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

Field Practice and Integrative Seminar III, Spring 2017

Field Faculty: Amanda Zuehlke, MSW, APSW  
Class Time: Saturdays, 9:00-11:30 am  
Class Location: Room 110 School of Social Work  
Office hours: By appointment.  
Phone: 414-460-1850 (cell)  
E-mail: acsiefert@wisc.edu

I. Catalogue Description  
801 Field Practice and Integrative Seminar IV. Course is a continuation of Social Work 800. P: Grad st; Soc Work 800; cons of field director.

II. Course Overview and Prerequisites/Co-requisites  
Field units, including an integrative seminar, provide the opportunity to integrate social work content and generalist practice and to transcend individual agency settings when addressing social problems as a social worker. It is focused on social work practice on behalf of children and families, particularly those of low socioeconomic status. The field faculty works closely with agency supervisors in selected child, family and educational settings.

The area of focus for this field unit is children, youth, and family welfare, offering all students social work content on child welfare and other family services. It offers Advanced Practice students an opportunity to develop knowledge and skills in advanced practice areas and to strengthen foundation areas as needed.

This Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being such as socioeconomic status, economic and/or socio-cultural opportunity or oppression, resources for healthcare, housing, etc.; and public sector service delivery such as healthcare, child protection, educational settings and family services.

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

The field seminar meets weekly on Saturdays, and provide an opportunity to share ideas, support and to learn a variety of approaches to child/family services and issues. The meetings include social work problem solving, content provision, skills training, utilizing group process and decision-making on field-related issues that arise via students, lecture/video/reading, and student
and guest presentation. In the spring semester, students will share responsibility for developing and facilitating seminar sessions on selected topics. Overall, unit activity is intended to advance field learning and to assist the integration of social work learning from multiple sources.

Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and the services provided and the time needed for student's professional development. All settings provide opportunity to learn generalist social work roles in child and family services with individuals, groups and/or families, including support, counseling, education; advocacy, case management, inter-agency participation, contributing to a humane and effective agency environment, working towards a just and supportive community environment. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc.

Advanced Practice Students will spend between 13.5 to 16 hours per week in the field placement, which with the weekly 2.5 hour Integrative Seminar on Saturdays, totals 320 hours per semester. Please note that students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the most fruitful field experience is the combination of attending the Field Seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between student and agency to continue the student’s educational experience until May 2017. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development.

Students are expected to document field hours on the Hourly Log form provided by the field faculty member. The acceptable range of hours per week is between 13.5 to 16 hours. It is the student’s responsibility to document the field hours. The expectation of the Program is that students remain in their field placements until the last week of class in May 2017. If a student has questions about hours or other expectations and requirements of the Program, the student should contact the field faculty member immediately. Primarily staff members of the agency or program unit to which you are assigned will provide supervision of your direct practice. The requirement is that students will receive a minimum of 1 hour of supervision per week from the primary supervisor.

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

III. Course Competencies and Practice Behaviors (Field and Seminar)
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the advanced practice year.
### Course Competencies, Practice Behaviors, and Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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</thead>
</table>
| 2.1.1: Identify as a professional social worker and conduct oneself accordingly. | • Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services.  
• Develop a plan for continuing professional education and development.  
• Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders) | All: Field practicum, class exercises, participation in field seminar discussions, *Reflection on Field*, mid semester evaluation with agency supervisor, and final evaluation with agency supervisor |
| 2.1.2: Apply SW ethical principles to guide professional practice. | • Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families.  
• Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, *Reflection on Field Placement Paper*, Agency Analysis Paper, Artifact assignment #1 Artifact assignment #2, mid semester evaluation w/ agency supervisor, and final evaluation with agency supervisor |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments. | • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to children, youth, and families.  
• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to the area of children, youth, and families.  
• Utilize effective communication skills with diverse communities, constituencies, and multi-and inter-disciplinary colleagues when dealing with issues related to children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, *Reflection on Field Placement Paper*, Case presentation, Artifact assignment #1 Artifact assignment #2, mid semester evaluation w/ agency supervisor, and final evaluation with agency supervisor |
| 2.1.4: Engage | • Demonstrate an understanding of how | All: Field practicum, |
| **2.1.5: Advance human rights and social and economic justice.** | • Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the area of children, youth, and families.  
• Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Artifact assignment #2, Change agent project, mid semester evaluation w/ agency supervisor, and final evaluation with agency supervisor |}

