Instructor Name & Title: Jodie Glaspie, MSW, LGSW, Field Faculty
Location: Human Science and Services Building Room 205
Credits: 5 credits (PTP)
Class Day & Time: Saturdays, 9:00-11:30 am
Instructional Mode: Face-to-Face
Canvas Course URL: 
Office hours: By appointment
Phone: 612-716-4257 (cell phone and text)
E-mail: glaspie@wisc.edu

I. Catalog Description
801 Field Practice and Integrative Seminar IV
An approved advanced generalist seminar and placement linked to areas of focus. Seminar and placement require a minimum of 20 hours/week. The second course (SW801) of the two semester 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 its well-being such as socioeconomic status, economic and/or socio-cultural opportunity or oppression, resources for healthcare, housing, etc.; and public sector service delivery such as healthcare, child protection, educational settings and family services.

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, 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, the agency supervisor, and the field faculty member to continue the 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., with one break

Week 1- January 26

Topic: Semester Two expectations & Social Work Ethics & Strategies

Activities:
- Welcome Back!
- Semester Two Syllabus & Assignments Review
- Learning Plan Discussion for semester two
- NASW Code of Ethics- discussion (Competencies: professionalism and conduct, apply social work ethical principles to guide professional practice, apply critical thinking to inform and communicate professional judgments)
- Check-In, problem-solving, consultation

Practice Questions: How do you determine what to do during an ethical dilemma? What have you observed in your agency related to boundaries and the NASW Code of Ethics? How do these observations inform your practice at your field placement and how will it inform your future practice?

Required Reading:
NASW Code of Ethics (revised 2018)
**Week 2- February 2**

**Topic:** Social Work Practice and Social Justice  
**Activities:**
- 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  
- Check-in, problem solving, consultation

**Required Viewing before class of video, “13th” on Netflix**
(if you have any difficulty locating or viewing this, please let your field faculty know ahead of time so we can help you locate it or arrange a viewing for you).

**Practices Questions:** What was your initial reaction after watching 13th? The film argues that there is a direct link between American slavery and the modern American prison system. What is your take on this argument? What do you think about the present state of the American prison system and the pipeline to prison? How does this movie impact your thoughts in relation to your current field placement? What if any, personal and professional changes will you be making after viewing the 13th?

**ASSIGNMENT DUE:** SEMESTER TWO SIGNED LEARNING PLANS DUE- FEBRUARY 2- On Canvas

**Week 3- February 9**

**Topic:** Social Work Practice and LGBTQ+ issues.  
**Activities:**
- Discuss Harvard IAT test  
- Discuss forms and mechanisms of oppression and discrimination for LGBTQ individuals, related intersection of privilege and power impacts and appropriate interventions for selected populations  
- Check-In: Field Issues/Situations for Consultation/Collaborative Problem-solving
Assignment: Students should take the Harvard IAT test regarding sexuality prior to class and come prepared to discuss results. [https://implicit.harvard.edu/implicit/Study?tid=-1](https://implicit.harvard.edu/implicit/Study?tid=-1)

Practice Questions: What forms of oppression and discrimination regarding LGBTQ clients or students have you observed in your practice at your field agency? What policies or procedures are in place to combat this oppression? If there are not any policies or procedures, what suggestions do you have to combat the oppression and discrimination against LGBTQ clients and students at your field placement?

ASSIGNMENT DUE: ARTIFACT #3 Summary Outline of case presentation. (See description in syllabus).

Week 4: February 16
Topic: Case Review Presentations Student Led Activity
Activities:
- 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).
- Check-in, problem solving and consultation

Field Hours Check- Please bring your hour log to class

Week 5: February 23
Topic: Case Review Presentations Student Led Activity
Activities:
- 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).
- Check-in, problem solving and consultation

Week 6: March 2
Topic: Sex Trafficking and Commercial Sexual Exploitation with children and youth; overview of trafficking
Activities:
- Discussion regarding definitions and forms of trafficking of children and youth
- Discussion regarding readings and situations you have faced as a social worker involving the trafficking and exploitation of
Week 7: March 9

**Topic:** Social Work Practice and Substance Use Issues

**Activities:**
- Discussion regarding how drug and/or alcohol use/issues impact social work practice
- Discussion of available resources for families dealing with drug and/or alcohol use
- Check-in, problem solving and consultation

**Assignment:** Each student brings a resource for children and families struggling with substance use/abuse either statewide or local for them. Students should talk about it, how to access it and provide information to the class.

