Instructor Name & Title: Jeanne Ferguson, MSSW, CISW, Field Faculty and Lecturer  
Class Day & Time: Saturdays, 9:00-11:30 am  
Location: Room SMI 116  
Credits: 5 credits (PTP)  
Instructional Mode: Face-to-Face  
Canvas Course URL: [to be added when canvas is updated]  
Office hours: By appointment  
Phone: 608-658-1519 (cell phone and text)  
E-mail: jeanne.ferguson@wisc.edu

I. Course Description. 801 Field Practice and Integrative Seminar IV  
An approved advanced social work practice field placement in an area of concentration. The second course (SW 801) of the two-semester advanced field sequence.  
Attributes and Designations: This course counts toward the 50% graduate coursework requirement.  
Requisites: Declared in Master of Social Work Program  
How Credit Hour is Met: The credit standard for this course is met by an expectation of a total of 320 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor/student meeting times (Saturdays for 2.5 hours over 14 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 18-20 hours of field work in the community as part of the course requirement.

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 family 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.

Advanced generalist year students spend 20-22 hours per week, including the integrative seminar, for a total of 320 hours per semester. For field placement purposes, the semester is considered 15 weeks. The 15 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, they may choose to work with their agency supervisor to spend more hours in earlier weeks. Please note the number of seminars is 14 at 2.5 hours for each seminar for a total of 35 hours.

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 beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, all classmates, the agency supervisor, and the field faculty member to continue each student’s educational experience until May 2019. 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. All settings provide opportunity to learn advanced generalist social work roles.

III. Course Competency Descriptions and Dimensions (Field and Seminar)
Field education is comprised of two interrelated components: 1) The field placement, and 2) the Integrative Seminar. Together, these elements are the means by which students become competent practitioners at the advanced generalist (800-801) level.

The Integrative Seminar provides students with regular opportunities for integration of course content and field experiences. The integrative seminar connects the theoretical and conceptual content of the classroom with advanced generalist (800-801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, we examine practice problems in the context of social work values and how we professionally think and feel (cognitive and affective processes) incorporating each of the identified social work competencies listed in Appendix A of the syllabus.
In seminar, a generalist perspective is used to analyze and reflect on advanced social work (800-801) practice situations students encounter in their placement. The generalist practitioner combines multidisciplinary knowledge bases, problem analysis skills, and multiple practice methods to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research. The advanced generalist perspective builds on generalist practice adapting and extending the knowledge, values and skills to address more complex direct practice situations and to be reflexive social work leaders capable of addressing unique, ambiguous, unstable and complex situations.

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help student demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.

In placement, students demonstrate mastery of a set of behaviors tied to advanced practice social work competencies that are related to the mission and goals of social work. The behaviors associated with the competencies addressed in this field course may be found in “Student Learning Plan” and the “Evaluation Instrument” found in Appendix B.

IV. Course Content
Time: 9:00-11:30 a.m. Saturdays, with one break

Week 1: January 26  **Semester Expectations & Social Work Ethics and Strategies**
- Welcome Back!
- Semester Two Syllabus & Assignments Review; sign-up for Student presentations
- Learning Plan Discussion for semester two
- NASW Code of Ethics - 2018 updates, discussion and in class activity
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving

  *In Class Activities related to NASW code of Ethics and Ethical Decision Making*

Required reading:
NASW Code of Ethics (revised 2018)

Week 2: February 2  **Systems Change - Poverty, Social Class, Perceived Oppression**
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
- In Class Discussion of The School of Social work ‘Community Read’ book: *So You Want to Talk About Race* by Ijeoma Oluo.

Students will come prepared to discuss the deeper issues raised in this book, especially in relation to white privilege, the intersection of poverty, social class, childhood trauma, and drug abuse.

*Signed Learning Plans DUE - February 3 - uploaded to the Canvas site*

Week 3: February 9  **Sex Trafficking and Commercial Sexual Exploitation with children and youth; overview of trafficking and how to recognize and identify cases**
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
- In class discussion of video, *Very Young Girls Broadband*
  https://vimeo.com/60571430


**Artifact #3 Summary Outline of case presentation. DUE FEBRUARY 9** (See description later in syllabus).

Week 4: February 16  **Social Work Practice and Social Justice**
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
- Class discussion of movie, “13th” on Netflix- view on your own before class. Analyze the various forms and mechanisms of oppression historically in the United States and recognize how it relates to the intersection of privilege and power.
• Student discussion and in-class activities to evaluate impact of systemic racism and policies that perpetuate discrimination in the United States

**Required Viewing before class:** Documentary: “13th” on Netflix


Please watch the documentary video, "13th" on Netflix or elsewhere. Description: An in-depth look at the prison system in the United States and how it reveals the nation's history of systematic racial inequality. Documentary on Netflix. (If you have any difficulty locating or viewing this, please let me know ahead of time so I can help you locate it or arrange a viewing for you).

---

**Week 5: February 23**  
**Professionalism in various social work settings. Jenny to meet with School Social Work placed interns for final portfolio discussion. Jeanne to meet with students placed in Public, private and community agencies.**

• Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
• In class “Choice activity”: Students chose discussion from Final portfolio discussion for School social work students, or Interview question practice for jobs and for guest panelist presentation for Week 6

---

**Week 6: March 2**  
**Social Work Job Interview Skills-pitfalls and suggestions.**

• Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
• **Guest speakers:** Gina Aguglia, MMSD Lead School Social Worker, and Nancy Ortegon-Johnson, Staff Development Manager from Dane County Human Services. Jenny’s and Jeanne’s classes will meet together on this day to hear the guests speak and to ask questions, then will separate again for ‘Check-in’.