| **2.1.6: Engage in research-informed practice and practice-informed research.** | • Demonstrate ability to evaluate practice in the area of children, youth, and families.  
• Translate practice knowledge in order to contribute to scientific inquiry.  
• Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Change agent project, Artifact assignment #2, Case presentation, mid semester evaluation with agency supervisor, and final evaluation w/ agency supervisor |}

| **2.1.7 Apply knowledge of human behavior and the social environment.** | • Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to area of area of children, youth, and families problems/populations. | All: Field practicum, class exercises, participation in field seminar discussions, Artifact assignment #1, Artifact assignment #2, Reflection on Field, Case presentation, mid semester evaluation with agency supervisor, and final evaluation with agency supervisor |}

| diversity and difference in practice. | culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of children, youth, and families.  
• Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.  
• Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the area of children, youth, and families. | class exercises, participation in field seminar discussions, Agency Analysis Paper, Artifact assignment #2, mid semester evaluation w/ agency supervisor, and final evaluation with agency supervisor |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | • Evaluate, formulate and advocate for policies that advance outcomes relevant to the area of children, youth, and families.  
• Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Artifact assignment #1, mid semester evaluation with agency supervisor, and final evaluation with agency supervisor |
|---|---|---|
| 2.1.9: Respond to contexts that shape practice. | • Assess the impact of historical and contemporary contexts on practice and policy in the area of children, youth, and families.  
• Engage in leadership roles in the area of children, youth, and families. | All: Field practicum, class exercises, participation in field seminar discussions, Reflection on Field Paper, Artifact #1, Case presentation, mid semester evaluation with agency supervisor, and final evaluation w/ agency supervisor |
| 2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | • Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of children, youth, and families.  
• Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to area of children, youth, and families.  
• Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the area of children, youth, and families.  
• Apply research skills to analyze, monitor and evaluate interventions in the area of children, youth, and families.  
• Communicate and disseminate evaluation results to a variety of audiences. | All: Field practicum, class exercises, participation in field seminar discussions, Reflection on Field Placement Paper, Change Agent Project, Case presentation, mid semester evaluation with agency supervisor, and final evaluation with agency supervisor |
IV. Course Content and Outline
Time: 9:00-11:30 a.m.

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

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

January 21  Semester Two: welcome, review of expectations and consultation

Semester Two Syllabus Review
Change Agent Project
Learning Plans
Case Review Presentation assignment discussion
Check-in, consultation and problem solving

January 28  Social Work Practice and Social Justice
Class discussion of “13th” documentary on Netflix (view on your own before class)
Check-in, consultation and problem solving.

Required Viewing before class: “13th” documentary on Netflix
Please watch the video, "13th" on Netflix. Description: An in-depth look at the prison system in the United States and how it reveals the nation's history of racial inequality. Director: Ava DuVernay  Writers: Spencer Averick, 2016 (if you have any difficulty locating or viewing this, please let your field faculty know ahead of time so we can help you locate it or arrange a viewing for you).

ASSIGNMENT: SEMESTER TWO LEARNING PLANS
DUE JANUARY 28th

February 4  Guest Speaker: Cindy McMillan, Advisor PTP UW Madison School of Social Work 9:00-10:00am
Resume writing ideas and social work licensure Q & A, information
Check-in consultation and problem solving

ASSIGNMENT: ARTIFACT #3 SUMMARY OF CASE PRESENTATION
DUE FEBRUARY 4th (See description later in syllabus).
February 11  **School Social Work students meet with Jenny for final portfolio discussion**  
All other students meet with Amanda in her room for consultation, check-in and problem solving.

