

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

**SW 800 (001) Social Work Practice in Educational Settings
*Field Practice and Integrative Seminar***

Fall, 2018

Instructor: Katie Larsen-Klodd, Field Faculty Associate
Office Hours: By appointment; School of Social Work, Office #204
Contact Information: krlarsen@wisc.edu
Class Time and Location: Wednesdays, 8:30 – 11:00 am, Room 100A, Doyle Administration Building
Credits: 6 credits Advanced Practice Year
Instructional Mode: Face-to-Face
Canvas: <https://canvas.wisc.edu/courses/116966>
Phone Number: (608)263-3831

I. Course Description

An approved advanced generalist seminar and placement linked to areas of focus. Seminar and placement require a minimum of 20 hours/week. The first course (SW800) of the two semester advanced field sequence. 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 (Wednesdays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus. Students complete an average of 20 hours of field work in the community as part of the course requirement.

II. Course Overview

Participation in the educational setting field unit requires an interest in children and education, a tolerance for ambiguity, an ability to be autonomous, a willingness to be open and to take some risks, and a sense of humor. Major content areas include the ecological perspective, systems theory, strengths-based practice, assessment and intervention, and the delivery of social work services in the school setting. Participating agencies are the Madison Metropolitan Schools and other surrounding school districts.

The perspective of the *Social Work Practice in Educational Settings* field unit is an advanced social work practice in the school community, with a focus on a continuum of intervention strategies from the individual to the organization and community. In preparing Advanced Practice Generalist Year students for advanced, autonomous practice, mastery of the competencies is augmented by the development, integration and application of advanced generalist behaviors. Advanced practice students are in field units, the majority of which are organized by an area of focus. The primary area of focus for this unit is children, youth, and family welfare. Students are expected to apply the behaviors to this focus area. Advanced Practice Generalist Year students spend approximately 20-21 hours per week, including the integrative seminar, for a total of 320 hours per semester. Students keep a log of their

hours, and should plan ahead to account for school breaks to ensure that their field hours are completed each semester.

Practice settings are available at over twenty schools, ranging from elementary to high school. Most of the schools are in the Madison Metropolitan School District or in the surrounding suburban and rural school districts.

Students will meet individually with the field faculty to review their interests, career aspirations, past experience and current skill level. Based on that information, students will be assigned a school social work supervisor. An interview between the student and the field supervisor will follow to discuss the specifics of each placement and the students' needs/interests.

III. **Learning Outcomes: 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 competencies addressed in this course can be found in Appendix A.

In placement, students demonstrate mastery of a set of behaviors tied to entry and/or 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**

Week 1: Wednesday, September 5

Field Seminar to meet at Doyle, Room 100A

Topic: Orientation to Social Work in Educational Settings

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 2: Wednesday, September 12

Field Seminar to meet at Doyle, Room 100A

Topic: History and Role of School Social Worker

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

- *Chapter 1: History of School Social Work (Shaffer and Fisher)*
- *Chapter 2: The National School Social Work Practice Model (Frey, Raines, Sabatino, Alvarez, Lindsey, McInerney, and Streeck)*
- *Chapter 28: Developing and Defining the School Social Worker's Role (Massat, posted on canvas)*
- *DPI Practice Guide: School Social Work Services, http://sspw.dpi.wi.gov/sspw_sswguide*

Week 3: Wednesday, September 19

Field Seminar to meet at Doyle, Room 100A

Topic: Mental Health: Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Presenters: Mary Sue Roberts and Nelsie Stern, Social Workers at Journey Mental Health

Required Readings:

- <https://cbitsprogram.org>

Week 4: Wednesday, September 26

Field Seminar to meet at Doyle, Room 100A

Topic: Restorative Practices in School

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Presenter: Lonna Stolfus, MMSD School Social Worker

Portfolio Artifact #1 Reflection on article on one of following topics: Cultural Responsiveness, Diversity and Anti-Racism in schools

Week 5: Wednesday, October 3

Field Seminar to meet at Doyle, Room 100A

Topic: Understanding School Climate: Positive Behavior Support in Schools (PBIS)

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

- *Chapter 9: Multi-tiered Systems of Support: Schoolwide Evidence-Based Interventions (Thompson and Cox)*
- *Chapter 10: Multi-tiered Systems of Support: Targeted Evidence-Based Interventions (Thompson and Piester)*

