
Spring 2019

Instructor Name and Title: Stephen Tupper, LCSW, MSSW, Field Faculty Associate
Location: School of Social Work, Room 110
Credits: BSW (5 credits) and MSW (4 credits FTP)
Class Day(s) & Time: Fridays from 9:00-11:30am
Instructional Mode: Face-to-Face
Office Hours: By Appointment
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I. Course Description

401 Field Practice and Integrative Seminar II

Attributes and Designations: For undergraduates, this course counts as a “field experience” and counts as a Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students. Requisites: SW 400 and Senior Standing and declared Bachelor of Social Work program or declared in Master of Social Work Program.

An approved generalist field seminar and social work community agency placement. Seminar and placement require a minimum of 16.5 hours/week. The first course (SW400) of the two semester field sequence. The second course (SW401) of the two semester field sequence. Attributes and Designations: For undergraduates, this course counts as a “field experience” and counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students. Requisites: SW 400 and Senior Standing and declared Bachelor of Social Work program or declared in Master of Social Work Program.

How Credit Hours are met: The credit standard for this course is met by an expectation of a total of 256 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Fridays for 2.5 hours over 13 weeks), reading, writing, field placement and other student work as described in the syllabus.

II. Course Overview and Description

The focus of this unit is direct social work practice in juvenile and adult criminal justice community and institutional settings. The unit focuses on helping students conceptualize client typologies related to social responses and interventions including: evidenced base interventions with male and female pre-adjudicated youth, adjudicated youth, and adults. It also addresses the challenges of victims and survivors of crime. The second semester is devoted to a review the treatment, programming, incarceration, and alternatives to incarceration for male and female
adults. It will review the different needs, risks, programming and treatment of women who have committed crimes. The lectures will address treatment interventions specific to this population, i.e., motivational interviewing, sex offender treatment, cognitive interventions, and substance abuse treatment for adults. Additionally, lectures will cover community and institutional adult interventions, risk and needs assessment, probation and parole, institutional interventions, halfway houses, evidenced based interventions, research, policy and planning administration. Interventions relate to conceptualization of client subtypes, demography of crime and delinquency and violent crime are some of the major content areas for study. Students develop skills in psychosocial assessment, casework, case management, client supervision, group work, placement planning working with special populations and policy and administration. Emphasis varies with placement.

This is a foundation and generalist specialization year field unit. The social work student in a criminal and juvenile justice placement will integrate classroom knowledge of social work with practice experiences at specific justice agencies and related community programs. Students will be involved through classroom lecture and discussion by instructor and community professionals. Discussion will include a wide range of agency placement activities as represented in the justice system, including offender treatment, prevention, victimization and specific offender problem areas related to criminality. Criminal cognitive processes, restorative justice, social work with involuntary clients, sex offenses, violence assessment and treatment, substance use and sale, and substance abuse as it affects crime and rehabilitation will be discussed. Specific intervention strategies, mitigation, community alternatives to imprisonment, and case management will be addressed. Ethical, culturally competent and professional decision making in social work in justice settings will receive specific attention. Discussions and class content will address specifics problems and needs of adult and juvenile offenders, minority groups, women offenders, crime victims and survivors, sex offenders, violent offenders, risk assessment, community intervention, incarcerated offenders and their families in a culturally competent social work practice. Additionally, students will learn elements of restorative justice, mentoring and advocacy. The field unit integrative seminar is an appropriate complement for those students pursuing the Criminal Justice Certificate Program or other areas such as school and forensic social work and survivors of criminal victimization.

The seminar and discussion will be conducted using a peace circle format incorporating the principle and practice of this treatment practice and problem solving method used in restorative justice practices.

This field unit, which meets for two semesters, is an approved generalist practice unit for undergraduate (BSW) and first-year master level students. BSW and first year MSW students spend 15-16 hours per week in field placement, 2.5 hours per week in integrative seminar, for a total of 256 hours per semester. For field placement purposes, the semester is considered 14 weeks. The 14 weeks includes exam week; if students prefer not to be in placement this week, or to reduce placement hours this week, may choose to work with their agency supervisor to spend more hours in earlier weeks.

Students are not permitted to end their field placement early, which is the reason a limit is set as to how many hours students may spend in field each week. The key to ensuring students have the
most beneficial field experience is the combination of attending the field seminar while being placed in the field, which necessitates that students not finish their placement early. In addition, a commitment is made between the student, the agency supervisor, and the field faculty member to continue the student’s educational experience until May 2018. Field settings require a commitment of two consecutive semesters of placement, due to the nature of client needs and services provided, as well as the time needed for student's professional development. All settings provide opportunity to learn generalist social work roles.

III. Learning Outcomes: Competency Description 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 generalist (400-401-800/801) 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 generalist (400-401-800/801) practice in field settings. In seminar, as we consult with one another and reflect on practice dilemmas, challenges and successes. 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 entry (400-401/800-801) 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, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

In placement, students demonstrate mastery of a set of behaviors tied to 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

Time: Friday, 9:00-11:30 a.m., with one break

Week 1: Friday, January 25, 2018

Social Worker’s Confronting Racial Injustice Conference

This year’s theme is *The Power of Disruption*.

The conference keynote speaker is Janaya Kahn, an International Ambassador of the #BlackLivesMatter network. Janaya Kahn is a leading activist who will address participants in a keynote address about social justice and equality. Janaya Kahn is a black, queer, gender-nonconforming activist, Afrofuturis, and social-justice educator who presents an enlightening point of view on police brutality and systemic racism. Students are expected choose and attend morning afternoon workshops of their choosing.

Two and a half hours of the day will count for class time and the remaining five and a half hours for field placement requirements.