February 18  **Case Review Presentations (start)**  
15 Minute presentations by each student that fully engages students in the Problem-solving or consultation process. (See syllabus for criteria and grading). Check-in consultation and problem solving

February 25  **Social Work Job Interview Skills-pitfalls and suggestions.**  
**Panel presentation 9:00- 10:00am**  
Check-in consultation and problem solving.

**ASSIGNMENT: ARTIFACT #4: PERSONAL MISSION STATEMENT. DUE FEBRUARY 25th** (See description later in syllabus).

March 4  **Case Review Presentations (continued)**  
Continuation of presentations of case review to class. Check-in, consultation and problem solving

March 11  **No class: Enjoy your spring break!**

March 18  **No Class: Enjoy your Spring Break!**

March 25  **Systems Change- How to approach with issues impacting Children, Youth and Families?**

**ASSIGNMENT:** Each student brings an article to discuss in class about systems change relating to social work topics and/or systems change in the field of social work.  
Students to come prepared to discuss the deeper issues of problems they see or face with the systems that are there to support our children, youth and families and to present/discuss pro-active and strength-based approaches to change.  
*Questions to consider could include: How do we know the programs and systems help children? How can we provide services at the same time as reviewing and making system changes? Where do we turn to get positive, culturally competent and evidence-based ideas for change?*  
Check-in consultation and problem solving.

April 1  **Case Presentations (cont.)**  
Check-in, consultation and problem solving
April 8  **Indian Child Welfare Act (ICWA)**
Overview of the Indian Child Welfare Act with an emphasis on historical trauma
Guest speaker: **Tania Cornelius, CSW, MSW**
Tribal and Legislative Affairs Specialist
Department of Children and Families

**PORTFOLIOS DUE FOR SCHOOL SOCIAL WORK STUDENTS (4/8)**

Wednesday April 12  **LOBBY DAY- NASW 2017 Lobby Day.** Please see link below about this event you are invited (and encouraged) to attend, if possible. This can count for field hours (as long as you also let your supervisor know). Below is a link to the website that provides additional information from NASW-WI Lobby Day 2017. This takes place in Madison and is an all-day event (morning is discussions/workshops and afternoon is time to meet with your Legislators)
http://www.naswwi.org/2017-advocacylobby-day/

April 15  **Change Agent Class Presentations**
Presentations, also check-in, consultation and problem solving

April 22  **Change Agent Class Presentations**
Presentations, also check-in, consultation and problem solving

April 29  **Change Agent Class Presentations**
Presentations, also check-in, consultation and problem solving

May 6  **End of the year wrap-up; evaluations; beyond graduation**
*Celebrate and reflect on yearlong learning integration of knowledge and practice, reflection on professional identity, job search and interviewing strategies*

The schedule that follows represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

**V. Course Text and Reading Materials**
Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. Some readings and exercise materials will also be handed out in seminar.
Students are expected to complete and understand all currently assigned readings in Social Work and related courses and to review past readings (e.g., the NASW Code of Ethics, LEARN@UW) to enhance ability to understand and integrate theory and methods with practice. If you do not understand or have questions about any reading or the Code, please see the class Instructor or Field Faculty, as applicable, for assistance.

All reading materials can be found on Learn@UW.

**Recommended Resources for School Social Work Students:**


2.) Dibble, Nic. School Social Work Practice Guide. DPI Publication. Provided at no cost online. See Wisconsin Department of Public Instruction Website.


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

**Assignments SW 801:** 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).

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

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

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

**The Portfolio (School Social Work Students)**
In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process. For further details, please see the School Social Work: Guide to Wisconsin Licensure. Electronic portfolios will not be accepted at this time.