---

**Week 7: March 9**  
**Case Review Presentations begin: Student Led Activity**

• Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
• 15 Minute presentations by each student that fully engages students in the Problem-solving or consultation process. (See syllabus and Canvas for criteria and grading).
Spring Break: March 16  **No Class: Enjoy your Break!**

Week 8: March 23  **Case Review Presentations (cont.)**  
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving  
- Student led 15-minute case presentations, continuing

**Artifact #4: PERSONAL MISSION STATEMENT.** Write an introduction to a prospective employer that describes you as a master’s level social worker.  **DUE MARCH 23**

Week 9: March 30  **Case Review Presentations (cont.)**  
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving

- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving  
- In class discussion about the upcoming NASW Advocacy Day and pending State and National legislation

**Portfolios Due for School Social Work Students (4/6)**

**Recommended Wednesday Event:**  **April 10: NASW 2019 ADVOCACY DAY**  
Please consider this event you are invited (and encouraged) to attend, if possible. This will count for field hours (as long as you pre-approve your attendance with your supervisor). Below is a link to the website that provides additional information. This takes place in Madison at the Masonic Center on Wisconsin Avenue, and is an all-day event (morning is discussions/workshops; afternoon is time to meet with your Legislators to talk about current ‘hot-topics’ such as gun violence prevention legislation, the Child Victim’s Act, the State Budget, the Caseload Size/Supervisory Ratio Bill and Redistricting and others).  **http://www.naswwi.org/legislative-advocacy-political-actio/2019-advocacy-day/**
Week 11: April 13  **Professional Consultative issues; focus on Internship closure steps**
- Check-in: Field Issues/Situations for Consultation/Collaborative problem solving
- Discussion of steps for closure in internships

Week 12: April 20  **Change Agent Poster Presentations- all PTP Field students**
This event will take place at Union South, and will allow all PTP students to present their posters, receive feedback, and learn from each other. The School is paying for the professional posters to be created prior to this day. (The FTP students will be presenting their posters at the Marriott West on Friday, April 19th. You are welcome to join them if you wish, to see their presentations and participate in the program that day.) (NOTE: There may be additional details of the timing for this day later in the semester, e.g. whether we’ll meet in our usual space first, etc.)

Week 13: April 27  **CAPE evaluation (in class)**
- Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 14: May 4  **End of the year wrap-up; course evaluation; beyond graduation**
- Final Check-in: Field Issues/Situations for Consultation/Collaborative Problem Solving
- *We’ll celebrate together and reflect on yearlong learning integration of knowledge and practice, reflection on professional identity, job search and interviewing strategies*
- *Food (of course)*

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 light of these factors.

V. **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. Additional relevant readings may be provided by the field faculty member throughout the semester. The readings and exercises are available on the course CANVAS site. Students are also expected to read relevant practice material available in their agency placement as requested by their Field Supervisor. All readings required by your Field Supervisor may not count as placement hours, however.

It is anticipated that students will be exposed to new substantive areas in the field that they will need to learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.

Recommended Resources for School Social Work Students:


Also recommended for all Children, Youth and Families Students:


VI. Evaluation: Assignments, Grading and Methods
Assignments and Expectations 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, the Writing Lab, 6171 Helen C. White Hall. Carefully review the syllabus, assignments, expectations and evaluation criteria for this semester. Immediately ask the field faculty member and/or agency supervisor, as applicable, about any information, assignments, expectations, or instructions you do not understand.

Learning Plan
Your learning plan draft is due by the date indicated in the course schedule. Final learning plans must be approved by field supervisors and field faculty and signed by all: students, agency supervisors and field faculty. The School and the field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” 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 their advocacy work for the supervisor’s review and feedback.” This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). The “methods to observe and demonstrate achievement” must be connected to the nine competencies.

The learning plan for this your final semester of Graduate school, is sometimes referred to as a “learning contract”. It is a critical document that provides your final framework for learning goals and practice skills that you will work towards throughout the semester in your last field placement. A learning plan is written each semester and outlines learning opportunities, activities, and responsibilities of the student and agency supervisor. The learning plan will be used to guide your fieldwork and evaluate your progress at the end of each semester. This learning plan is meant to be an organizational aid to help initiate, plan, and update/revise your field experience. It is not intended to be a substitute for regular supervisory contact and educational consultation with faculty and professional staff. Students needing assistance in completing it should contact the field faculty member. Please include realistic goals and possible strategies to achieve them rather than goals that sound great on paper, but are unlikely to be met.

Integrative Seminar
There is a required weekly seminar with fellow students and your field faculty member. The seminar is used for integrating theory and practice by using faculty and peer consultation about practice problems and issues, offering faculty instruction and student presentations, hearing guest speakers and other learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.
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 various agency placement settings, populations-at-risk, and human rights issues, active participation is critical to learning about various perspectives and social work in public and private child welfare agencies. There will be time set aside each week for you to talk about your field experience and issues that you are encountering, both to seek consultation around challenges you are experiencing and to enhance each other’s learning. Coming to seminar prepared to share, discuss and learn, is extremely important. Students are expected to conduct themselves in a professional manner, contribute ideas and responses to your classmate’s dilemmas, and be sensitive to each other’s needs similar to what is expected in your field placement.

The seminar is designed to support the integration of academic course content in the generalist curriculum and practice experience in the field pertinent to social work practice with children, youth, and families. Theory and concepts learned in other courses and seminar are integrated with practice opportunities in field, fostering the implementation of evidenced-informed practice. Faculty and students share responsibility for: identifying practice problems and issues arising in field work; providing a supportive environment for group input, offering active consultation and problem solving and integrating theory and methods course content into the direct and/or indirect practice framework. Emphasis is upon ethical solution-building and multi-method, evidenced-informed interventions with consultation, support, and teamwork involving students, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest lectures, group discussions, case presentations, peer consultation and support, and readings.