Week 2: Friday, February 1, 2018

Topic: Treatment and programming for women in the criminal justice system

Guest Presenter: Laura Fabick, Director of ARC Outpatient Treatment

NOTE: Updated learning plans are due for second semester.

This lecture and three or more following it are primarily devoted to convicted women and their intersectionality with the criminal justice system. These presentations are designed to provide students with an understanding of the treatment needs, challenges, and impact of arrest, conviction, and incarceration on women and their children in the criminal justice and social services systems. Convicted and incarcerated women have higher incidences of substance abuse, serious mental illness, trauma, and physical and sexual abuse.

Lectures will address the characteristics of female offenders, typical criminal offenses, dependency needs, and critical resources necessary to meet the needs of convicted women. What accounts for the rising rate of female incarceration and should the community’s response be different for women.

Presenters include professionals who provide women’s treatment and programming needs, both in the community and while incarcerated. One guest presentation is a woman who was involved in crime, was incarcerated, paroled, and has successfully reintegrated in the community. Her daughter
will accompany her and talk about her experiences as the child of an incarcerated mother. Another will talk about the challenges of being a woman of color and raising her children in today’s environment, and how social workers can work with them.

Circle discussion: sharing, field placement experiences, treatment issues, ethical issues, consultation, and collaborative problem-solving.

Review Placement Expectations:

- Review syllabus, key themes, and assignments
- Weekly journals
- Presentation feedback
- Presenter questions

Recommended reading:


“Gender Specific Programming for Female Offenders: What is it and Why is it Important?” Bloom, Barbara E., Covington. The Center for Gender and Justice, presented at the American Society of Criminology, November, 2008.

Women’s Pathways to Jail, Bureau of Justice Assistance, March, 2013

The Changing Dynamics of Women’s Incarceration, The Sentencing Project.


Recommended reading:

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

“Beyond the Sentence-Understanding Collateral Consequences”. Sarah Benson, National Institute of Justice.

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

Week 3: Friday, February 8

Topic. Treatment of convicted sex offenders.
Carolyn Pierre, LCSW, has worked with convicted sex offenders in prisons and mental health hospitals for eleven years. She is a former social worker, treatment facilitator and supervisor at Minnesota Sex Offender Treatment institution and the Sand Ridge Secure Treatment Center. She will talk about evidence based treatment and programming individuals who have been found assessed and committed under the sexually violent person’s act (WS Chapter 980).


**Week 4: Friday, February 15**

**Topic:** Adult Criminal Justice system

Guest Presenter: Dean Strang, Defense Attorney. StrangBradley

Dean Strang is an experienced, internationally recognized defense attorney. Mr. Strang has lectured and made presentation locally, regionally, nationally and internationally. Mr. Strang will talk about his work as a defense attorney, the criminal justice system, and the various roles in the system, including that of social workers. Mr. Strang has published several books and scholarly articles. He and another attorney defended Steve Avery, which later was made into a movie, “Making of a Murder”.

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

**Recommended Reading:**


**Week 5: Friday, February 22**

**Topic:** Challenges of women of color raising children in the current era of racial and social change.

**Presenter:** Sagashus Levingston will talk about raising children in this era of racial justice, the Me Too Movement and BlackLivesMatter movements. She will talk about the community of
color’s interaction with the criminal justice system, police, social workers, courts, and the community.

Readings:


Required Reading:


Week 6: Friday, March 1

Topic: Treating mental illness in the criminal justice system

Kim Fisher, Psychologist at Journey Mental Health, Dane County will make a presentation about treating mental illness in the criminal justice system and the CTA (Community Treatment Alternative) program. CTA works with individuals involved in the criminal justice system, but diverted from jail or those who have been conditionally released after being found “not guilty by reason of mental disease or defect.

Readings:

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

Week 7: Friday, March 8

Topic: Providing critical services for men and women returning from incarceration.

Linda Ketcham, Executive Director will make a presentation that includes the history of Madison Urban Ministry and the programs MUM has developed to assist incarcerated and returning men and women and their families re-enter the community. Programs include: Just Bakery, Healing House, Circles of Support, Journey Home, and Family, Mentoring and Reading Connections.

Required Reading:

“Children’s Contact with their Incarcerated Parents-Research Findings and Recommendations”. Poehlman, Julie, Dallaire, Danielle, Loper, Ann Booker, Shear, Leslie D.

Week 8: Friday, March 15

Topic: Offender Re-entry

Lisa Reible, MSW, is the Director of the Wisconsin Department of Corrections’ Reentry Unit. The unit is responsible for leadership and program development within the Division of Community Corrections and Division of Adult Institutions. She will talk about the challenges that individuals face when returning from prison and the Reentry Unit’s initiatives of assessment, case management, system, interventions, programs and services. Specific programs include Vocational Training Initiatives, Opening Avenues for Success (OARS), Disabled Offender, Economic Stability (DOES), Pre-Release Medicaid Application Assistance, Windows to Work, and the needs and risk assessment instrument used to determine level of supervision.

Recommended Reading:

Re-Entry-A Bridge to Success. Wisconsin Department of Corrections. October, 2016.


March 22: Spring Break

Week 9: Friday, March 29

Topic: MOSES
Frank Davis, Director of MOSES (Madison Organizing in Strength, Equality, and Solidarity) will present about MOSES and the challenges and needs men and women returning from prison. MOSES is a non-partisan organization with a focus on ending mass incarceration. He will talk about this history of MOSES and his personal experiences of a returning individual.

**Week 10: Friday, April 5**

**Topic. Community Restorative Courts: an alternative to conviction.**

Ron Johnson, the director of Dane County CRC (Community Restorative Courts) is a victim-based, offender focused, community driven alternative response to crime.