**Portfolio Artifacts will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will be assessed in total when the portfolio is completed in the Spring of his/her advanced practice year in field. **DUE DATE IS APRIL 8, 2017**

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

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

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

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

**Evaluation and Grading**  
**Participation** in all field unit seminars is **REQUIRED**. Participation is measured by **amount and quality**. Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor **EARLY** in the semester if you need any assistance in this or any other areas.
Grading: Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty (me). The Field Faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a shared responsibility so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

Forty percent (40%) of the final grade will be based on the thoughtfulness and preparedness of your participation in seminar and the quality of your written assignments, which are all a part of professional behavior. Written assignments must be handed in by the specified due dates unless specific arrangements have been made with me in advance. Students are expected to attend all seminars, with reasonable accommodations being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside of Madison weather advisories encouraging travel restrictions. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s seminar content. Frequent absences from field unit meetings and/or failure to follow up may result in a grade reduction for this course. Completion of required readings and active participation in seminars, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade.

More specifically:
For professionalism (10%), field faculty will be looking for evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so.

For the written assignments, this semester (30%), field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus

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

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

**GRADE STANDARDS FOR THE COURSE:**

Grading for this class will be based on the following percentage scale:

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

A grade of “A” (consistently superior/excellent performance) will include:

* Superior/excellent progress towards achieving goals and activities specified in your learning plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D= failing, one point, may not continue in program
F= failing grade, no points
Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

FIELD SEMINAR ASSIGNMENTS (40% of final grade)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation</td>
<td>Rotating dates</td>
<td>25</td>
</tr>
<tr>
<td>Artifact 3</td>
<td>February 4</td>
<td>10</td>
</tr>
<tr>
<td>Artifact 4</td>
<td>February 25</td>
<td>15</td>
</tr>
<tr>
<td>Change Agent Presentation</td>
<td>April 15-May 6</td>
<td>35</td>
</tr>
<tr>
<td>Professional Participation</td>
<td>Ongoing</td>
<td>15</td>
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</tbody>
</table>

Total Maximum Points: 100 points

1. Case Presentation to Class (25 points)
Case presentation is to be on an individual, family, group work, or larger system program, project, or policy. Each student is expected to complete a 15-MINUTE presentation that fully engages students in the problem solving or consultation process (see “Case Presentation Criteria/Grading” form in syllabus). It is expected that the presentation would include all of the items noted on the form. Situations/problems should reflect challenges and needs of the population (e.g., intersection oppressions; human rights, social and economic injustices; and other environmental issues). The problem or issue should be one that is challenging to the seminar. It may be one that is current for which a student needs assistance or it may be one that was resolved, but would be challenging and of interest to the seminar. Practice behaviors that apply in this assignment, as appropriate to level of student, are found under several competencies, especially 2.1.2, 2.1.3, 2.1.4, 2.17 and 2.1.10. The case presentation is an extension of another assignment, sharing field and other experiences.

Depending on the situation and social work process phase(s), the responsibility of the seminar group is to respond appropriately (e.g., seek and assess data, provide perspectives, suggest culturally relevant interventions and strategies to ameliorate risk and improve the socioeconomic environments of the population). As previously noted, each presentation should be approximately 15 minutes to include time for active group consultation and problem-solving discussion. THIS IS AN ORAL PRESENTATION ASSIGNMENT SO THE PAPER THAT IS REQUIRED IS ARTIFACT #3 (SEE BELOW). THE OUTLINE, HANDOUTS, OR OTHER MATERIALS THAT WILL BE USED IN THE PRESENTATION, SHOULD BE GIVEN TO THE INSTRUCTOR PRIOR TO BEGINNING THE PRESENTATION.

2. Artifacts
- Artifact #3: Case Presentation Outline. Student should include a two-four page outline of the topic/issues they will be presenting to the class for consultation and feedback. This must be uploaded to LEARN@UW before your date of presentation.
- Artifact #4: Personal Mission Statement. Write an introduction that describes you as a master’s level social worker. What makes you “unique”, what professional approaches do you use, what professional style are you bringing to your work. Explain what an
agency/school can expect from you if they hired you. (2-4 pages). (competencies 2.1, 2.1.2 and 2.1.9)

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in their portfolio. Portfolio artifacts should be included in the portfolio that is turned in for approval second semester (SCHOOL PLACEMENTS ONLY are required to complete a portfolio for licensing second semester).