*****Learning Plan (signed by field supervisor) are due*****

*****Schedule Mid-semester Evaluation to take place between 10/5 and 10/19*****

Week 6: Wednesday, October 10

Field Seminar to meet at School Forest (Kennedy Elementary School MMSD)

Topic: Ropes Course Field Trip, Full day seminar
Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Week 7: Wednesday, October 17

Field Seminar to meet at Doyle, Room 100A

Topic: Educational Policy Issues in School Social Work: Confidentiality and Mandated Reporting

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving, Ethical Decision Making

Video: DPI Mandated Reporting

Required Readings:

- *DPI Practice Guide: School Social Work Services*, http://sspw.dpi.wi.gov/sspw_sswguide
- *Chapter Ten: School Policy Development and the School Social Worker (Massat et al) Posted on Canvas.*

Week 8: Wednesday, October 24

Field Seminar to meet at Doyle, Room 100A

Topic: Ethics and Boundaries in School Social Work; Exploring Ethical Decision Making Models and Dilemmas

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

- *Chapter 8: Ethical and Legal Foundations for School Social Work Practice (Raines and Dibble)*

Handouts:

- *NASW Code of Ethics. Appendix A and B (posted on canvas)*
- *Class handouts*

****School-Community Assessment is due, see Appendix B for assignment Rubric (is also a portfolio artifact)****

Mid-semester Evaluation, signed by field instructor is due

Week 9: Wednesday, October 31

Field Seminar to meet at Doyle, Room 100A

Topic: Assessment and Counseling of Children and Adolescents

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

- *Chapter 11: Mental Health Services in the Schools: Collaboration in a Multi-tiered System (Picard Ray and Ahlman)*
- *Chapter 12: The School Social Worker: Supporting Academic Success Through Social and Emotional Learning (Johnson and McKay-Jackson)*

Portfolio Artifact #2 Social welfare and educational policy (confidentiality & mandated reporting).

Week 10: Wednesday, November 7

Field Seminar to meet at Doyle, Room 100A

Topic: Children with Disabilities/Special Education

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Presenter: Nick Dresen, Program Support Teacher

Required Reading:

- *Chapter 7: Special Education (Powers, Swick, and Cherry)*

Week 11: Wednesday, November 14

Field Seminar to meet at Doyle, Room 100A

Topic: Risk and Resilience

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Guest: Surprise!

Required Reading:

- *Chapter 4: The Evidence Base for School Social Work (Tan, Mumm, Battle, and Sheehan)*

Week 12: Wednesday, November 21

No class, Happy Thanksgiving!

Week 13: Wednesday, November 28

Field Seminar to meet at Doyle, Room 100A

Topic: Attendance/Truancy Prevention

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Required Readings:

- http://sspw.dpi.wi.gov/sspw_sswpgattendance
- <https://sites.google.com/a/madison.k12.wi.us/attendance/?pli=1>

Portfolio Artifact #3: Reflection on SSW Ethics and Values

Presentations: Change Agent Proposals

Schedule final evaluation for period between 11/29 and 12/14

Week 14: Wednesday, December 5

Field Seminar to meet at Doyle, Room 100A

Topic: LBGTQ: Supporting Students in Schools

Check-In: Field Issues/Situations for Consultation/Collaborative Problem Solving

Presenter: Sherie Hohns, LGBTQ+ Social Worker

Required Reading:

- *Chapter 6: Contemporary Federal Policy and School Social Work (Brake and Roth)*

Portfolio Artifact #4: School Policy Analysis on Attendance/Truancy

Presentations: Change Agent Proposals

The schedule 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 for the Course

A. Required Readings

Cox, Tory and Alvarez, Michelle. (2017). *School Social Work National Perspectives on Practice in Schools*. New York, NY. Oxford University Press.
Dibble, Nic. (2008). *School Social Work Practice Guide*. DPI Publication. Provided at no cost.
Wisconsin Department of Public Instruction Website. http://sspw.dpi.wi.gov/sspw_sswguide
Additional handouts will be distributed throughout the semester and are marked in the seminar schedule (Appendix A)

B. Recommended Readings

Allen-Meares, Paula. (2009). *Social Work Services in Schools*. New York, NY. Sixth Edition, Pearson Education, Inc.
Pollock, Mica. (2008). *Everyday Anti-Racism*. New York, NY. The New Press.