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

Change Agent presentation

**Week 13: Friday, April 19**

**Topic. Deferred Prosecution, an alternative to conviction.**

James Sauer, LCSW, CSAC, ICS, LMFT, Opioid Substance Abuse Counselor, Dane County Deferred Prosecution Unit, is employed by Dane County District Attorney’s office. He will talk about the operation of the Deferred Prosecution Unit. The Dane County Deferred Prosecution program is oldest in the state. It has evolved from a first offenders program only to offering an alternative to incarceration for more serious offenses.

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

Change Agent presentation

**Week 14, April 26**

**Week 13, Friday, April 26**

**Tour.** We will tour Oakhill Correctional Institution in Oregon, Wisconsin.

PLEASE NOTE: End of the semester evaluations will begin this week.

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

Change agent presentation (BSW Students)
Competency Assessment for Program Evaluation (CAPE) will be administered this week.

**Week 14, Friday, May 3**

Final Field Unit Meeting

Course Review, Course Evaluations and Wrap Up

Change agent presentation (BSW students)

Circle discussion: sharing, field placement experiences, issues, consultation, and collaborative problem-solving.

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

Readings will be assigned, in advance, for specific class topics. For those identified as required readings, students are expected to come prepared for class having thoughtfully read the assigned articles or other materials. Students are also expected to complete, critically think about, and integrate with practice experiences readings and exercise materials handed out in seminar and relevant practice materials available in their agency placement. Students are encouraged to consider questions that the weekly readings might stimulate in relation to one’s field experience or other course content. Students are expected to complete and understand all currently assigned readings in social work and related courses and to review past readings to enhance understanding and integration of theory, methods and practice. Additional relevant readings and exercises may be provided by the field faculty member throughout the semester. The readings and exercises will be provided by the instructor. Students are also expected to read relevant practice material available in their agency placement. Readings are updated regularly and may change with as the semester unfolds.

It is anticipated that students will be exposed to new substantive areas in the field that they will learn more about in order to gain sufficient understanding to address the needs in that area. In many cases, this will be necessary in order to make progress toward accomplishing the related competencies or behaviors in the learning plan. Students are expected to select and read a minimum of three practice articles over the course of the semester relevant to substantive areas of interest in the field setting (e.g., the populations served, social, psychological, spiritual or health issues, evidence informed interventions to address needs, or related policies). *Students should indicate on their learning plan topics that will be pursued over the semester and note progress in their final semester evaluation.*
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.

ASSIGNMENTS

Change Agent Project Report for all students is due April 5.

(BSW Students Presentation only)

BSW students will make a class presentation during April. This assignment significantly in the fall semester in which you identified a change agent project proposal and possible first action steps. For this semester, you are expected to continue planning, implementing and evaluating your proposal. Review the course calendar for due dates regarding this assignment.

Report (Report of you action, outcomes, recommendations, and learning):

In 7-8 pages, report (simultaneously to agency supervisor) and brief seminar presentation:

1. What actions you took within the agency to address the selected issue and why these choices. It is understood that agency-level intervention will require considerable inclusion or, and collaboration with, a variety of agency staff and possibly others. You should detail these choices of personnel and why, and your actions toward your goal. It is required that you will share the results of your project with your agency supervisor as well as the director of the organization, prior to the due date of the report and presentation. This activity should be noted in your report (how you provided the information and the response).

1. A brief description of the needs/asset assessment with an attendant statement of a practice issue or problem at the mezzo and/or macro levels such as organizations (including your field placement agency), the community (local, state, national and/or international), and policies. For example, in terms of organizations there may be user friendly issues regarding the environment, mission, policies, procedures, staffing, materials, services/programs, communication, training, and/or evaluation.

• A brief review of relevant literature/research in which you indicate if and how it helped inform your practice (minimum of four sources)
• What outcomes or results have occurred thus far? What do you make of these results? Specify if there are additional outcomes expected in the near future and why.
• How you evaluated or would evaluate the change effort (if time does not allow completion)
• What recommendations do you have for the agency (on this issue) or for other students pursuing this issue?
• What have you learned from working on this project? What would you do differently in the future? Be honest, complete, and objective as it will make your learning and written reporting clearer.
• Use generalist social work concepts and principles as well as appropriately citing all references/resources, e.g., agency supervisor, other staff, faculty, and/or other materials.
• In a separate document each student will write a brief, one paragraph, description and overview of their change agent project.
• Students will present their change agent project at the April 20, 2018 Spring Poster session (more details to follow). Students will also report on their change agent project in field seminar.
*If students worked in groups, each student must turn in their own report and identify within the report what their individual responsibilities were throughout the project.

The purpose of the assignment is to:

1. Acknowledge and share the NUMEROUS ADVOCACY AND EMPOWERMENT OPPORTUNITIES, how social work field students are change agents, and how they “make a difference” in the welfare of people and society.

    Learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of color, aging, persons with disabilities, and/or the LGBTQ population or any at-risk population.

• Develop or enhance knowledge, skills and values regarding a mezzo or macro change effort utilizing the planned change process (review SW442 & SW840).
• Complete and evaluate, to degree possible, a change effort that is effective, efficient and sustainable.
• Develop or enhance knowledge, skills, and values regarding working in teams (whether with other seminar students or others in the community).

The opportunities in field to move from careful assessment to planned intervention at the mezzo and macro level supports a skill area of critical importance in all social work. Focusing each semester on mezzo and macro considerations helps to attune the student, agency supervisor and field faculty member to student learning at this level. It also assists the student and agency supervisor in supporting positive agency and system approaches to services delivery. It can assist the field faculty member and/or subsequent students to continue on your work. Finally, if results are shared with the seminar, it can assist the field unit as a whole to learn.
Oral Case Presentation

Oral presentation skills and problem-solving skills are essential skills for all social workers. Social workers interact with a variety of professionals and must communicate their impressions effectively in order to successfully collaborate on a multidisciplinary team. When working with individuals, families, groups and communities, social workers use a problem-solving approach. Steps in the problem-solving process can be stated in a variety of ways. Students may be most familiar with the planned change steps associated with the Generalist Intervention Model (GIM). The steps of the GIM are included in italics in the presentation format below. Students will present cases weekly for discussion.