**Participation and Professionalism**

Quality participation includes the ability to look at oneself and critically analyze strengths and areas for growth. Participation and professionalism in all field unit seminars is required. 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, especially those who process information more deliberatively prior to speaking up. IF you have a learning style that makes it very difficult to contribute in a fast-paced in-person environment, please let me know and I’ll create an additional way for you to demonstrate your comprehension and application of the content being addressed. In addition, we can plan together for how you can adapt to that environment in ways that allow your contribution in real time, without everyone being aware of a particular accommodation.
Professionalism includes being prepared and mentally and emotionally present in every class. It includes arriving on time. The policy for this course is to deduct points each time you are late to class unless the reason for your tardiness is deemed acceptable by me. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. Your participation also involves the ability to discuss challenges occurring in your and your peer’s field placement in a manner that allows candid sharing, in safety, and allows us all to learn from our own and others’ experiences. We are not all perfect practitioners every minute. We all do and will make mistakes. The gift of this seminar is to be able to share our strategies and construct alternatives that will work better next time. This creation of a safe environment includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be acceptable. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were present in the room. Students should demonstrate curiosity, a sense of humor, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see me early in the semester if you need any assistance in this or any other areas.

The Portfolio (School Social Work Students only)
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. Please NOTE: Because I am not licensed as a School Social Worker, Jenny Braunginn will continue to review and advise you about the content of your Portfolio during this final semester.

Portfolio Artifacts will be created by the student throughout the year and 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 at the end of this Spring semester, 2019. Portfolio DUE DATE: APRIL 6, 2019

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 or phone text messages, which I check daily. I will respond to emails within 24 hours during the
business week (Monday thru Saturday). 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.

**Supervision, Consultation, and Evaluation**

Students have three sources of supervisory guidance, consultation and evaluation: your placement agency supervisor, your Field faculty (me), and your peers in our seminar group. The required weekly field 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. Each student will complete a field learning plan reflective both of the competencies and their particular learning needs. Students are responsible for defining and achieving the competencies and behaviors suggesting, organizing, and documenting activities; and fully participating in the field instruction process. Students are required to receive weekly supervision from their agency supervisor, and in the event that your assigned supervisor is ill or unavailable, the Agency is responsible for providing you with a substitute contact for your supervision needs. It is your responsibility to make sure you obtain that alternative supervision. 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.

**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. Prior to the end of this, your final semester, you and I will meet with your agency supervisor at the placement agency for evaluation of your work in your 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, before our end-of-semester meeting.

Use of supervision includes being prepared for discussions or meetings with your supervisor as well as other professionals in the agency. Preparation will include critically thinking about and being ready to discuss and process the following:

- issues, situations, challenges, opportunities, and/or successes experienced in practice;
- what you have done or would do (e.g., options, interventions) in addressing issues or concerns and any specific questions you have regarding addressing the matter;
- the learning plan (e.g., reviewing progress on a couple methods of achievement and its respective competency each time);
- seminar discussions and assignments, including the practice questions of the week; and
- other topics for discussion identified by the field faculty member, agency supervisor, or student

You will also be meeting with your supervisor for a mid-term evaluation. See the section on evaluation and grading for more information. For more information on supervision, consultation and evaluation and educational roles, including those of students,
please see below and the Field Education Handbook, section I.

**Your Agency Supervisor** has the following responsibilities:
1. Participate in student selection/placement process prior to Field placement assignments.
2. Work with student and School of Social Work faculty in development of learning plans and supervisory arrangements.
3. Orient student to agency, work unit, and practice area.
4. Provide ongoing, ethical practice supervision that demonstrates client respect and service at its core.
5. Possible teamwork with student to model effective practice with families and children.
6. Provide excellent professional role model.
7. Consult with student on professional growth and development.
8. Provide student with ongoing constructive criticism and final evaluation.

**Your Field Faculty** has the following responsibilities:
1. Responsible for student selection and community placement prior to Field placement assignments.
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 practice content.
4. Share in ongoing practice supervision/consultation and help student integrate seminar content with placement experience.
5. Provide excellent 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 practice effectiveness.
9. Evaluation and grading, combining Field supervisor and Field faculty grades.

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 solution building 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.
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 your 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, (e.g. 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 seminars 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%), I will be looking for evidence of thoughtful reading of assigned materials, curiosity, probing questions, 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%), I will be looking for thoroughness in all of the elements noted earlier in this syllabus.

NOTE: 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 me of your plan to complete the hours).

Sixty percent (60%) of your grade is based on actual fieldwork considering the degree to which the competencies are met through measurable practice behaviors, including your performance in the classroom and in the field. Your demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in your final grade. Final responsibility for grading you in the placement rests with the Field Faculty. However, considerable weight in grading will be given to your agency supervisor’s assessment of the progress you have made in fulfilling the stated competencies and the quality of your 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 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.

Towards the end of this final semester, you, your agency supervisor and I will meet together to evaluate 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. Please be sure that you and your supervisor have a copy of the evaluation form and have shared the information with each other prior to our joint meeting.

The following components will be assessed based on the student’s performance:

End of semester evaluation instrument:

- **Utilization of supervision** (listens to, accepts and incorporates critical feedback; ability for self-reflection and open discussion of challenges; appropriately seeks consultation with asking questions, sharing concerns and ideas; preparedness for supervision meetings)
- **Participation in field placement activities** (taking initiative to seek new learning opportunities; shows motivation; appropriate interactions with other staff; ability to work within an interdisciplinary team)
- **Cultural and ethical components of field practice** (displays cultural curiosity and humility with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)
- **Clinical documentation** (ability to work with the field placements required information systems/technology; content of notes; clinical language; thoroughness, timeliness)
- **Professionalism** (reliability; thoroughness; organization; adhering to personal and professional boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; appropriate attire; uses professional judgment)
- **Attendance and timeliness** (in seminar and in field)

Practice Skills:

- **Engagement skills** (engages well with clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)
- **Assessment and skills** (ability to gather relevant information that includes strengths and challenges; ability to articulate a comprehensive formulation; conceptualization skills)
• **Planning and goal setting** (ability to develop a clear plan *with* clients, with specific goals and observable, measurable objectives for the client and yourself)

• **Intervention** (ability to implement client centered and selected interventions in line with goals and objectives; ability to understand and incorporate best practice interventions that are likely to be successful because the client has been engaged in the identification of the goal)

• **Evaluation** (ability to evaluate interventions and progress toward goals; create strategies to address deficiencies within the goal or of the mechanism for achieving success by client or self; ability for self-reflection on performance)

**GRADE STANDARDS FOR THE COURSE:**

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

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

The following are grading standards for the course:

A grade of “A” 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 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

Note about grading: Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on
(1) the extent to which you respond to assignment objectives,
(2) the quality of your writing (to include grammar and spelling, organization, and clarity),
(3) your ability to demonstrate critical thinking, and
(4) your level of effort and engagement with the course and assigned material. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above and I will give your appeal my careful attention.

Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

**Weekly Seminar (40% of Final Grade) Grading scheme - SEE ALL GRADING RUBRICS BELOW**

<table>
<thead>
<tr>
<th>Professionalism/Critical thinking &amp; Class</th>
<th>Ongoing</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Presentation</td>
<td>Rotating dates</td>
<td>25 points</td>
</tr>
<tr>
<td>Artifact 3</td>
<td>February 9</td>
<td>10 points</td>
</tr>
<tr>
<td>Artifact 4</td>
<td>March 23</td>
<td>15 points</td>
</tr>
<tr>
<td>Change Agent Presentation</td>
<td>April 20</td>
<td>35 points</td>
</tr>
</tbody>
</table>

Total Possible Points: 100 points

**Case Presentation to Class (25 points)**
Your case presentation is to be organized around an individual, family, group work, or larger system program, project, or policy. You are each expected to complete a 15-minute oral presentation that fully engages fellow students in your problem-solving/solution-creating or consultation process. It is expected that the presentation will include all of the items noted in the point structure/grading rubric box below. The situation you choose should reflect challenges and needs of the population you’re serving (e.g., intersection
oppressions; human rights, social and economic injustices; and other environmental issues). The problem or issue should be one that will be challenging to the seminar group as well as to you. It may be one that is current for which a student or client you’re still working with needs assistance, or it may be one that you have resolved already, but which was challenging from the get-go and that solution will be of interest to your seminar colleagues.

Depending on the situation and the phase you’re in with that challenge (in real life), the responsibility of the seminar group is to respond appropriately (e.g., seek data from you and assess it, provide new/different perspectives, suggest culturally relevant interventions and strategies to ameliorate risk and improve the socioeconomic environments of the population, etc.). As previously noted, each presentation should be approximately 15 minutes, and then an additional 10 minutes to include time for active group consultation and problem-solving discussion. Please be sure to include a reason for sharing your selected challenge: e.g. you need suggestions to move forward, you learned something very meaningful about your practice, you learned something about yourself, etc. What you share will determine how your colleagues can offer useful or reinforcing responses.

NOTE: This is an oral presentation to be delivered during seminar. The ‘paper’ portion, e.g. outline, that is connected to it, is the ARTIFACT #3 below, that will be handed in to me prior to you beginning your presentation, either via email or in person, and it will be graded separately (see rubric below). If you want your colleagues to have a copy of something, please make the copies yourself, or let me know ahead of time that you’ll need them and I’ll see that they’re made. But you’ll have to get them to me IN ADVANCE of seminar day if this is what you need.

<table>
<thead>
<tr>
<th>Grading Rubric/Criteria for Oral Presentations: - 25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 points) Identified a challenging situation/problem area; practice areas/competencies/ethics for consultation and solution-creation. Provided clear information about interventions tried thus far and what might still be missing.</td>
</tr>
<tr>
<td>(6 points) Engaged and challenged classmates in solution building/problem-solving and consultation process; appropriate questions/areas for suggestions from group clearly requested.</td>
</tr>
<tr>
<td>(6 points) Provided sufficient background information/introduction about agency, program or organization; diversity of population at-risk; how and why at-risk; references from readings/research/internship data.</td>
</tr>
<tr>
<td>(7 points) Overall quality of presentation (e.g., organized, clear, understandable, stayed within 15-minute time frame.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS: 25**
**Artifacts:**

1. **Artifact #3:** Case Presentation Outline. You will present a two-to-four page outline of the topic/issue you will be presenting to the class for consultation and feedback. This must be uploaded to CANVAS before 9am the date of your presentation, or handed to me in person prior to your in-class presentation. This outline must address all issues listed in your case presentation to class.

2. **Artifact #4:** Personal Mission Statement. The purpose of this assignment is to write a precise personal mission statement that describes your mission and goals as an MSW Professional Social Worker. This assignment has several questions to answer (see rubric below) about your professional purpose and goals and finalizes with a brief personal mission statement that can be used in your resume and future job interviews. Our hope is this task will help you identify the values, goals and aspirations that you carry with you into your job search or your sense of where your future may lie in your current job. Knowing what is important to you, and what provides a sense of meaning to your work life will support your career choices as you move forward.

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge and values for all students, and they also adhere to the Wisconsin State Licensing Standards for School Social Workers. For School Social Workers only: these should be included in the portfolio that will be turned in for approval during this final semester of your MSW studies.

**Artifact Grading Rubric - overall**

<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 page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited; paper does not meet the minimum page requirement.</td>
</tr>
</tbody>
</table>
**Artifact Grading Rubric - Specific**

**Artifact #3 - Case Presentation Outline-Specific Grading Criteria -10 points**
Length of Outline is 2-4 pages
(2 points) Introduction/background information
(2 points) Concerning issues/situation/presenting needs
(2 points) Interventions tried thus far by social worker
(2 points) Questions for class discussion/ideas and interventions
(2 points) References/research (at least 2 sources). Can be research or references from academics or from internship interviews/conversations/notes.

**Artifact #4 - Personal Mission Statement- 15 points**
The purpose of this assignment is to write a precise personal mission statement that describes your mission and goals as an MSW Professional Social Worker. This assignment has several questions to answer first about your professional purpose and goals and finalizes with a brief personal mission statement that can be used in your resume and future job interviews.

A. Questions to answer- 8 points
- **What am I all about?** What am I known for? What do I want to be known for? What do I value above all else as a social worker?
- **Who inspires me most, professionally, and why?** Refer to people you know personally in everyday life or those with whom you are familiar through history, readings or media.
- **What does ‘the best’ look like for me?** ‘The best’ means a life where you are creating as much value for as many people as possible as a social worker. How do you show your ‘best’ in your work?
- **How do I want to act?** How do I want people to describe me? How do I want people to feel when around me and working with me?
- **What will be my contribution?** How and to whom do I want to be of service?