**Practice Question:** What barriers do families with substance use issues confront in order to progress in the child welfare system? How do these issues progress in the school setting? Think of individual, family, community, and cultural factors that either help or hinder these families seeking intervention.

March 16-No Class: Enjoy your Spring Break!

Week 8: March 23

**Topic:** Macro Practice and Collaboration with School Social Workers and Teachers

**Activities:**
- Check-in, problem solving and consultation
- Guest Speakers- Christy McCoy MSW, LICSW and Jolene Glaspie Social Studies Teacher from AGAPE School in St. Paul, MN

**Assignment Due:** ARTIFACT #4: PERSONAL MISSION STATEMENT. Write an introduction that describes you as a
Week 9: March 30

Topic: **Boundaries in Social Work Practice**

Activities:
- Discussion of boundaries and self-disclosure
- Discussion of require readings regarding self-disclosure
- Check-in, problem solving and consultation

**Practice Question:** In what scenarios is self-disclosure appropriate with clients? Benefits? Challenges? What are your experiences with self-disclosure? What is your agency’s perspective on self-disclosure? Do these experiences or perspectives vary depending on different populations or individuals within those populations?

**Required Readings:**

Week 10: April 6

Topic: **Literature Circle- So You Want to Talk About Race**

Activities:
- In Class Discussion of Community Read by Ijeoma Oluo
- Check-in, problem solving and consultation

**Assignment:** Read *So You Want to Talk About Race* by Ijeoma Oluo

Students to come prepared to discuss the deeper issues raised in this book. Discussion questions are posted on Canvas.

**Practice Questions:** Talk about at least one part of the book that left an impact on you. Why did it leave an impact and will you use this in your professional work and at your field agency? Oluo challenges us to look for opportunities to make progress on race issues, what are some actions you can take in your professional work and at your field agency?

**PORTFOLIOS DUE FOR SCHOOL SOCIAL WORK STUDENTS (4/6)**

Week 11: April 13

Topic: **Change Agent Poster Presentation Symposium/Keynote Speaker**

Activities:
• Key Note Speaker
• Change Agent Symposium

**Locations:** Centennial Hall rooms 1920 and 1924

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**Week 12: April 20**

**Topic:** Personal vs. Professional Social Work Values

**Activities:**
- Discussion of differences and similarities of personal and professional values
- Check in, problem solving and consultation

*Field Hours Check- Please bring your hour log to class*

**Practice Questions:** What areas are you noticing that there may be some dissonance between your personal and professional values? What areas may you need to pay attention to in terms this dissonance? What are the benefits and challenges of this dissonance?

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**Week 13: April 27**

**Topic:** Social Work and Professionalism

**Activities:**
- CAPE Assessment
- Check-in, problem solving and consultation
- Guest Speaker- Sarah Johnston MSW, LICSW from Minnehaha Therapy

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**Week 14: May 4**

**Topic:** End of Semester Celebration and Evaluation

**Activities:**
- Check in, problem solving and consultation
- Activity related to assignment

**Assignment:** Choose an inspirational quote or saying and make eight copies of this quote or saying (this will be used in class activity).

**ASSIGNMENTS DUE:**
- FINAL FIELD HOUR LOG CHECK
- FINAL LEARNING PLAN EVALUATION DUE (SIGNED)-On Canvas
The schedule that follows represents the agenda of activities the field faculty intends to follow during the term. However, the faculty reserves the right to modify or change this schedule at any time based on the perceptions of the objectives to be realized, topics of current interest, and specific needs of students in the light of these factors.

V. 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 CANVAS. Students are also expected to read relevant practice material available in their agency placement.

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:

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
Learning plan drafts are due by the dates indicated in the course schedule. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. 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, sometimes referred to as a “learning contract,” is a critical document that provides a framework for learning goals and practice skills that the student will work towards throughout the semester in their 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.