**Description:** Using the case presentation format shown below as a guide, demonstrate your understanding of the problem-solving process and your case presentation skills by verbally summarizing a case example taken from your field practicum experience. The case should be complex (think about issues of diversity, ethics, policy) and reflect work with a client from the time of engagement with the agency through termination (it is OK if much of the work was done by your agency supervisor). Client confidentiality must be respected and names changed to protect the client. You must discuss the case presentation with your supervisor prior to your presentation. A successful presentation will be succinct, highlighting relevant information from the biopsychosocial assessment as it relates to the situation at hand. Be sure to keep the elements of planned change in mind when describing your work with this client. Know your client and case well enough to present the case without reading the case to the class. **Prepare a 1-page summary of the case to distribute in class; the handout should be easy to read, e.g. use bullet points, WI Star Method, genogram and/or an ecomap to clarify key points and information.**

**Evaluation:** You will be evaluated based upon how well you articulate the details of the case in a clear, concise, comprehensive overview following the instructions provided and effectively facilitate a brief class discussion; the quality of your 1-page summary (handout); how well your case demonstrates creative problem solving & analytical skills (choose a case that involves diversity, cultural competency, LGBT, ethics, agency or policy issues) and, for graduate students, how well you articulate how this process has implications for your specific agency and/or social policy.

**Length of Entire Presentation:** (<15 min) Students must be concise and adhere to the presentation timeframe while still covering all noteworthy information. Time yourself prior to class and adhere to the time limits below for your presentation. Your oral case presentation should be well organized and presented confidently, followed by brief resource sharing and a brief class discussion that you will lead. Be aware that, in practice, steps II-IV below would need to be presented in 5 minutes or less to an interdisciplinary team. Identify in advance the information that is relevant to the case presentation—do not present a laundry list of everything listed.

A. **Case Presentation Segment** (12 min): (Note: this is a guide -- cases will not include all information below)
1. **Identifying Information (<0.5min):** agency program, client name (use pseudonym), age, gender, race and/or ethnicity, marital status, etc.

2. **Presenting Problem/Engagement (1.0 min):** brief explanation of the reason for the referral; consider, if applicable: client’s view, precipitating events, relevant history, referral source, voluntary or involuntary, past mental health and substance abuse history, h/o abuse/neglect; past cognitive/mood assessments if available, past relevant legal issues

3. **Analysis of Current Functioning – the Biopsychosocial Assessment (3-4.0min):** medical/medication history if relevant, social supports, family/caregiver info, advance directives, living situation, formal and informal supports, economic status, education, work history, pertinent medical and mental health diagnoses, substance use, spirituality and influence on treatment, cultural influences, mood and cognition --include any cognitive or mood screens you completed, consider issues of abuse/neglect, diversity, cultural influences (only include relevant information in your case presentation)

4. **Clinical Assessment (2.0 min):** SW Student’s overall assessment of client’s strengths, problems and needs; consider, if relevant, client’s motivation for change or treatment, risk factors, systems concerns, client’s ability to follow a treatment plan, discussion of patient’s cultural and human diversity factors including beliefs, practices, etc. as they relate to current problem, understanding of the problem, and possible barriers to treatment, if applicable.

5. **Treatment Planning (Care Plan) (1.5 min):** identify goals, planned interventions, consider legal and/or ethical issues, anticipated time frame, adjunct resources, collaborative contacts, consider micro, meso and macro level interventions

6. **Implementation/Intervention (1.0min):** did you follow your plan? Any unexpected problems along the way? How often do you review/revise your plan? Any changes needed?

7. **Evaluation (1.5 min):** Evaluate the extent to which the identified goals have been met; were the interventions successful? What worked or didn’t work? What might you do differently with a similar case in the future? Did you encounter any counter transference issues, boundary issues or ethical issues? How did you deal with them? How did you use consultation in this case?

8. **Termination (<0.5min):** Discuss plans to terminate client contact, or will you continue to follow?

9. **Follow-up:** Is there a plan for reassessment and/or is all contact discontinued?

**B. Resource Sharing (<1.0 min):** After your presentation of the case, inform the class of 2 resources that were identified and researched to assist your client. State the types of services provided by the resources and how to utilize them.

**C. Graduate Students (1.0 min):** Using the issues identified in this case and available resources identify implications for social work practice, areas needing further research and the need for agency and/or policy change(s), as applicable, to better serve older adults.
D. Class Discussion (2 min): Follow-up with one (pre-planned) question for the class to discuss. The question should stimulate class participation and critical thinking, therefore, avoid using close ended (yes/no) questions. You need not have definitive answers to these questions. You should, however, be prepared to lead a brief classroom discussion about the question.

Learning Plan: Due February 2
Learning plan updates are due February 2. Final learning plans must be approved by field supervisors and field faculty and signed by students, agency supervisors and field faculty. The field faculty provides students with a framework for social work practice and assistance in self-assessment in order to formulate a learning plan. In the learning plan, students, in collaboration with agency supervisors and field faculty, must identify the methods by which the behaviors outlined in the syllabus will be observed. For example; relative to competency 2.1.8, “employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area,” the student and agency supervisor could agree to the following: student will propose a plan for advocating to be approved by the supervisor and provide an outcome report relative to their advocacy work for the supervisor’s review and feedback. This indicates how the student will achieve this behavior (an advocacy plan and outcome report) and how it will be observed (e.g., supervisor’s approval, review and feedback regarding the plan and outcome report). Learning goals must be connected to the CSWE approved nine competencies.