Recommended Professional Affiliations

- Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org.
- School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org.
- The American Council for School Social Work (ACSSW): A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Website is www.acssw.org
- National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Expectations

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall). 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. In compliance with University Graduate School rules that graduate students be assessed separately from undergraduate students, there are criteria (outlined in the grading rubrics) specific to graduate students in the expectations and assignments for this course.

Learning Plan

The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. Students identify “measurable methods of achievement” in each of the competency areas each semester with consultation from the field supervisor. Learning goals must be connected to the CSWE approved nine competencies. Please use these competencies and review the student field evaluation

criteria to assist in creating a learning plan. Students then explore these with the school social field supervisor to further assess the unique learning opportunities for developing knowledge, values and skills at their school placement. A plan is written each semester, which outlines learning goals, activities, and responsibilities of the student, and supervising social worker. Please also include field placement arrangements with the school name, address, phone, email, and weekly work schedule (days and hours). The learning plan will be signed and dated by the student and the field supervisor. The student and the field supervisor will complete a brief written mid-semester evaluation to encourage conversation and reflection on the student's progress. Learning plan drafts are due by the date indicated in the "course content" section of the syllabus. 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. 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.

The Portfolio

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. *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 receive a final assessment when the portfolio is completed in the spring of their advanced practice concentration year.

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.

Participation and professionalism in all field unit seminars is required. 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.

Professionalism includes being prepared and present in every class. It includes arriving on time. 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. 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.

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.

Student Inclusion Seminar Activity

In order to practice your group facilitation skills, as well as to enhance all of our learning in field, each student will have the opportunity to plan an inclusion activity as a portion of seminar. You are encouraged to be creative. You might choose to lead a team building exercise, icebreaker or activity focused on building team cohesion lasting about 10 minutes. A sign-up sheet will be circulated early in the semester. This is an ungraded assignment, although preparation and facilitation skills will be taken into considering when assessing professionalism and preparation for the seminar portion of your grade.

Individual Meetings and Out-of-Class Contact

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

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

Grading. Evaluation is on-going between the student, agency supervisor(s) and the field faculty member. The field faculty member receives feedback on your performance from you and your agency supervisor(s) and determines the grade earned. Your education is a shared responsibility, so always feel free to seek and give feedback, ask questions, make appointments, and do what you need to do to keep yourself actively learning, excited, and happy in your field setting.

Forty 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 turned 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 when travel is discouraged due to inclement weather. 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:

Regarding professionalism, 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, field faculty will be looking for thoroughness in all of the elements noted earlier in this syllabus.

If you have not completed the required hours for field practicum by the end of the semester, you will receive a grade of Incomplete for the semester (assuming that you are otherwise passing the course and have obtained advance approval from field faculty of your plan to complete the hours).

Sixty percent (60%) of the grade is based on actual fieldwork taking into account the degree to which the competencies are met through observable 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. Students are expected to achieve the competencies of the field course through the observable behaviors; complete the required hours per semester, cooperate fully with agency staff and the field faculty member; seek clarification of feedback when needed; apply feedback across practice; and strive for their best performance in all field assignments. This is especially important because field practice differs from most other university courses in that the placement entails not only educational outcomes for the student, but also professional responsibilities to clients, agencies, and the community. As such, when students engage clients and assume service obligations, there are ongoing professional and ethical matters to be considered as well as the

learning needs of the student. Also, considerable time and effort is spent on the part of the agency supervisors and faculty to plan and deliver a good learning opportunity. Evaluation and grading, therefore, reflect the overall quality of the performance, not merely completion of the activities. The field evaluation instrument with the competencies and respective behaviors; the student's performance in seminar, the student's learning plan; and the progress summary will serve as guides in the evaluation process.

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)
- * Evaluation (ability to evaluate interventions and progress toward goals; ability for self-reflection on performance)

Final responsibility for grading the student's performance in the placement rests with the field faculty member. 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 agency supervisor and joint meetings will be held with you if indicated or desired by you or your agency supervisor. A mid-semester meeting can be scheduled if the student, agency supervisor, or field faculty member request a meeting.

In December, 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 agency 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 agency supervisor's overall assessment of your work. Be sure that you and your agency supervisor each have a copy of each other's evaluation form and have shared this information with each other prior to the final evaluation meeting.