B. Personal mission statement (determined from focusing on the above questions). – 7 points
- No more than one paragraph in length. This should summarize your style, goals and contributions to the world as an MSW professional social worker.
**Change Agent Assignment (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, executing, and evaluating your proposal and project.

**A. The purposes of the assignment are to:**
- 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.
- Develop or enhance knowledge, skills, and values regarding a macro change effort using the planned change process. (Macro level includes organizations, communities, and policy).
- Initiate and, if possible, complete and evaluate a change effort that is effective, efficient, and sustainable.
- 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).
- Acknowledge and share the numerous advocacy and empowerment opportunities, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
- Move you from careful assessment to planned intervention at the mezzo and macro levels supporting a skill area of critical importance to Social Work.
- Assist you and your field supervisor in supporting positive agency and system approaches to service delivery improvement.
- Attune you, your field supervisor, and me to learning at this level.
- Assist your field seminar colleagues to learn.

**B. Change Agent Presentation, basic areas to address**

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 citations).

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.

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

7. **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?

**Grading Criteria for Poster Presentation - 35 points**

Poster Presentation at Union South (*Visual and Verbal Report* of your action, outcomes, recommendations, and learning):

- Concise introduction to the identified issue - Advocacy and empowerment aspects; addresses social justice issues (as indicated in syllabus) (**3 points**)
- A brief description of the needs/asset assessment was provided with a statement of a practice issue or problem at the mezzo and/or macro levels (**4 points**)
- Actions taken within the agency to address the selected issue and why these specific actions were taken (**4 points**)
- Outcomes or results that have occurred thus far, and the student’s presentation demonstrated critical thinking in interpreting those results. Student specified if there are additional outcomes expected in the near-future and why (**5 points**).
• How the student evaluated or would evaluate the change effort, and showed evidence of incorporation of specific principles of social work research and evaluation (4 points).
• What the student has learned from the process (including what they would do differently next time) and recommendations (and clear rationale for the recommendations) or the agency (on the change agent issue) or for other students pursuing this issue (4 points).
• A concise review of relevant literature/research in which they indicated clearly how the research informed their practice in this project (minimum of three sources) (4 points).
• Poster was professional, organized, visually appealing and clearly outlined the key elements of the project (4 points).
• Professionalism was demonstrated through preparation, presentation and response to questions by classmates and faculty (3 points).

Total Points Possible: 35

<table>
<thead>
<tr>
<th>Change Agent Presentation Grading Rubric - overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Selection/Research</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Provides a very brief 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>
</tr>
<tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Poster presentation is</th>
<th>Poster presentation</th>
<th>Poster presentation is</th>
<th>Poster presentation is</th>
</tr>
</thead>
</table>

24
<table>
<thead>
<tr>
<th></th>
<th>done in a clear, logical format with smooth transitions between topics. All sources are cited and presented in written format.</th>
<th>is done in a logical format with somewhat choppy transitions between topics. All sources are cited and presented in written format.</th>
<th>somewhat difficult to understand and follow. All sources are cited.</th>
<th>difficult to understand and follow. Sources are not cited and poster information is not complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Information is presented in an extremely clever and original manner; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to social work.</td>
<td>Presentation is somewhat original; creative and unique with basic knowledge of change process that applies to social work.</td>
<td>Presentation has some original touches but has limited knowledge of change agent process that applies to social work.</td>
<td>Presentation has little or no creativity or lacks clear knowledge of the change agent process.</td>
</tr>
<tr>
<td>Appropriate</td>
<td>There is an ability to describe and synthesize the social work change process and can focus on the best aspects to create a unique approach to social work practice. Knowledge of related literature shows the relevance to social work and application.</td>
<td>There is an ability to describe the social work change process and choose some aspects to create an approach to social. Knowledge of related literature shows the relevance to social work application.</td>
<td>There is a limited ability to describe social work change process. Description of related literature does not make connection to social work practice or this issue.</td>
<td>Social work change process is not described clearly and there is no attempt to choose best practice approach. Related literature is not explained adequately.</td>
</tr>
</tbody>
</table>

**ALL Written Assignments Total Maximum Points:** 100 points
Weekly Field Seminar: 15 points
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.

Learning Plan
In the learning plan, students, in collaboration with agency supervisors and field faculty, identify the methods by which course competencies and behaviors will be met and measured. The learning plan needs to be specific, individualized and can be changed over time. Please use the format for the learning plan that is provided on the Canvas site. The learning plan provides the required behaviors for each competency in column one. The student will need to formulate methods for observing and demonstrating achievement of each behavior in column two. The methods should be specific and observable, and should include what your supervisor will do to support and observe your progress toward the behavior. Column three in the learning plan will be completed by the supervisor at the end of each semester to evaluate the student’s mastery of each behavior. In section VI. Supervisor/Student Plan Schedule you should describe your plan for the weekly one hour of supervision. In section VII. Self-Care Plan please provide a description of how you will engage in self-care practices throughout the semester.

*Establish at least one specific method of achievement to be observed and met at your placement agency that is aimed at furthering your development of skills in each of the nine competency areas.

Each method to observe and demonstrate achievement should be clearly written and followed by:

a) A description of experiences and methods you will use to reach the identified behavior
b) A description of what your agency supervisor will do in support of the identified behavior
c) A statement that describes how you, your agency supervisory, and I will know that each behavior has been met.

You will submit an unsigned electronic draft of the learning plan to their field instructor via the Canvas site. I will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, you will review the final draft with your agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to me in class as stated above. You should also provide your supervisor with a copy of the final plan.

NOTE: This is a significant but ungraded assignment and is a requirement to complete the course.
**Record of Field Hours**
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 in-home sessions or community meetings or to sites of other placement activities during your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours.

This is an all-or-nothing expectation. If hours are not completed and arrangements for completing your hours have not been made in advance with me, or if the Record is not submitted on time, passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures. This ‘log’ is required of the School for both accreditation and IV-E documentation, so it is required of students and faculty for accountability purposes.