Some behaviors may have multiple strategies and some may not be addressed in the field agency placement but would then need to be addressed in another part of the agency or another placement. The learning plan, sometimes referred to as a “learning contract,” is a critical document that can be revised overtime when indicated. It needs to be specific, observable, individualized and can be changed over time. Students needing assistance in completing it should contact the field faculty member. 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. The learning plan will be signed and dated by the student and the agency supervisor or school social worker.

Integrative Seminar
There is a required weekly seminar with the field faculty member. The seminar is used for integrating theory and practice. The format for the seminar includes consultation about practice problems and issues, faculty instruction, case discussions, 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 and not be tardy. Students are expected to remain in seminar for the entire two and a half hours. Absences and tardiness will result in a lower grade. Two or more absences will result in a lower grade, i.e., two absences will be an AB, three absences a B, etc. Being tardy two or more times will result in a lowered grade. 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. Field Faculty will also be looking for responsible interactions of respect, openness, understanding, and politeness. Rude, disrespectful, judgmental, negative interactions will result in a lowered grade. This includes not only the manner in which we discuss clients, but also the manner in which you might discuss challenges with your agency supervisor or other staff. Discussing challenges in field placement in a way that is akin to “gossiping” or violating confidentiality will not be tolerated. I recommend adopting the practice of discussing issues related to clients and colleagues as if they were in the room. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Please see the field faculty member early in the semester if you need any assistance in this or any other areas.

**Field Experience Journal.** Students are required to keep a **weekly journal** and submit it weekly to the field instructor in a word document format no later than Sunday evening following the week in which their activities occurred. The journal entry describes their field placement activities for the previous week and their observations of how they have used or witnessed no less than two of the nine core competencies and integrate their field experiences. Alternatively, student may address examples of activities that are at odds with the competencies, but must also discuss professional alternatives to these activities. The journal will assist the student in preparing the progress summary and demonstrate clearer understanding and integration of social work concepts and principles with practice; and assist the student, field supervisor and field instructor during the evaluations (e.g., able to identify what they have learned, need to learn, and learning opportunities), and form the basis of seminar discussions (able to present and/or discuss practice issues and impediments). Failure to complete two or more of the journals will result in a
lowered grade.

**Presenter Question of the Week.** Each student is expected to review and read the required readings and to provide to the instructor a practice question when guest speakers present. The question is to be submitted no later than Tuesday prior to Friday’s seminar. The question will be forwarded to the guest presenter. Discussion/practice questions: Suggested question areas include crime and mental health, substance abuse, homelessness, and racial/ethnicity challenges of convicted persons and the responsibilities of social workers in the justice system and with convicted persons. Failure to complete two or more of the presenter question of the week will result in a lowered grade.

**Presenter feedback.** Students are required to submit a weekly summation of the guest lecturer’s presentation. The summation is to be no longer or shorter than a typed single spaced page summarizing what the lecture discussed and what you learned from it. BSW students are to identify a specific competency and a knowledge, skill, value, cognitive or affective process they learned of during the presentation. Failure to complete two or more of the presenter feedback assignments will result in a lowered grade.

**Discussion Question of the Week**
This is one of several efforts to integrate theory and practice and to challenge students to think critically, analyze, question, and problem solve issues in social work practice. Each student is expected to critically think about the agency and practice (e.g., using observations, interviews, readings) in order to answer the ‘practice question of the week’ and come prepared to discuss the practice question in seminar. Students are, of course, encouraged to propose questions of their own for discussion, including those which extend beyond the local agency level to community, national, global policies and programs and implications for practice. Students are expected to bring the practice questions to supervision with their agency supervisors for further processing and reflection.

**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 within the large or small circle, 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.

**Individual Meetings and Out-of-Class Contact**
Students are encouraged to meet with me at any time during the semester. I am happy to meet before and after class but would prefer advance notice, if possible. We can also arrange a time to meet or talk by phone on non-class days. I am most accessible by email, which I check daily. I
will respond to emails within 24 hours during the business week (Monday thru Friday). However, questions or requests related to assignments need to be emailed 24 hours prior to the start of class on the day the assignment is due.

**Meetings Together with your Agency Supervisor**

Open and frequent communication among all parties over the course of the semester will help keep all of us on track. At the end of the semester, you and I will meet with your agency supervisor at the agency for evaluation of your work at the field placement. There are evaluation forms for this end-of-semester meeting that your supervisor and you will each fill out, and then share with each other, **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. Two or more absences from field unit meetings will result in a grade reduction for this course. As an example, two absences will result in a grade no greater than an AB, three absences will result in a grade no greater than a B, etc. Tardiness will also affect your grade, i.e. two will result in a reduced grade (AB), four absences will reduce it to a B, etc. The same number of 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. Field Faculty will also be looking for responsible interactions of respect, openness, understanding, kindness, and politeness. Rude, disrespectful, judgmental, negative interactions will result in a lowered grade. Students are
expected to follow the Social Work Code of Ethics, Principles of Professional Conduct, and the Guidelines developed at the beginning of the academic year when addressing peers, faculty and agency staff. Failure to do so will result in a lowered grade, dependent on the seriousness of the violation.