The grade equivalency for these percentages is as follows:

94-100 A
88-93 AB
82-87 B
76-81 BC
70-75 C (see "Field Education Handbook" regarding this grade)
64-69 D

The following are grading standards for the course:

A grade of "A" will include:

- *Outstanding; frequently surpasses expectations in all areas (competencies and 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.

Fall Semester

Weekly Seminar (40% of final grade):

Participation

10 points

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| School Community Assessment | 10 points |
| Portfolio Artifacts (4) | 5 points (each) |
| Total Maximum Points | 40 points |

End of Semester evaluation (60% of final grade)

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| Total Maximum Points | 60 points |
|----------------------|-----------|

Successful completion of the course requires completion of all assignments. Your final course grade will be based on your work at your field placement and your field seminar in the following proportions:

1. 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 obtain 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, similar to what would be observed in the student's field placement.

2. WRITTEN ASSIGNMENTS

Learning Plan due October 3, 2018

Portfolio Artifacts – Semester One

Portfolio artifacts are designed to be directly relevant to the teaching of knowledge, values and skills in the field of school social work. They are also in adherence with the Wisconsin State Licensing Standards. Portfolio artifacts should be a minimum of one page and should be included in the portfolio that is turned in for approval by the end of each semester of the student's graduate program at UW-Madison school of social work.

Week 4: Portfolio Artifact #, Cultural Responsiveness, Diversity and/or Antiracism in schools one of following topics: Cultural Responsiveness, Diversity and/or Anti-Racism in schools

(WI School Social Work Standard 3 and 7) 5 points, due September 26, 2018

A portfolio reflection is about one page in length, typed and double spaced. It is okay to go over the one page suggestion. This assignment has several options, please see below. I have included the rubric for "grading" this assignment.

I have posted three articles at canvas on cultural and race. For each, please provide a brief summary of the article. What was your reaction to the reading? What did take away from the reading? How might this apply in your field setting?

Or

School Observation Reflection: Using observation of your school environment (walls, photos, books, learning tools, art, curriculum, music, physical space, entry, accessibility, office, classrooms, hallways, playground, etc.)

consider the way your school represents and supports diversity. What do you see/not see? What is in place to increase a sense of belonging, participation and safety amongst your population? Is anything missing? What might be done to increase the level of cultural responsiveness in your school? Has this exercise influenced your own thinking about cultural competence and responsiveness?

Rubric

Potential Employer (2 points): (Does this artifact express concerns in a professional manner?)

License Evaluator and Competence of Practice (1 point): (Does the artifact provide evidence of developing readiness for licensure?)

Demonstrates Critical Thinking (1 point): (Does the artifact provide the reader with evidence that the writer applies critical thinking to make sense of the issue, and states a well-informed position or direction for action).

Provides a sense of writer voice (1 point): (Does the reader have a sense of “who” is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, even passion that shows through in the writing?)

Week 8: School-Community Assessment is due (is also a portfolio artifact)

(WI School Social Work Standards 1, 4, 5, 7, 8) 10 points, due October 24, 2018.

(Competencies: organizational assessment and analysis, larger systems skills, advanced assessment and intervention skills, use of research to inform practice, social welfare and educational policy; WI DPI Standards 4, 5, 8)

(2 pts)

1. This assignment should be typed and generally be within the 4-6 page range.
2. This assignment begins to look at your skills in looking at multiple sources of information to begin to identify needs. While you may be creative, the following questions should be addressed in your assessment:

Demographics and School/Community Description (2 pts):

1. *Describe the population of your student and staff (Visit your district website and WINSS and describe demographic and achievement data with your critical analysis.*

2. *Describe the organizational structure of your school/community.*

How is the school organized? What is unique about it? Describe the school climate.

How is the community organized? (Neighborhoods, housing patterns, transportation to/from school)

A. Leadership and Decision-making (2 pts)

- a. *Describe the power/decision making in the school*
- b. *How are decisions made?*

- c. *Describe formal and informal structure for decision-making*
 - d. *What are your observations about the leadership style evident in your building?*
- B. Resources
- a. *Describe the resources available in the school and in the community*
 - b. *What formal and informal resources are available?*
 - c. *Where are there gaps in resources or access to resources?*
- C. School Priorities (2 pts)
- a. *What is the school and district mission?*
 - b. *Identify the problems and potentials in both the school and community*
 - c. *What are the top goals the school has identified for school improvement? How do they connect to the district's priorities?*
- D. Implications for School Social Work (2 pts)
- a. *If you were a school social worker starting at this school, what would be your priorities for meso-macro level practice interventions? Why? How do these priorities relate to the priorities you describe in section D.?*
 - b. *How would you get started? What would you do first? What would be your plan for the first 4 weeks of the school year*
 - c. *What steps could you take to evaluate your progress*