**VII. Course Policies**

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

**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 by the beginning of class on the due date, uploaded to the CANVAS course site. 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. Students who are requesting an accommodation due to a disability are expected to inform the field faculty member and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might include sudden or chronic illness, strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You have a right to be heard about any issues that are interfering with your ability to do the work you are at the UW to do. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting www.uhs.wisc.edu. Help will be available.

Other student support services and programs include:
• Multicultural Student Center https://msc.wisc.edu/
• Gender and Sexuality Campus Center https://lgbt.wisc.edu/
• Dean of Students Office https://www.students.wisc.edu/doso/

There are also resources for reporting and responding to incidences of bias and hate on campus:
• https://students.wisc.edu/doso/services/bias-reporting-process Report:
• Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
• uwpd.wisc.edu UW-Madison Police Department:
• Office of Equity and Diversity: www.oed.wisc.edu/

You may also report hateful experiences or incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that the University can meet their needs and ensure their safety.
Confidentiality:
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Academic Misconduct:
Please note the following definition of academic honesty. “Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student’s own academic efforts. UWS14.03 cites that (among other things) Academic Misconduct Subject to Disciplinary Action includes an “act in which a student seeks to claim credit for the work or efforts of another without authorization or citation”. Examples include, but are not limited to: “cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source, using another person’s ideas, words or research and presenting it as one’s own by not properly crediting the originator, etc. See the more detailed notation about Plagiarism, below.

Classroom Behavior
Students are expected to maintain a high level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom and field will not be tolerated. What constitutes ‘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, ignoring fellow students who are speaking, muttering to another or laughing at a fellow students comments, 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.

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. If you have a personal event going on that requires you be accessible during class, please let me know at the beginning of class, and take the emergency calls outside the classroom.
- 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 every student’s right to be heard.
• Demonstrate a capacity to accept and embrace diversity.
• Read the material and be prepared for class.
• Actively participate in classroom discussion and be willing to take risks.
• Display qualities of an active learner, including taking notes when appropriate.
• Actively and constructively participate in classroom and field site discussion.
• Use thoughtful, respectful language in all verbal and written communications with classmates, field faculty, and your agency supervisor/colleagues.
• Solicit and incorporate feedback when there are questions about performance
• Both in the classroom and in the field placement, proactively seek clarification (prior to assignment due dates) if guidance or assistance is needed.

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

Technology in Class:

PLEASE NOTE: This is a change from last semester. I have noticed that many of you, although not all, refer to your phones (scrolling for minutes on end) and computers frequently during class regardless of whether someone is speaking. That might suggest that the speaker or what they have to say is not important and that they don’t have interesting content or opinions to share. It also can prevent active listening and respectful interaction. I don’t use my phone in class when you’re speaking, and I’m just as dependent on it as you are.

So, I am asking that cell phones, computers, iPods, iPads, and any other electronic devices are not to be used during seminar, unless they are used as part of a presentation or as a reference tool that I request you access. Specific arrangements to use devices can be made with me individually or by consensus in class during the first class meeting. If you routinely take notes during class, that will be acceptable if you take care to be attentive to others who are speaking.

Breaks are designed to allow us all to check your media feeds and respond to important calls as well as to walk around and get some food or drink. 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 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.
Class attendance is required of all students. *Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.* In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be noted at the beginning and end of each class and I will routinely note your level of participation.

- **If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester.** Three points will be deducted from your grade for each unexcused absence incurred.
- 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 to compensate for missed class time.
- **Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.** This make up work may include a short 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 CANVAS 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 with 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 **please email me PRIOR** to class to be considered for an *excused* absence.

**INCLEMENT WEATHER POLICY FOR PART-TIME MSW PROGRAM**

~ 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 s/he cannot safely travel to reach the class site, the student must contact the instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed and completing any written work that is assigned to demonstrate the absorption of that material.

**A Few Other Tips for Success**

1.) Assignments should be typed and double-spaced and uploaded into the CANVAS course site by the date and time indicated in the syllabus.
2.) Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class conversations and be willing to take risks. Critical thinking and on-going challenging discussions and insight are key to everyone’s successful learning.
3.) Listen respectfully to colleagues when they’re speaking and contribute to a robust discussion by offering responsive and challenging comments or questions.
4.) Spelling and grammar will be graded. Please, please, proofread your work. You will be judged professionally by the quality of your written communication. Please assume that all the texting abbreviations that we are all used to using on our devices are NOT acceptable in papers or reports written as a professional social worker in any setting. The writing center is available on campus to assist with written assignments. They are wonderful and really help improve your writing skills.

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 it is ongoing. It should occur in supervision; can be part of field unit meetings and other contacts. Whenever you feel instructions or expectations for a task are unclear, it is a good idea to ask for feedback from supervisor and field instructor immediately.

*Purposeful*: ongoing feedback (and 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 your learning (and confidence) by giving a clear sense of your demonstrated 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 of improvement.

*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 you 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 purposes. While some feedback may also be useful to personal life, this is not the intent of field course feedback you’re your 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, your 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 your performance increase each semester, leading to expected performance at a MSW level by the end of your last program semester.

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. **NOTE:** I have discovered plagiarized work in several classes, so please don’t assume I will not read what you submit and take the chance to slide it past me. I am someone who reads every single submission. I will follow-up to check your work if it seems too-good-to-be-true, or too slick for typical student work, or suddenly very different from your usual writing style. If I find that you have not correctly cited your work or given credit to sources that deserve credit, I will immediately bring it to your attention and ask for a revision at the very least.

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](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](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

### Appendix A

<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All: Field practicum, class activities, participation in field seminar discussions</td>
</tr>
<tr>
<td>2.1.1: Demonstrate ethical and professional behavior</td>
<td>Each seminar week: class consultation, check-in and problem-solving along with lecture, reading assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. Evaluate ethical dilemmas related to problems and issues in the area of children, youth and families while discussion scenarios in relation to ethical decision-making model in various situations &amp; NASW code Apply principles of critical thinking in relation to ethics in social justice work Artifact #3: Personal mission statement</td>
<td>Week 1 &amp; 5 Weeks 2, 4 &amp; 10 Week 7</td>
</tr>
</tbody>
</table>

Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and...
continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.