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 humility) with staff and clients; awareness of biases and ability to discuss these in supervision; consideration of culture and the social environment in case conceptualization; ability to identify ethical
dilemmas and discuss these in supervision; adheres to NASW Code of Ethics)

- Clinical documentation (ability to work with the technology; content of notes; clinical language; thoroughness, timeliness)

- Professionalism (reliability; thoroughness; organization; adhering to boundaries; time management; ability to work responsibly and independently; completes tasks as assigned; participation and preparedness; attire; uses professional judgment)

- Attendance and timeliness (in seminar and in field)

Practice Skills:
- Engagement skills (relates well to clients and staff, ability to build rapport; ability to convey warmth, empathy and genuineness; ability to demonstrate active listening)

- Assessment and skills (ability to gather relevant information; ability to articulate a comprehensive formulation; conceptualization skills)

- Planning and goal setting (ability to develop a clear plan with specific goals and observable, measurable objectives)

- Intervention (ability to implement interventions in line with goals and objectives; ability to understand and incorporate best practice interventions)

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

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 late April, 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 practice behaviors) on the “Student Field Evaluation Instrument” and in seminar.**

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

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

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

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

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

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

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

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

A grade of “B” represents good performance. A student earning a "B" will exhibit good performance in most areas. A student may be meeting only minimum standards in an area but is working actively to make improvements.
A grade of “BC” indicates that the student has met the minimum criteria needed to pass the course.

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

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

D= failing, below expectations in many areas and may not continue in field and program
F= failing grade, below expectations in all areas and may not continue.

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

Spring Semester
Weekly Seminar (40% of Final Grade):

Professionalism & Participation (MSW Students) 15 points
Professionalism & Participation (BSW Students) 15 points
Weekly Journal and Lecture Submission (BSW and MSW) 10 points
Change Agent Presentation (BSW students)  5 points

Change Agent Project (BSW)  10 points
Change Agent Project (MSW)  15 points

Total Maximum Points: 40 points

End-of-semester evaluations (60% of final grade)
Completion of hours and hourly log
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 respectful, thoughtful, non-judgmental, professional manner, similar to what would be observed in the student’s field placement.

2. WRITTEN ASSIGNMENTS
Each week students are required to submit a journal describing the previous weeks’ field placement experiences activities and to identify and explain two of the nine social work competencies they engaged in or observed. Students are also required to submit a brief analysis of the weeks’ presentation identifying the social work values, skills, knowledge,

Change Agent Proposal (due fall semester) and Change Agent Assignment (final project due in spring semester). The proposal should be fleshed out using the project focus, guidelines, project report and presentation outlined on pages 22 and 23.

Students will begin a change agent project in the fall and complete it in the spring semester. Utilizing the planned change process, the project would seek to mitigate or resolve an issue, problem or situation at the meso/mezzo or macro level. Students note that it is helpful to begin the assessment process during the fall semester to allow for sufficient time to complete and evaluate interventions or strategies before the end of the school year. The purpose of the assignment is to learn more about human rights, social, economic, cultural and other issues experienced by women, children, persons of various ethnic and racial groups, and LGBTQ groups. If interested in other populations, contact the field faculty member. Graduate level students are expected to identify a more comprehensive evaluation method including drafting
This project focuses on:

- applicable social worker roles and interventions
- developing or enhancing knowledge, skills and values regarding a meso/mezzo or macro change effort
- utilizing the planned change process
- learning social work roles and intervention involved in change efforts
- complete and evaluate, to the extent possible, a change effort that is effective, efficient and sustainable
- develop or enhance knowledge, skills and values regarding working in teams (with other seminar students and/or with others in your field placement and the community)

Students would be using social work theory, methods, principles, and concepts learned in SW 441, 606, 711, 640, other courses, and assigned readings to complete this assignment. During the fall semester, students will begin to assess for possible issues and targets and discuss these in seminar. This will include evaluating their agency for “user friendliness” in a number of areas: program, services, communications, organization policies and procedures, mission, training, and evaluation. For example, if students choose policies and/or procedure, they would attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at their placement. They could gather information in a number of ways including: listening carefully to clients’ experiences, and being alert to ways in which social problems, oppression, limited resources, and/or agency and social policies impact them; asking questions; reading agency and other reports or related literature; and visiting with their agency supervisor and other staff to discuss experiences, concerns, and thoughts about the effects of various policies and social problems. Students are also encouraged to consider and attend to the impact of agency policies and practices, and larger-system social policies and practices, on the diverse clients receiving services at your field placement.

This project begins in the fall to allow sufficient time to complete and evaluate interventions or strategies before the end of the spring semester. For the fall semester, students will complete a brief, written proposal outline of their plan for the change agent project. This proposal will provide a starting point for a SW401 assignment, in which students will be asked to formulate and carry out a change project with clients, colleagues, peers, or other constituencies. A written outline and final outcome report will be completed in the spring semester. The agency supervisor must be familiar with and support the proposal and the feedback from the agency supervisor must be provided in the outline/proposal. The proposal must also include the following: a brief description of what the student plans to do and how they will do it, why they have selected this project, what their intended impact will be (the outcome expected), who the key players in the project will be, and how they will evaluate it. Graduate level students are expected to identify a more comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used. While not required for the outline proposal, it is strongly recommended that students begin to determine whether there is research/literature that informs and supports their project, as a literature review will be a required component of the final spring assignment. On the day that the proposal is due in class, students will briefly (5 minutes) share
what they will do and how they will do it. Graduate and undergraduate students have different grading sheets

*Change Agent Report and presentation (Undergraduate Students) 15 points
- Proposal included a brief yet detailed description of the student’s plan for the change agent project. (2 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project). (2 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)
- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (3 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (2 points)

*Change Agent Report (Graduate Students) 15 points
- Proposal included a brief yet detailed description of the student’s plan for the change agent project. (3 points)
- Proposal included justification/reasoning for selecting their change agent project (i.e. how/why did you select this project?) (3 points)
- Student describes who the key players in the project will be (including feedback from the agency supervisor). (2 points)
- Student project is reflective of the goals of the change agent assignment, including making a lasting positive impact on vulnerable or at risk populations and addressing issues such as oppression, social justice, agency user-friendliness, and barriers to services. (4 points)
- Identify a comprehensive evaluation method including drafting and attaching, to the outline, an evaluation tool that could be used (providing rationale for using this specific evaluation tool). (2 points)
- Paper is professionally written, using proper grammar, spelling, and punctuation. (1 point)

Learning Plan
A sample format for the learning plan is provided for the student to follow when developing their learning plan. The Learning Plan will require input and approval of your agency supervisor, and should include the following:

*Agency Overview: Agency name and services provided, population served by the agency, and the agency’s organizational/power structure (please attach an organizational chart).

