets;’ and ‘Advocacy Guidelines’) to complete this assignment. Students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation.

*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.*

**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:

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

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

**Code of Ethics, Code of Conduct & Plagiarism**

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

**EVALUATION AND GRADING:**

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

2. Grading. Evaluation is on-going between you, your agency supervisor(s) and the Field Instructor (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 paper 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.

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 224-226 hours/semester for the generalist practice year and 288-290 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: For each class missed beyond two, your grade will be reduced by a half grade. In other words, if there are three absences the maximum grade you can receive will be an AB, for four absences, a B, etc.

94-100 A
88-93 AB
82-87 B
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, receive feedback from supervisor and/or instructor with minimal defensiveness, respond positively to suggestions and implement them.

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

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

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

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

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

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

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

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

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

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

**D= failing, below expectations in many areas and may not continue in field and program**

**F= failing grade, below expectations in all areas and may not continue**

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

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 on going 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.

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