**Integrative Seminar**

There is a required weekly seminar with the field faculty member. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction and student presentations, guest speakers and learning activities. Students are responsible for reading all assigned material so that they are fully prepared to participate in discussion and class activities.

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 the 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 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 prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, similar to what would be observed in the student’s 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 problem-solving 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.

Professionalism includes being prepared and 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 the field faculty member. In other words, if you arrive to class after we have started, you can assume you will be deducted one or more points unless your tardiness is approved by me. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. It also involves the ability to discuss challenges in one’s field placement in a respectful manner. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

**The Portfolio (School Social Work Students)**

In Wisconsin, a portfolio is required of all students seeking licensure by the Department of Public Instruction as a school social worker under PI 34. The portfolio project offers each student an opportunity to organize and present all of the major assignments, projects, and products students have completed in their classroom work and their fieldwork. Each student must have evidence in his/her portfolio that the Wisconsin Teacher and Pupil Services Standards in Subchapter II of PI34 have been met. In addition, students must demonstrate proficiency in the School Social Work Content Standards. It should be a “work in progress” and constructed as students move along in the educational process. For further details, please see the School Social Work: Guide to Wisconsin Licensure. Electronic portfolios will not be accepted at this time.
Portfolio Artifacts will be created by the student throughout the year that are designed to develop proficiency in the School Social Work Content Standards. The artifacts are to be included in the portfolio and will be assessed in total when the portfolio is completed in the Spring of his/her advanced practice year in field. **DUE DATE IS APRIL 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: the agency supervisor, the field faculty member, and the 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. 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. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, 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 would 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 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 and with your supervisor and field faculty for the end-of-the semester 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.

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

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

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

**Evaluation and Grading**
**Participation in all** field unit seminars is **REQUIRED**. Participation is measured by **amount and quality**. Quality participation
includes the ability to look at oneself and critically analyze strengths and areas for growth. Quality participation also includes providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues) will earn high marks in this area. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

**Grading:** Evaluation is ongoing between you, your agency supervisor(s) and the Field Faculty (me). The Field Faculty receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a **shared responsibility** so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting. Students are responsible for defining, achieving, suggesting, organizing, and documenting activities and fully participating in the field instruction process.

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

More specifically:

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

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

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

**Sixty percent (60%)** of the grade is based on actual fieldwork considering the degree to which the competencies are met through measurable practice behaviors, including the student’s performance in the classroom and in the field. The student’s demonstration of professionalism, both in seminar and in the field, and as outlined in this syllabus, will be included in the student’s final grade. Final
responsibility for grading the student’s performance in the placement rests with the field faculty. However, considerable weight in grading will be given to the student’s agency supervisor’s assessment of the progress the student has made in fulfilling the stated competencies and the quality of the student’s work in the field placement. Field faculty will periodically review your progress both with you and with the field supervisor and joint meetings will be held with you if indicated or desired by you or your supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In the spring, the student, agency supervisor and field faculty member will meet together to discuss your progress in accomplishing your learning objectives for the semester and to evaluate the overall quality of your field performance. This discussion will be informed in part by a self-evaluation form you will be asked to complete prior to our meeting, and a parallel version of the form that your supervisor will complete. While your self-evaluation will be given considerable weight in arriving at your final grade for fieldwork, greatest weight will be given to your supervisor’s overall assessment of your work. BE SURE THAT YOU AND YOUR SUPERVISOR EACH HAVE A COPY OF EACH OTHER’S EVALUATION FORM AND HAVE SHARED THIS INFORMATION WITH EACH OTHER PRIOR TO THE JOINT MEETING.