Week 9: Portfolio Artifact #2 Social welfare and educational policy (confidentiality & mandated reporting) (WI School Social Work Standards 1, 2) 5 points, due October 31, 2018

Reference materials: Readings, DPI practice guide resources, class handouts, reporting scenarios, or your own experience in field with mandated reporting or staff training on reporting.

Some choices are:

- a. What is clearer to you about mandated reporting and/or confidentiality?
- b. How might what you have learned help in a future situation or decision making about reporting or sharing of information?
- c. What did you learn that could have been applied to a situation you were part of, or observed that might have contributed to a different, perhaps better outcome?
- d. What are some challenges that you anticipate and how might you overcome them?

OR

Artifact on policy and practice:

Reflect on you a practice related to behavior, bullying or a topic of your choice. Attendance is also an option, but keep in mind, there is a separate artifact assignment on attendance. It should be an intervention you were involved in. It could be a letter you wrote, a phone call, problem-solving meeting, a group, classroom intervention, a staff presentation, board meeting, court hearing, restorative justice circle, etc.

- a. Describe the practice, what service did you provide?
- b. What is the school or district policy related to the work? Is there a law or statute and/or district policy? What is it?
- c. Reflection on the policy and your practice – any future activity related to this reflection?

Rubric

Potential Employer (2 points): (Does the artifact express concerns in a professional manner?)
License Evaluator and Competence of Practice (1 point): (Does the artifact provide evidence of developing readiness for licensure?)
Demonstrates Critical Thinking (1 point): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)
Writer Voice (1 point): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Week 12: Portfolio Artifact #3: Reflection on SSW Ethics and Values: (WI School Social Work Standards 1, 2, 4)
5 points, due November 28, 2018

Describe an ethical dilemma that you have been faced with in your practice. What factors did you need to consider in resolving or addressing the dilemma? What was your course of action? Did you consult with any colleagues? Is there anything you might have done differently to prevent this dilemma in the future? There may not always be a definite right or wrong answer to your scenario. I am looking for the process and decision making model you considered when making decisions in this particular case.

Examples: A parent asks you for money; a staff member asks you not to report a potential child abuse case (even though it seems to fall under mandated reporting); you go on a home visit and realize you and the person you are visiting went to high school together; you disagree with a discipline course of action by an administrator; you have worked with a family in a different setting/agency and you know of a traumatic events – do you share with other staff; you disagree with a team decision to refer a child for special education – you feel more interventions should take place; or a teacher wants to know many details about a family – parent wants information to be kept confidential.

Rubric

Potential Employer (2 points): (Does the artifact express concerns in a professional manner?)

License Evaluator and competence of practice (1 point): (Does the artifact provide evidence of developing readiness for licensure?)

Demonstrates Critical Thinking (1point): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)

Writer Voice (1 point): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Ethics Artifact

Artifact contains the following:

_____Description of the ethical dilemma

_____Course of action related to the dilemma

_____Reflection

Week 13: Portfolio Artifact #4: School Policy Analysis on Attendance/Tuancy (WI School Social Work Standard 1, 4, 5) 4 points, due December 5, 2018.

Please include Policy/ Law related to Attendance. What are requirements or expectations in the district?

Practice/ Service at your placement: What types of interventions are in place for attendance? Examples may include, but are not limited to letters (formal or informal), phone calls, articles shared in school newsletter on attendance, Attendance Intervention Plans (AIP), Attendance teams, work with an individual student on attendance or attendance groups. Feel free to attach related documents like an AIP, group agenda, sample letters, etc.

Reflections of practice: How do you think this intervention is working? What is going well? Is there any room for improvement? Are practices culturally sensitive?

Rubric

Potential Employer (2 points): (Does the artifact express concerns in a professional manner?)

License Evaluator and Competence of Practice (1 point): (Does the artifact provide evidence of developing readiness for licensure?)

Demonstrates Critical Thinking (1 point): (Does the artifact provide the reader with evidence that the writer employs critical thinking to their practice?)