**ARTIFACT GRADING RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages long not including the cover page and the reference page.</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages long not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited; paper does not meet the minimum 2-page requirement.</td>
</tr>
</tbody>
</table>

3. **Change Agent Presentation (35 points)**

This assignment significantly expands upon the oral exercise you accomplished last semester in which you identified a tentative change agent project proposal. For this semester, you are expected to continue planning, implementing, and evaluating your proposal and project. The practice behaviors that apply to this assignment are found under competencies: 2.1.5, 2.1.8, 2.1.9, and 2.1.10.

The purposes of the assignment are to:

1) Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuals and applicable social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.
2) Develop or enhance knowledge, skills, and values regarding a macro change effort using the planned change process. (Macro level includes organizations, communities, and policy).
3) Initiate and, if possible, complete and evaluate a change effort that is effective, efficient, and
sustainable.
4) Develop or enhance knowledge, skills, and values regarding working in teams (whether the project is accomplished with other seminar students or others in the agency or community).
5) Acknowledge and share the NUMEROUS ADVOCACY & EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
6) Move the student from careful assessment to planned intervention at the mezzo and macro levels supporting a skill area of critical importance to Social Work.
7) Assist the student and field supervisor in supporting positive agency and system approaches to service delivery improvement.
8) Attune the student, field supervisor, and field faculty to learning at this level.
9) Assist the field seminar to learn.

**Presentation (Communication of your actions, outcomes, recommendations, and learning in 20 minutes):**

1) Present a needs/asset assessment with an attendant statement of the issue at the mezzo or macro level, such as organizations, the community (local, state, national or international), and policies. For example, in organizations there may be user-friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and evaluation.

2) Describe the selected issue, the actions you took within the agency to change the issue, and why you chose these actions. It is understood that agency-level interventions require inclusion and collaboration with a variety of agency staff and others. Detail your choices about personnel to be involved with the change, reasons you selected these people, and actions affecting your goal.

3) Discuss the review of relevant literature/research in which you indicate how it informs and supports your project (minimum of three professional references).

4) Describe what outcomes have occurred so far. What do you make of these changes? Specify if additional outcomes are expected soon and why.

5) Present how you evaluated or would evaluate (if time does not allow completion) the change efforts.

7) Describe the recommendations you have for the agency (on this issue) and for other students or colleagues who might wish to pursue this issue.

8) Explain what you have learned from working on this project. What actions worked well? What would you do differently to address this issue in the future?

Students will present the planned change effort in an oral report during the spring semester. An outline of the presentation will be submitted to the Field Faculty, prior to the
oral presentation, including references. Outlines to be given to class members at the start of your presentation.

CHANGE AGENT PRESENTATION GRADING RUBRIC

<table>
<thead>
<tr>
<th>Topic Selection/Research</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provides a clear and comprehensive understanding and synthesis of change agent project with strong critical thinking. Identifies how this project could be integrated in practice. Research is broad and theoretical understanding is integrated.</td>
<td>Provides a clear understanding and synthesis of change agent process. Demonstrates knowledge of related literature. Explains how project could be helpful. Research is sufficient and theoretical understanding is evident.</td>
<td>Provides a summary of change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and theoretical understanding is emerging.</td>
<td>Summary of change agent process is incomplete. Unclear description of the process and how it applies to social work. Research efforts are limited and theoretical understanding is unclear.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Presentation is done in a clear, logical format with smooth transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to class.</td>
<td>Presentation is done in a logical format with somewhat choppy transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to class.</td>
<td>Presentation is somewhat difficult to understand and follow. All sources are cited and presented to class. Summary/outline is not at least 2 pages.</td>
<td>Presentation is difficult to understand and follow. Sources are not cited and summary/outline is not complete.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Information is presented in an extremely clever and original manner; a unique approach that</td>
<td>Presentation is clever at times; thoughtful and unique with basic knowledge of change</td>
<td>Presentation has some original touches but has limited knowledge of change agent</td>
<td>Presentation has little or no creativity or lacks clear knowledge of the change agent</td>
</tr>
<tr>
<td>Appropriate Strategies</td>
<td>Truly focuses on the understanding and synthesis of the change process as it applies to social work.</td>
<td>Process that applies to social work.</td>
<td>Process that applies to social work.</td>
<td>Process.</td>
</tr>
</tbody>
</table>