<table>
<thead>
<tr>
<th>2.1.2 Engage Diversity and Difference in Practice</th>
<th>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize 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, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Each seminar week: class consultation, check-in and problem-solving along with lecture, reading assignments and group discussion related to dimensions of diversity issues in working with children, youth and families in various settings and the intersectionality of multiple factors affecting diversity in relation to race culture, gender, sexual identity, poverty and privilege.</td>
</tr>
<tr>
<td>Student case presentation to class</td>
<td>Impact of various diversity issues on social justice work</td>
</tr>
<tr>
<td>Change agent presentation &amp; outline</td>
<td>Historical impact of social policies and laws on racial issues and current programs</td>
</tr>
<tr>
<td></td>
<td>Change agent presentation &amp; outline</td>
</tr>
<tr>
<td></td>
<td>Mid and end of semester evaluation and learning plan with supervisor and field faculty</td>
</tr>
<tr>
<td></td>
<td>Each seminar week: class consultation, check-in and problem-solving along with</td>
</tr>
</tbody>
</table>
Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

| lecture, reading assignments and group discussion related to dimensions of human rights in working with children, youth and families in various settings and the intersectionality of poverty, social justice, theory and policies. | activities, participation in field seminar discussions |
| Identification of inequities of access to programs and strategies to eliminate oppression |
| Case presentations |
| Understanding risk factors for children, youth and families in relation to specific issues: |
| -discrimination |
| -sexual exploitation and sex trafficking |
| -poverty & AODA issues |
| -overall oppression issues and programs |
| Change agent presentations & outline |
| Evaluations-mid semester and final |

Week 2, 4 & 10
Weeks 7, 8 & 9
Week 2 & 4
Week 4
Week 11
Weeks 10, 11 & 12
Weeks 12
Weeks 12, 13 & 14

2.1.4: Engage in Practice-informed Research and Research-informed Practice

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate

| Each seminar week: class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to dimensions of evidence-based methods and practices and research in working with children, youth and families. |
| -ethics & boundaries |

Week 1 & 5
that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice

| -community organizing and social programs  | Weeks 2, 4 & 8 |
| -sex trafficking research               | Week 4        |
| Case presentations to class             | Weeks 7, 8 & 9 |
| Change agent project & presentation     | Week 12       |
| Mid and end of semester evaluation and  | Week 11, 12 & 13 |
| learning plan with supervisor and field faculty |

<p>| 2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area. | Each seminar week: class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussions related to local, state and national policies and policy implementation in working with children, youth and families -school to prison pipeline and related regulations and policy impact, racism &amp; discrimination -commercial sex exploitation issues and policy implications -social programming in specific settings -critical thinking skills &amp; ethics -mental health issues Discussion of policy development, implantation and change (involving the above stated policies) | All: Field practicum, class activities, participation in field seminar discussions |
| | | Week 2 |
| | | Week 4 &amp; 5 |
| | | Weeks 2, 4, 10 |
| | | Weeks 1, 2 &amp; 11 |
| | | Weeks 3 &amp; 4 |</p>
<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>Weeks 2, 7, 8 &amp; 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Boundaries</td>
<td>Weeks 1, 2 &amp; 10</td>
</tr>
<tr>
<td>Mandatory Reporting</td>
<td>Weeks 1 &amp; 3</td>
</tr>
<tr>
<td>Immigration Issues</td>
<td>Weeks 2 &amp; 4</td>
</tr>
<tr>
<td>Racism and Discrimination</td>
<td>Weeks 2, 3, 4, 7, 8 &amp; 9</td>
</tr>
<tr>
<td>Sexual Identity; Women’s Issues &amp; Poverty</td>
<td>Weeks 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Case Presentations &amp; Outline</td>
<td>Weeks 7, 8 &amp; 9</td>
</tr>
<tr>
<td>Change Agent Presentations &amp; Outline</td>
<td>Week 12</td>
</tr>
<tr>
<td>Mid and End of Semester Evaluation and Learning Plan</td>
<td>Weeks 12-14</td>
</tr>
</tbody>
</table>

### 2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including:

- Ethics in Engagement
- Application of theories of human behavior
- Impact of mental health issues

Each seminar week: class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to family engagement and strategies to work with children, youth and families in various settings, including:

- Ethics in engagement
- Application of theories of human behavior
- Impact of mental health issues

All: Field practicum, class activities, participation in field seminar discussions

Weeks 1, 2, 3, 4
Weeks 2-11
Weeks 7-10
individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>Each seminar week: class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment knowledge and skills in work with children, youth and families in various content settings and areas:</th>
<th>All: Field practicum, class activities, participation in field seminar discussions</th>
</tr>
</thead>
</table>
| Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making. | -ethics in assessments  
-impact of social environments  
-impact of mental health issues  
-cultural awareness & racism  
-domestic violence | Week 1, 2, 3 & 4  
Weeks 2-10  
Weeks 7-10  
Weeks 2 & 4  
Week 3 |
### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>Week 1, 2, 3, 4</th>
<th>Each seminar week: class consultation, check-in and problem-solving along with discussion covering intervention knowledge, skills and implementation in work with children, youth and families in various content settings and areas: -ethics in use of interventions -application of theories of human behavior in interventions-impact of mental health issues -cultural awareness &amp; racism -domestic violence -sexual exploitation issues -various evidence-based strategies for interventions Case presentations &amp; outline</th>
<th>All: Field practicum, class activities, participation in field seminar discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 2-11</td>
<td></td>
<td>Week 1, 2, 3, 4</td>
</tr>
<tr>
<td>Weeks 2, 4</td>
<td></td>
<td>Weeks 2, 4</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td>Weeks 3</td>
<td></td>
<td>Weeks 3</td>
</tr>
<tr>
<td>Weeks 7, 8, 9 &amp; 12</td>
<td></td>
<td>Weeks 7, 8, 9 &amp; 12</td>
</tr>
<tr>
<td>Weeks 7 &amp; 9</td>
<td></td>
<td>Weeks 7, 8 &amp; 9</td>
</tr>
</tbody>
</table>
### 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. (V, C & AP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each seminar week: class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering evaluation knowledge, skills and implementation in work with children, youth and families in various content settings and areas:</td>
<td>All: Field practicum, class activities, participation in field seminar discussions</td>
</tr>
<tr>
<td>- ethics in use of evaluations</td>
<td>Week 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>- application of theories of human behavior in evaluations</td>
<td>Weeks 2-11</td>
</tr>
<tr>
<td>- impact of mental health issues</td>
<td>Weeks 7-9</td>
</tr>
<tr>
<td>- cultural awareness &amp; racism</td>
<td>Weeks 2 &amp; 4</td>
</tr>
<tr>
<td>- domestic violence</td>
<td>Week 3</td>
</tr>
<tr>
<td>- sexual exploitation issues</td>
<td>Week 3</td>
</tr>
<tr>
<td>- various evidence-based strategies for evaluations</td>
<td>Weeks 7, 8, 9 &amp; 12</td>
</tr>
</tbody>
</table>