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

**End of semester evaluation instrument:**
- Utilization of supervision (listens to and accepts 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 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 competence 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 technology; content of notes; clinical language; thoroughness, timeliness)
- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)
- Attendance and timeliness (in seminar and in field)

**Practice Skills:**
- Engagement skills (relates well to 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; ability to articulate a comprehensive formulation; conceptualization skills)
- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

- Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)
- Evaluation (ability to evaluate interventions and progress toward goals; 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:

WRITTEN ASSIGNMENTS (Total Points: 100) - SEE ALL GRADING RUBRICS BELOW

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/Critical thinking &amp; Participation</td>
<td>Ongoing</td>
<td>15 points</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>March 2 &amp; 9</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>10 points</td>
</tr>
<tr>
<td>Change Agent Presentation</td>
<td>April 13</td>
<td>40 points</td>
</tr>
</tbody>
</table>

Total Maximum Points: 100 points

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

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

**GRADING CRITERIA FOR CLASS CASE PRESENTATIONS-oral presentation-25 points**
Points and criteria for grading presentation

(6 points) Engaged and Challenged Class in Problem-solving and Consultation Process; appropriate questions/areas for suggestions from group clearly requested.

(6 points) Identified a challenging Situation/Problem Area; practice areas/competencies/ethics for Consultation and Problem Solving. Provided clear information about interventions tried thus far.

(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.

(7 points) Overall Quality of Presentation (e.g., Organized, Clear, Understandable, stayed within 15-minute time frame.

**TOTAL POINTS of 25**

**ARTIFACTS**

1. **Artifact #3: Case Presentation Outline.** Student should include a two to four-page outline of the topic/issue they will be presenting to the class for consultation and feedback. This must be uploaded to CANVAS. This must address all issues listed in the case presentation to class.

2. **Artifact #4: PERSONAL MISSION STATEMENT.** 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 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.

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

**ARTIFACT GRADING RUBRIC-overall**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<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 RUBRICS-SPECIFIC**

**ARTIFACT #3- Case Presentation Outline-Specific Grading Criteria -10 points total**

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- 10 points total**

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 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- 6 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). – 4 points
   - No more than one paragraph in length. This should summarize your style, goals and contributions as an MSW professional social worker.

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**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, implementing, and evaluating your proposal and project.

**A. The purposes of the assignment are to:**

1) Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and lesbians, gays and/or bisexuals and applicable social worker roles and interventions. If interested in other “at-risk” populations, contact the Field Faculty.

2) Develop or enhance knowledge, skills, and values regarding a macro change effort using the planned change process. (Macro level
includes organizations, communities, and policy).
3) Initiate and, if possible, complete and evaluate a change effort that is effective, efficient, and sustainable.
4) Develop or enhance knowledge, skills, and values regarding working in teams (whether the project is accomplished with other seminar students or others in the agency or community).
5) Acknowledge and share the NUMEROUS ADVOCACY & EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.
6) Move the student from careful assessment to planned intervention at the mezzo and macro levels supporting a skill area of critical importance to Social Work.
7) Assist the student and field supervisor in supporting positive agency and system approaches to service delivery improvement.
8) Attune the student, field supervisor, and field faculty to learning at this level.
9) Assist the field seminar to learn.

**B. Presentation/ Symposium (Visual and Verbal Report of your action, outcomes, recommendations, and learning):**

Students will create a professional poster for a multi-seminar presentation on April 13th. Posters should include a title, and be large enough to accommodate the required sections below. To create a visually appealing and effective poster, students should allow ample space for text and for space in between text boxes/topics. Students can find professional poster examples and tips at the following:

http://nau.edu/Undergraduate-Research/Poster-Presentation-Tips/

http://ugs.utexas.edu/our/poster/review

https://harrisresearch.tcu.edu/student-research/research-symposium/poster-samples/

In addition to the poster, students should prepare a very brief 3-5 minute verbal synopsis of the “take away points” from their project, and also be prepared to answer questions.