*Establish at least one specific goal to be met at the agency that is aimed at furthering your development of skills in each of the nine competency areas, keeping in mind the required behaviors for the concentration year. Remember that the seminar assignments and the field
placement will contribute to your skills and abilities, so your goals can reflect “making progress” towards the requirements and focus on the skills you will be working to develop at the agency.

Each goal should be clearly written and followed by:
   a) A description of experiences and methods you will use to reach your goal
   b) A description of what your agency supervisor will do in support of your goal
   c) A statement that describes how you, your agency supervisory, and I will know that each goal has been met.

*A description of your field placement activities. This section should include direct practice assignments, case management responsibilities, readings required or recommended by your agency supervisor that are known at the outset, meetings/staffings you will attend, agency or community trainings you will attend that are identified now, and involvement in program development or procedures policy review.
   *Self-care plan.
   *Field placement schedule.
   *Field placement supervision plan and schedule.

Your Learning Plan needs to be signed by you and your supervisor prior to turning it in on the due date and your supervisor should keep a copy. I will review the plan and sign it. If any revisions are required, you will need to provide your agency supervisor with an updated copy. This is an ungraded assignment but a requirement to complete the course.

**Record of Field Hours**
Students are required to use the form provided in class to record weekly how many hours you were present at your field placement. Keep in mind that missed hours must be made up. Time spent traveling to your placement does NOT count towards field hours; however, time spent traveling from a field placement to in-home sessions or community meetings or to sites of other placement activities in the course of your fieldwork does apply. Your attendance at field seminars, orientation sessions, and the end-of-semester field meeting counts towards your field practice hours. Students are encouraged to consult with their agency supervisor at the beginning of the semester to inquire how frequently they want to review the hourly log. The number of accumulated hours are to be keep current on your journal.

**This is an all or nothing assignment.** If hours are not completed and arrangements for continuing the placement over the semester break have not been made in advance with the field faculty member and the agency supervisor, or the record is not submitted on time; passing students will be given a grade of “Incomplete” for the semester until the Record of Field Hours is submitted with signatures, and students are unable to begin a new semester with an “Incomplete.”

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

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 colleagues.

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, unless previously excused by the field faculty, 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. Two or more absences will result in a reduced grade, i.e. two absences = AB, three absences = B, four = BC, etc.

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

<table>
<thead>
<tr>
<th>Generalist Practice Year</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSWE Competency Addressed in Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.2.1 Demonstrate Ethical and Professional Behavior.</strong></td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of ethics and practice working with adults, families, programs and systems in various settings. (V,S, K, C &amp; AP)</td>
<td>All: Field practicum, class exercises, and participation in weekly field seminar/circle discussions: Weeks 1-13.</td>
</tr>
<tr>
<td></td>
<td>Explore the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics. (K, V, C, &amp; AP)</td>
<td>All: seminar/circle discussions.</td>
</tr>
<tr>
<td></td>
<td>Evaluate ethical dilemmas related to problems and issues in the area of adults, families, programs, agencies, and systems in Criminal Justice systems. (K,S,V,C &amp; AP)</td>
<td>Week 8</td>
</tr>
<tr>
<td></td>
<td>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 juvenile and criminal justice. (K, S, V, C &amp; AP)</td>
<td>All: seminar/circle discussions</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge of laws, social services, policies and programs relevant to the area of youth, adults, and families in the CJ and JJ system, to advocate with and/or on behalf of clients for access to services. (K, S, V, C &amp; AP)</td>
<td>All: seminar/circle discussions</td>
</tr>
<tr>
<td></td>
<td>Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members,</td>
<td>Weeks 8 and 10</td>
</tr>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</td>
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<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of diversity issues in working with youth, adults, families, men and women and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K, S, V, C &amp; AP)</td>
<td>All: Field seminars, class exercises, participation in field seminar discussions: Weeks 1-13</td>
</tr>
<tr>
<td></td>
<td>Racial Injustice Conference (K, S, V)</td>
<td>Weeks 1-12</td>
</tr>
<tr>
<td></td>
<td>Mid and end of semester evaluation and learning plan with supervisor and field faculty (S, K, V, C &amp; AP)</td>
<td>Weeks 7, 13, 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of</td>
<td>Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related to dimensions of human rights</td>
<td>All: Field practicum, class exercises, and participation in seminar circle</td>
</tr>
</tbody>
</table>
identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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.