### 4. WEEKLY FIELD SEMINAR

Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to get consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. **Coming prepared to share, discuss and learn, is extremely important!** Students are expected to conduct themselves in a professional manner, like what would be observed in the student’s field placement. Your class discussion, contributions, critical thinking and overall preparation are key components of your professionalism points.

**RECORD OF FIELD HOURS – DUE MAY 13th BY 5:00 PM**

Use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up, and that 800-level students must complete 320 hours for the semester. Time spent getting to your placement does NOT count towards field hours; however, time spent traveling from a field placement to sites of other placement activities during your fieldwork does apply. Your attendance at field seminars, and the end-of-semester field meeting counts towards your field practice hours.
**INDIVIDUAL MEETINGS AND OUT-OF-CLASS CONTACT**

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

I am most accessible by email, which I check daily. I will try to respond to emails within 24-48 hours. However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

**MEETINGS TOGETHER WITH YOUR AGENCY SUPERVISOR**

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

**VII. Course Expectations and Policies**

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

**Reading Assignments:** You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions and successfully complete written assignments.

**Written Assignment Policy:**
All written assignments are due at the beginning of class on the due date to the Drop Box in Learn@UW. All assignments should be checked thoroughly for correct spelling and grammar.

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor **prior** to the due date. **Unapproved late assignments may be deducted three points for each day they are late.**

**Accommodation Due to a Disability:**
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

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

The following is a list of expectations of student’s display of personal integrity:

- Critical thinking and questioning are KEY to class participation.
- Please turn off cell phones before entering the classroom. Taking calls during class time interrupts teaching and learning.
- Laptop use is for note taking only, and is subject to instructor discretion.
- Respect another person’s viewpoint with which you may disagree. Make no assumptions about a person’s background or that we all share similar experiences.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Bring your textbook to class, when appropriate.
- Read the material and be prepared for class!
- Actively participate in classroom discussion and be willing to take risks.

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

**Classroom Behavior**

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

**Technology Policy**

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

**Attendance Policy**

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

**Promptness**

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence
Absence

To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade
  - Three unexcused absences will place the student at risk for failing the course
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. This make up work will include a paper that uses readings from class to incorporate the content into practice OR may include an in-depth written analysis of case presentations. Readings may be found on the Learn@UW site for this course. This make up work may have to be redone if not all instructions are followed. The field faculty member will distribute/discuss the assignment to the student when a make-up assignment is required.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather, illness or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy

INCLEMENT WEATHER POLICY FOR PART-TIME MSW PROGRAM

Inclement weather:

- If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

- If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

A FEW OTHER TIPS FOR SUCCESS

1) Assignments should be typed and double-spaced and submitted into the Drop Box at the LEARN@UW site by date and time indicated.
2) Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks. Critical thinking and on-going challenging discussions and insight are key!
3) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments.
FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:

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

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

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

Supportive: ongoing feedback and regular evaluation are also intended to support student learning (and confidence) by giving a clear sense of abilities. Noting both strengths and weak areas, necessary to the development of competent professional practice, also serves a support function. It is the joint responsibility of the field instructor, supervisor and student to deal with learning problems early and openly, so that learning can focus appropriately on the most necessary areas.

Performance focused: Feedback and evaluation are based on the here-and-now, not on previous work or on future potential. Attention is given to what students can reasonably expect, and be expected, to know/learn/do in a particular semester or year.

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

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

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

Graduated: Expectations for student performance increase each semester.

PLAGIARISM POLICY:

Code of Ethics, Professional Conduct & Plagiarism

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

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.
The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html