**School will pay for the printing of posters.**

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

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

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

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

## Change Agent Presentation- Grading Grid-Specific (40 points)

### Presentation: (15 points)
- Professional, clear, engaging and thorough presentation
- Outline provided to class
- Adherence to presentation time constraints and management of time allotted (20 min.)
- Overall group discussion management ability

### Change Agent Project: (25 points)
- Concise introduction to the identified issue-Advocacy and empowerment aspects; addresses social justice issues (as indicated in syllabus)
- Needs/ asset assessment done
- Review of relevant literature (at least 3 professional references)
- Summary of proposed change with goals clearly identified
- Discussion of implementation efforts, including presentation to stakeholders and any barriers to implementation
- Evaluation process
- Recommendations made and outcomes reviewed
- Explanation of what you have learned
<table>
<thead>
<tr>
<th>Topic Selection/Research</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a clear and comprehensive understanding and synthesis of change agent project with strong critical thinking. Identifies how this project could be integrated in practice. Research is broad and theoretical understanding is integrated.</td>
<td>Provides a clear understanding and synthesis of change agent process. Demonstrates knowledge of related literature. Explains how project could be helpful. Research is sufficient and theoretical understanding is evident.</td>
<td>Provides a summary of change agent process. Demonstrates knowledge of related literature. Change agent project is described. Research efforts are limited and theoretical understanding is emerging.</td>
<td>Summary of change agent process is incomplete. Unclear description of the process and how it applies to social work. Research efforts are limited and theoretical understanding is unclear.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Presentation is done in a clear, logical format with smooth transitions between topics. All sources are cited and presented in written format to class. Summary/outline presented to</td>
<td>Presentation is done in a logical format with somewhat choppy transitions between topics. All sources are cited and presented in written format to class. Summary/outline</td>
<td>Presentation is somewhat difficult to understand and follow. All sources are cited and presented to class. Summary/outline is not at least 2 pages.</td>
<td>Presentation is difficult to understand and follow. Sources are not cited and summary/outline is not complete.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Information is presented in an extremely clever and original manner; a unique approach that truly focuses on the understanding and synthesis of the change process as it applies to social work.</td>
<td>Presentation is clever at times; thoughtful 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>
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</tr>
<tr>
<td>Appropriate Strategies</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 is unclear in this description.</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>
WEEKLY FIELD SEMINAR
Seminar topics and required readings are noted in Section IV. There will be time set aside for you to talk about your field experience and issues that you are encountering, both to get consultation around challenges you are experiencing and to enhance each other’s learning. We will also be discussing aspects of the readings assigned for that week. Coming prepared to share, discuss and learn, is extremely important! Students are expected to conduct themselves in a professional manner, like what would be observed in the student’s field placement.
Your class discussion, contributions, critical thinking and overall preparation are key components of your professionalism points.

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 the 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.

Students will submit an unsigned electronic draft of the learning plan to their field instructor via the Canvas site. The instructor will provide written feedback on the learning plan, potentially with recommendations for revisions. After making the recommended revisions, students will review the final draft with their agency supervisor and both will sign the learning plan. A hard copy of the final learning plan, with signatures, will be submitted to the field instructor in class as stated above. You should also provide your supervisor with a copy of the final plan.
This is an ungraded assignment but 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 assignment.* If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with me, or 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.

**VII. Course Policies**

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

**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, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. 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 at the beginning of class on the due date to the CANVAS 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 Behavior Policy:
To learn, we must be open to the views of people different from ourselves. Each voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

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.

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

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

- Critical thinking and questioning are KEY to class participation.
- Please turn off cell phones before entering the classroom. Taking calls during class time interrupts teaching and learning.
- Laptop use is for note taking only, and is subject to instructor discretion.
- Respect another person’s viewpoint with which you may disagree. Make no assumptions about a person’s background or that we all share similar experiences.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Read the material and be prepared for class!
- Actively participate in classroom discussion and be willing to take risks.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student actively and constructively participates in classroom and field site discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Student solicits and incorporates feedback when there are questions about performance
- Both in the classroom and the field, student proactively seeks 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 your Field Faculty.

**Technology in Class:**
A minimal level of external distractions is essential to a productive learning environment. Cellphones, iPods, iPads, and any other electronic devices are not to be used in seminar. Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree

**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*
In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning and end of each class and I will 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
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. This make up work will include a paper that uses readings from class to incorporate the content into practice OR may include an in-depth written analysis of case presentations. Readings may be found on the 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 to the student when a make-up assignment is required.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather, illness or other emergencies 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 he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. Students will be responsible for learning the material they missed.