Writer Voice (1 point): (Does the reader have a sense of who is behind the writing? What is important to the writer, why? Is there some sense of commitment, care, dedication, or passion that shows through the writing?)

Attendance Artifact

Artifact contains the following:

_____Description of the attendance policy/law

_____Description of practice

_____Reflection

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.

Reading Assignments:

Students 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.

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.

Written Assignment Policy:

All written assignments are to be either typed or computer-generated using Microsoft Word. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the field faculty member, course number, and course title (do not put this information on the first page of your paper). You must use correct APA format for citations; consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>). When required to use references, you must use peer-reviewed journals. Websites may only be used with prior approval from the field faculty member. Failure to comply with these expectations will result in a loss of points. 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 field faculty member prior to the due date. Unapproved late assignments will be marked down 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 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.

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.

Incomplete Policy:

According to University policy, an Incomplete may only be given when students, who have otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the field faculty member prior to the end of the semester to explain the situation and make arrangements for making up the required work.

Attendance & Class Participation Policy:

Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your classmates to benefit from this course, attendance and active participation are expected. Attendance will be 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.

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

Student Behavior Policy:

In order to learn, we must be open to the views of people different from ourselves. Each and every 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 fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into both the field seminar grade and the field placement grade.

* Use of cell phones is limited to scheduled breaks, both in the classroom and in the field.

* Laptops are not to be utilized during field seminar.

- * Respect is displayed for viewpoints with which you may disagree.
- * Respect is displayed for each student and colleague's right to be heard.
- * A capacity to respect and appreciate diversity is displayed.
- * Appropriate materials are brought to class and field placement.
- * Student has read materials and prepared for class.
- * 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.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom and field will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the field faculty member. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to peers, 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. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook. If you have any concerns with this policy, or a concern that needs to be brought to the class's attention, please speak with this field faculty member. It is the student's responsibility to contact the field faculty member for any clarification on disrespectful and unprofessional behavior.

Code of Ethics, Professional Conduct & Plagiarism:

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

Plagiarism 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: <http://www.students.wisc.edu/doso/docs/UWS14.pdf>

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

Appendix A: CSWE Competencies

| Advanced Practice Year <u>CSWE Competency Addressed in Course</u> | <u>Course Content</u> | <u>Location in the syllabus</u> |
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| <p>1: Demonstrate ethical and professional 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.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics working with children, youth and families in various settings. (V, C & AP)</p> <p>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C&AP)</p> <p>Evaluate ethical dilemmas related to problems and issues in the area of children, youth, and families. (K,S,V,C & AP)</p> <p>Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the area of children, youth, and families. (K, S, V, C & AP)</p> <p>Apply knowledge of social services, policies and programs relevant to the area of children, youth, and families, to advocate with and/or on behalf of clients for access to services. (K, S, V, C & AP)</p> <p>Develop a plan for continuing professional education and development. (K, S, & V)</p> <p>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). (K, S, V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Week 8</p> <p>Week 8</p> <p>Week 8</p> <p>Week 2 Week 7</p> <p>Week 5</p> <p>Week 10</p> |
| <p>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 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,</p> | <p>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 and families and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (V, C & AP)</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> |

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| <p>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.</p> | <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p> | <p>Week 7 & 14</p> |
| <p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice 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 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.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Week 7 & 14</p> |
| <p>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</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of evidence-based methods and practices in working with children, youth and families</p> <p>Change Agent Report and Presentation (K,S,V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Week 14</p> <p>Weeks 7 & 14</p> |
| <p>2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of local,</p> | <p>All: Field practicum, class exercises, participation in field seminar</p> |

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| <p>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.</p> | <p>state and national policies in public and private with emphasis on the role of the social worker. (V,C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p> | <p>discussions: Weeks 1-14</p> <p>Weeks 7 & 14</p> |
| <p>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</p> | <p>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. (V, C & AP)</p> <p>Mid and End of semester evaluation and learning plan with supervisor and field faculty</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Weeks 7 & 14</p> |
| <p>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.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Weeks 7 & 14</p> |
| <p>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</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions</p> | <p>All: Field practicum, class exercises, participation in field seminar</p> |