<p>| Case presentations &amp; outline | Weeks 7, 8 &amp; 9 |</p>
<table>
<thead>
<tr>
<th>Change agent presentations &amp; outlines</th>
<th>Weeks 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid and end of semester evaluation and learning plan with supervisor and field faculty</td>
<td>Weeks 12-14</td>
</tr>
<tr>
<td>Artifact #3: Personal mission statement</td>
<td>Week 8</td>
</tr>
</tbody>
</table>

Appendix B

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in ___________________________________________
Advanced Generalist Practice Specialization Year: SW 800/SW 801; School Year 2019

STUDENT: __________________________
Phone Number: __________________________
Placement Phone Number: __________________________
UW Email Address: __________________________
Field Hour Schedule: __________________________

AGENCY SUPERVISOR: __________________________
Phone Number: __________________________
Agency Name/Address: __________________________
Office Location: __________________________

Academic Courses (Fall):

Academic Courses (Spring):
Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:

Full Course Name & Number:
Instructor:
Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

The nine competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). The student’s learning plan has identified the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies. Under each competency statement are several indicators, i.e., behaviors, which we ask you to rate, according to the following criteria, based upon their performance of the measurable methods of achievement (the observable learning opportunities). Students demonstrate mastery of a set of behaviors tied to practice competencies that are related to the mission and goals of social work in the field placement. Students gain experience and focus on skill development in their field placements related to the behaviors associated with the competencies.

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

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

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the practice behavior. For the advanced generalist level student, the desired outcome is that of an autonomous social work practitioner. The Field Faculty will determine the student’s grade based on their overall evaluation of the student’s performance in the field placement in conjunction with performance in the integrative seminar.

*Note: The N/A rating is only applicable for the fall semester final.
## Competency 2.1.1
**Demonstrate Ethical and Professional Behavior.**

Advanced Generalist social workers demonstrate and employ in their focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice. Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
</tbody>
</table>

45
| Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area. |
| Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area. |

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
### Competency 2.1.2
Engage Diversity and Difference in Practice.

Advanced practice social workers demonstrate in their focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize 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, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Final</td>
<td>Spring Final</td>
</tr>
<tr>
<td>Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
diverse clients and constituencies in a focus area.

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
**Competency 2.1.3**

**Advance Human Rights and Social, Economic, and Environmental Justice.**

Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice</th>
<th>Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:** Semester
Agency Supervisor Comments: Semester
**Competency 2.1.4**

**Engage In Practice-informed Research and Research-informed Practice.**

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice.

**Advanced Generalist Social Workers:**

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Required Behaviors:</strong></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Use practice experience and theory to inform social work interventions in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:** Semester

**Agency Supervisor Comments:** Semester
Competency 2.1.5
Engage in Policy Practice.
Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Agency Supervisor Comments: Semester
Agency Supervisor Comments: Semester
Competency 2.1.6  
Engage with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
</table>
| Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area. | | Fall Final  
Spring Final |
| Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area. | | |

54
Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.7
Assess Individuals, Families, Groups, Organizations, and Communities.
Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
appropriate intervention strategies to improve practice outcomes in a focus area.

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.8  
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

58
area.

Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Competency 2.1.9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

Advanced Generalist Social Workers:

<table>
<thead>
<tr>
<th>Advanced Generalist Level Practice Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1 or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall Final</td>
</tr>
<tr>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
V. Field Hours and Supervision: A total of 320 hours of field education is required per semester. The total is accomplished by student participation in the integrated field seminar and field experience to be completed each semester at the placement setting. Students and supervisors should schedule at least one hour each week for review of student progress.

VI. Supervisor/Student Plan Schedule

VII. Self-Care Plan

VIII. Field Faculty Notes from Final Fall Evaluation

IX. Field Faculty Notes from Final Spring Evaluation

**Learning Plan Approval (Fall):**

<table>
<thead>
<tr>
<th>Final Fall Field Evaluation</th>
<th>Final Spring Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: My agency supervisor &amp; field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:</td>
<td></td>
</tr>
<tr>
<td>I agree with the evaluation ☐</td>
<td>I agree with the evaluation ☐</td>
</tr>
<tr>
<td>I do not agree with the evaluation ☐</td>
<td>I do not agree with the evaluation ☐</td>
</tr>
<tr>
<td>(Student signature)</td>
<td>(Student signature)</td>
</tr>
<tr>
<td>(date)</td>
<td>(date)</td>
</tr>
</tbody>
</table>

---

Student Signature: ______________ Date: ______________

Agency Supervisor Signature: ______________ Date: ______________
If the student disagrees with the evaluation they should state that disagreement in writing with relevant documentation or examples of work and submit a copy to both the agency supervisor and the field faculty by a specified due date. Documentation of disagreement will be attached to the end of this form.