A FEW OTHER TIPS FOR SUCCESS

1) Assignments should be typed and double-spaced and submitted into the CANVAS site by date and time indicated.
2) Prepare for class through critical thinking, reflection and reading the assigned text. Participate actively in class, and be willing to take risks. Critical thinking and on-going challenging discussions and insight are key!
3) Spelling and grammar will be graded. Proofread your work. The writing center is available on campus to assist with written assignments
FIELD FEEDBACK AND EVALUATION ARE DESIGNED TO BE:
Three-way: input and evaluation from student, agency supervisor (and staff through supervisor) and field instructor

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

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

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

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

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

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

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

Graduated: Expectations for student performance increase each semester.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas. Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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

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

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

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
<table>
<thead>
<tr>
<th>Advanced Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Addressed in Course</td>
<td>2.1.1: Demonstrate ethical and professional</td>
<td>Each seminar week: class</td>
</tr>
</tbody>
</table>
**behavior** 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>Advanced Generalist social workers</th>
<th>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.</th>
<th>practicum, class activities, participation in field seminar discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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 Student case presentation to class Change agent presentation &amp; outline</td>
<td>Week 1, 12 &amp; 13 Weeks 2, 6 &amp; 10 Week 7 Weeks 4 &amp; 5 Weeks 11</td>
</tr>
</tbody>
</table>

**2.1.2 Engage Diversity and Difference in Practice** 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 and difference are critical to the formation of identity. They demonstrate interpersonal communication of clients. They:

<table>
<thead>
<tr>
<th>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</th>
<th>All: Field practicum, class activities, participation in field seminar discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</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</td>
</tr>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</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</td>
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</tr>
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<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</td>
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</tbody>
</table>
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.

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<thead>
<tr>
<th>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
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<tbody>
<tr>
<td>Advanced 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</td>
</tr>
<tr>
<td>Each seminar week: class consultation, check-in and problem-solving along with 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.</td>
</tr>
<tr>
<td>Identification of inequities of access to programs and strategies to eliminate oppression</td>
</tr>
<tr>
<td>Case presentations</td>
</tr>
<tr>
<td>Understanding risk factors for</td>
</tr>
<tr>
<td>All: Field practicum, class activities, participation in field seminar discussions</td>
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<tr>
<td>Week 2, 6 &amp; 10</td>
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<tr>
<td>Weeks 4 &amp; 5</td>
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</tbody>
</table>

| Impact of various diversity issues on social justice work |
| Historical impact of social policies and laws on racial issues and current programs |
| Change agent presentation & outline |
| Mid and end of semester evaluation and learning plan with supervisor and field faculty |
| Week 2, 6 & 10 |
| Week 2 & 10 |
| Weeks 11 |
| Weeks 11, & 14 |
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.

<table>
<thead>
<tr>
<th>children, youth and families in relation to specific issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-discrimination</td>
</tr>
<tr>
<td>-sexual exploitation and sex trafficking</td>
</tr>
<tr>
<td>-poverty &amp; AODA issues</td>
</tr>
<tr>
<td>-overall oppression issues and programs</td>
</tr>
</tbody>
</table>

Change agent presentations & outline

Evaluations-mid semester and final

| Week 2 & 10 |
| Week 4      |
| Week 7      |
| Weeks 10 & 11 |
| Weeks 11    |
| Weeks 11 & 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 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 |
|--------------------------------------------------------------------------|
| 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                                                      |
| -community organizing and social programs                                |
| -sex trafficking research                                                |
| Case presentations to class                                              |
| Change agent project & presentation                                      |
| Mid and end of semester evaluation                                       |

| Week 1, 12 & 13 |
| Weeks 2, 8 & 11 |
| Week 6           |
| Weeks 4 & 5      |
| Weeks 11         |
| Week 11 & 14     |
### 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.