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|---|---|--|
| <p>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.</p> | <p>and evidence based approaches. (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty</p> | <p>discussions: Weeks 1-14</p> <p>Weeks 7 & 14</p> |
| <p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p> | <p>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in public and private child welfare (V, C & AP)</p> <p>Mid and End of semester evaluation & learning plan with supervisor and field faculty</p> | <p>All: Field practicum, class exercises, participation in field seminar discussions: Weeks 1-14</p> <p>Weeks 7 & 14</p> |

UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument
Social Work Practice in _____ (Field Unit)

Advanced Generalist Practice Specialization Year: SW 800 Fall, _____(School Year)

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

AGENCY SUPERVISOR: _____
Phone Number: _____
Agency Name/Address: _____
Office Location: _____
Email Address: _____

Academic Courses (Fall):

Full Course Name & Number:
Instructor:

Instructions for Evaluating Students on the Nine Competencies: Evaluation Component (Column 3)

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

| | |
|-----|---|
| 5 | The student has excelled in this area. |
| 4 | The student is functioning somewhat above expectations for students in this area. |
| 3 | The student has met the expectations for students in this area. |
| 2 | The student is functioning somewhat below expectations for students in this area. |
| 1 | The student is functioning significantly below expectations for students in this area. |
| N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area.* |

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 behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the behavior. For the generalist level student, the desired outcome is that of entry-level generalist 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 evaluation.**

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:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|---|--|
| | | Fall Final |
| 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 | | Rating. |

| | | |
|---|--|---------|
| additional codes of ethics in a focus area. | | |
| Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area. | | Rating. |
| Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area. | | Rating. |
| Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.2

Engage Diversity and Difference in Practice.

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Demonstrate and communicate a recognition and un- | | Rating. |

| | | |
|---|--|----------------|
| <p>derstanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area.</p> | | |
| <p>Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area.</p> | | <p>Rating.</p> |
| <p>Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area.</p> | | <p>Rating.</p> |

Agency Supervisor Comments:

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:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: |
|---|--|
| 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. | |
| Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area. | |
| Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area. | |

Agency Supervisor Comments:

Competency 2.1.4

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

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

building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice.

Advanced Generalist Social Workers:

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

Agency Supervisor Comments:

Competency 2.1.5

Engage in Policy Practice.

Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings.

They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: |
|---|--|
| 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. | |
| Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area. | |
| Apply advanced critical thinking to analyze, formulate, and advocate for policies. | |

Agency Supervisor Comments:

Competency 2.1.6**Engage with Individuals, Families, Groups, Organizations, and Communities.**

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: |
|--|--|
| Employ Diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area. | |
| Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area. | |

Agency Supervisor Comments:

Competency 2.1.7**Assess Individuals, Families, Groups, Organizations, and Communities.**

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: |
|--|--|
| Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area. | |
| 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. | |
| 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. | |
| Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area. | |

Agency Supervisor Comments:

Competency 2.1.8

Intervene with Individuals, Families, Groups, Organizations, and Communities.

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|--|--|---|
| | | Fall Final |
| 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. | | Rating. |
| 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. | | Rating. |
| Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area. | | Rating. |
| Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area. | | Rating. |
| Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals. | | Rating. |

Agency Supervisor Comments:

Competency 2.1.9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

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

Advanced Generalist Social Workers:

| Advanced Generalist Level Practice Student Required Behaviors: | Methods to Observe and Demonstrate Achievement: | Enter rating using key above (5,4,3,2,1 or NA) |
|---|--|---|
| | | Fall Final |
| Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area. | | Rating. |
| 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. | | Rating. |
| Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area | | Rating. |
| Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. | | Rating. |

Agency Supervisor Comments:

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

Learning Plan Approval (Fall):

Student Signature Date

Agency Supervisor Signature Date

Field Faculty Signature Date

| Final Fall Field Evaluation | |
|---|-------------|
| <i>Student: My agency supervisor & field faculty have evaluated me with me and I have received a copy. My agreement is as follows:</i> | |
| I agree with the evaluation <input type="checkbox"/> | _____ |
| I do not agree with the evaluation <input type="checkbox"/> | _____ |
| _____ | (Agency S |
| (Student signature) | (date)_____ |
| _____ | _____ |
| (date) | (Field Fac |
| | (date)_____ |
| If the student disagrees with the evaluation they must provide a written statement in writing with relevant documentation or examples of disagreement. A copy of this copy to both the agency supervisor and the field faculty. Documentation of disagreement will be attached to the student's file. | |