<table>
<thead>
<tr>
<th>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 -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) -critical thinking skills -ethics and boundaries -racism and discrimination -sexual identity; women’s issues &amp; poverty</th>
<th>All: Field practicum, class activities, participation in field seminar discussions</th>
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<tbody>
<tr>
<td><strong>Weeks 2 &amp; 6</strong></td>
<td><strong>Weeks 2, &amp; 6</strong></td>
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<td><strong>Weeks 1, 7 &amp; 8</strong></td>
<td><strong>Weeks 1, 7 &amp; 8</strong></td>
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<td><strong>Weeks 2, 10, 12 &amp; 13</strong></td>
<td><strong>Weeks 1, 9, 12 &amp; 13</strong></td>
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<td><strong>Weeks 2, 6, 7, 10</strong></td>
<td><strong>Weeks 2, 6, 7, 10</strong></td>
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<tr>
<td><strong>Weeks 1,3,6,7 &amp; 10</strong></td>
<td><strong>Weeks 1,3,6,7 &amp; 10</strong></td>
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<tr>
<td><strong>Weeks 4 &amp; 5</strong></td>
<td><strong>Weeks 4 &amp; 5</strong></td>
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<tr>
<td><strong>Weeks 11</strong></td>
<td><strong>Weeks 11</strong></td>
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<tr>
<td>Change agent presentations &amp; outline</td>
<td>Weeks 11&amp;14</td>
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<td>-----------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Mid and end of semester evaluation and learning plan</td>
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</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 individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.

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
- cultural awareness & racism
- domestic violence
- sexual exploitation issues
- various evidence based strategies for engagement

Case presentations & outline
Change agent presentations & outline

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

- Week 1, 2, 12 & 13
- Weeks 2, 3, 6, 7, 10
- Weeks 2 & 10
- Weeks 6 & 7
- Week 6
- Weeks 3, 6, 7, 8, & 9
<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>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.</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 assessment knowledge and skills in work with children, youth and families in various content settings and areas:</td>
<td></td>
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<tr>
<td>- ethics in assessments</td>
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<tr>
<td>- impact of social environments</td>
<td></td>
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<tr>
<td>- impact of mental health issues</td>
<td></td>
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<tr>
<td>- cultural awareness &amp; racism</td>
<td></td>
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<tr>
<td>- domestic violence</td>
<td></td>
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<tr>
<td>- sexual exploitation issues</td>
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<tr>
<td>- various evidence based strategies for assessments</td>
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<tr>
<td>Case presentations &amp; outline</td>
<td></td>
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<tr>
<td>Change agent presentations &amp; outlines</td>
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<tr>
<td>Mid and end of semester evaluation and learning plan with supervisor and field faculty</td>
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<tr>
<td>All: Field practicum, class activities, participation in field seminar discussions</td>
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<td>Week 1 &amp; 6, 12 &amp; 13</td>
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<td>Weeks 2-10</td>
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<td>Weeks 7, 9 &amp; 10</td>
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<td>Weeks 10</td>
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<td>Weeks 6</td>
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<td>Weeks 3, 6 and 13</td>
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<td>Weeks 4-5</td>
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<td>Weeks 11-13</td>
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<tr>
<td>Weeks 11-14</td>
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</tr>
<tr>
<td>2.1.8 Intervene with Individuals, Families,</td>
<td>Each seminar week: class</td>
</tr>
<tr>
<td>All: Field</td>
<td></td>
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<tr>
<td>Outlines Mid and end of semester evaluation and learning plan with supervisor and field faculty</td>
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<tr>
<td>Weeks 4 &amp; 5</td>
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<tr>
<td>Weeks 11</td>
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<tr>
<td>Weeks 11, 13, 14</td>
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</tbody>
</table>
| **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, interprofessional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.** | **consultation, check-in and problem-solving along with lecture, reading, assignments and group 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 & racism  
- domestic violence  
- sexual exploitation issues  
- various evidence based strategies for interventions  
**Case presentations & outline**  
**Change agent presentations & outlines**  
**Mid and end of semester evaluation and learning plan with supervisor and field faculty** | **practicum, class activities, participation in field seminar discussions**  
**Week 1 & 12-13**  
**Weeks 2-10**  
**Weeks 2,7-10**  
**Weeks 6**  
**Weeks 6**  
**Weeks 3,6,7**  
**Weeks 4-5**  
**Weeks 11**  
**Weeks 11-14** |
| **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,** | **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** | **All: Field practicum, class activities, participation in field seminar discussions** |
|  |  |  |  |
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>various content settings and areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ethics in use of evaluations</td>
</tr>
<tr>
<td>- application of theories of human behavior in evaluations</td>
</tr>
<tr>
<td>- impact of mental health issues</td>
</tr>
<tr>
<td>- cultural awareness &amp; racism</td>
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<tr>
<td>- domestic violence</td>
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<tr>
<td>- sexual exploitation issues</td>
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<tr>
<td>- various evidence based strategies for evaluations</td>
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<tr>
<th>Case presentations &amp; outline</th>
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<thead>
<tr>
<th>Change agent presentations &amp; outlines</th>
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<tr>
<th>Mid and end of semester evaluation and learning plan with supervisor and field faculty</th>
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<tr>
<th>Artifact #3: Personal mission statement</th>
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<tr>
<th>Schedule</th>
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<tbody>
<tr>
<td>Week 1, 12-13</td>
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<td>Weeks 2-10</td>
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<td>Weeks 3,6,7</td>
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<td>Weeks 2 &amp; 10</td>
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<td>Week 6</td>
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<td>Weeks 3,6,7</td>
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<td>Weeks 4-5</td>
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<td>Weeks 11</td>
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<td>Weeks 11-14</td>
</tr>
<tr>
<td>Week 7</td>
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</tbody>
</table>
# Appendix BUW-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** ________________

<table>
<thead>
<tr>
<th>Academic Courses (Fall)</th>
<th>Full Course Name &amp; Number</th>
<th>Instructor</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Academic Courses (Spring)</th>
<th>Full Course Name &amp; Number</th>
<th>Instructor</th>
</tr>
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<tbody>
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</tbody>
</table>
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>5</th>
<th>The student has excelled in this area.</th>
</tr>
</thead>
<tbody>
<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.
Advanced Generalist Practice Specialization Year Competencies, Behaviors and Evaluation

**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:**

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<thead>
<tr>
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</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>
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<td>Fall Final</td>
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<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</td>
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</tbody>
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44
<table>
<thead>
<tr>
<th><strong>issues and decisions that arise in a focus area.</strong></th>
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<tr>
<td><strong>Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area.</strong></td>
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<tr>
<td><strong>Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area.</strong></td>
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**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.

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<tbody>
<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>
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<td>Fall Final</td>
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<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>
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<tr>
<td>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding</td>
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diversity, and the potential role they may play in working with 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:**

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<tr>
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<td>Fall Final</td>
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<tr>
<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>
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<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area.</td>
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<tr>
<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>
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**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.

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<tbody>
<tr>
<td>Use practice experience and theory to inform social work interventions in a focus area.</td>
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<tr>
<td>Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</td>
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<tr>
<td>Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.</td>
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**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.
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<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>
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<tr>
<td>Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
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<tr>
<td>Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
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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.

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<tr>
<td>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.</td>
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<tr>
<td>Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.</td>
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Fall Final Spring Final
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.

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<tr>
<td>Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.</td>
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<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>
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<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>
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<td>Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to</td>
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determine a range of potentially effective and 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.

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<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>
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<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>
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<tr>
<td>Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area.</td>
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<tr>
<td>Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse</td>
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clients and constituencies in a focus area.

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

Agency Supervisor Comments: Semester

Agency Supervisor Comments: Semester
Evaluated 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.

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Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area.

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.

Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area.

Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
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

<table>
<thead>
<tr>
<th>Learning Plan Approval (Fall):</th>
<th>Final Fall Field Evaluation</th>
<th>Final Spring Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>I agree with the evaluation □</td>
</tr>
<tr>
<td></td>
<td>I do not agree with the evaluation □</td>
<td>I do not agree with the evaluation □</td>
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<tr>
<td>Student Signature</td>
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<td>Date</td>
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</table>

Agency Supervisor Signature
Date

Field Faculty Signature
Date

Learning Plan Approval (Spring):

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.
<table>
<thead>
<tr>
<th>Student Signature</th>
<th>(Agency Supervisor signature)</th>
<th>(Agency Supervisor signature)</th>
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<tr>
<td>Agency Supervisor Signature</td>
<td>(Field Faculty signature)</td>
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