| 2.1.4 Engage in Practice-informed Research and Research Informed Practice | Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. | 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, research, and practices working with criminal justice clients, their families, agencies (prisons, probation and parole, day treatment, and halfway houses) and community. (K,S,V) | All: Field practicum, class exercises, participation in field seminar/circle discussions: Weeks 2-13 | Weeks 13 and 14 | Week 7, 13-14 |
| | and the intersectionality of poverty, race, social justice, crime, theory, gender, practice, and policies. (K, S,V,C & AP) | Racial Injustice Conference (research and practice (K, S, V)) | | | |
| | Mid and End of semester evaluation and learning plan with supervisor and field faculty (S, K, V, C & AP) | Change Agent Report and Presentation (K,S,V) | | | |
| | Mid and end of semester evaluations and learning plan with supervisor and field faculty (S, K, V, C & AP) | | | | |

| 2.1.5 Engage in Policy Practice | Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local | Each seminar week: Class consultation, check-in and problem-solving along with lecture, readings, and group discussion related to dimensions of local, state and agency | | | |
| | | | | | |
levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<table>
<thead>
<tr>
<th>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</th>
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</thead>
<tbody>
<tr>
<td>Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, organizations, social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and</td>
<td>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 youth, adults and their families in criminal justice settings, (prisons, probation and parole, day treatment, and halfway houses) and community. (S, K, V, C &amp; AP)</td>
<td>All: Field seminars, class exercises, participation in field seminar discussions: week 2-13</td>
</tr>
<tr>
<td></td>
<td>Mid and End of semester evaluation and learning plan with supervisor and field faculty (S, K, V, C &amp; AP)</td>
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</tbody>
</table>
other professionals as appropriate.

## 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion covering assessment. (S, K, V, C & AP) | Students will be placed in four – five groups and given summaries of sentencing reports and will be asked to assess the individual and develop sentencing recommendations. The recommendations and supporting information will be presented to the seminar for discussion. Recommendations will address the sentencing philosophies of punishment, deterrence, incapacitation, rehabilitation, and restorative justice, while assessing the reasons the strengths, characteristics, needs and risk of the offending individual. (S, K, V, C & AP) | Mid and end of semester evaluation & learning plan with supervisor and field faculty (S, K, V, C & AP) |

## 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals,

| Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related covering interventions and evidence based approaches. (K, S, V, C & AP) | Students will present and discuss individual case plans and interventions from their field experience. (S, K, V) | All: Field seminars, class exercises, participation in field seminar discussions. Weeks 2-13 |

| All: Field seminars, class exercises, participation in field seminar discussions. Weeks 9 -10 | All: Field seminars, class exercises, participation in field seminar discussions. Weeks 7, 13, 14 | All: Field seminars, class exercises, participation in field seminar discussions. Weeks 2-13 |
families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

| 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities | Discuss specific interventions with convicted individuals, i.e. substance abuse, sex offending, cognitive behavioral and motivational interviewing and personality disordered individuals. (S, K, V, C and AP) | Weeks 2, 3, 9 10-13 |
| | Mid and end of semester evaluation & learning plan with supervisor and field faculty (S, K, V, C & AP) | Weeks 7, 13, 14 |

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

Social workers understand that evaluation 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

| | Each seminar week: Class consultation, check-in and problem-solving along with lecture, reading, assignments and group discussion related using various evaluation tools in criminal and juvenile justice. (S, K, V, C & AP) | All: Field practicum, class exercises, participation in field seminar discussions. |
| | Students will present and discuss individual cases, case plans and interventions from their field experience. (S, K, V, C & AP) | Week 6-13 |
| | Mid and end of semester evaluation & learning plan with supervisor and field faculty (S, K, V, C & AP) | Weeks 7, 13, 14 |
## Appendix B: Student Learning Plan and Evaluation Instrument

**UW-Madison School of Social Work: Student Learning Plan & Field Evaluation Instrument**  
**Social Work Practice in Criminal and Juvenile Justice Settings**  
**Generalist Practice Year: SW 401; Spring_2019_(School Year)**

<table>
<thead>
<tr>
<th>STUDENT:</th>
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</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td></td>
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<tr>
<td>Placement Phone Number:</td>
<td></td>
</tr>
<tr>
<td>UW Email Address:</td>
<td></td>
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<tr>
<td>Field Hour Schedule:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENCY SUPERVISOR:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Agency Name/Address:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Courses (Fall):

- **Full Course Name & Number:**
  - Instructor:
- **Full Course Name & Number:**
  - Instructor:
- **Full Course Name & Number:**
  - Instructor:
- **Full Course Name & Number:**
  - Instructor:
- **Full Course Name & Number:**
  - Instructor:

### Academic Courses (Spring):

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

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

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

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

This evaluation is intended to give the student feedback about their performance. Students are expected to indicate if there are areas they do not understand and/or with which they do not agree. For the fall semester evaluation, the rating is based on what the student has accomplished to-date and how well they have accomplished it in terms of expectations, at that time, for achievement of the practice behavior. The spring end-of-semester rating indicates the “outcome” in terms of achieving the 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.
Demonstrate Ethical and Professional Behavior.

Social workers understand 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>Rating.</td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
<td>Rating.</td>
<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:**
Competency 2.1.2
Engage Diversity and Difference in Practice.
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

Agency Supervisor Comments:
Competency 2.1.3
Advance Human Rights and Social, Economic, and Environmental Justice.
Social workers understand 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. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand 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.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

Agency Supervisor Comments:
**Competency 2.1.4**  
**Engage In Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:**
Competency 2.1.5
Engage in Policy Practice.
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

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

Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 1: Demonstrate Ethical and Professional Behavior  
Competency 2: Engage Diversity and Difference in Practice  
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice  
Competency 4: Engage In Practice-informed Research and Research-informed Practice  
Competency 5: Engage in Policy Practice  
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities  
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities  
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities  
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2015 Educational Policy and Accreditation Standards 9 Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

<table>
<thead>
<tr>
<th>Generalist Practice Level Student Required Behaviors:</th>
<th>Methods to Observe and Demonstrate Achievement:</th>
<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>

Agency Supervisor Comments:
**Competency 2.1.7**  
**Assess Individuals, Families, Groups, Organizations, and Communities.**  
Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>
Agency Supervisor Comments:

**Competency 2.1.8**  
**Intervene with Individuals, Families, Groups, Organizations, and Communities.**

Social workers understand that 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Social Workers:**

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<tr>
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<th>Enter rating using key above (5,4,3,2,1) Spring Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td>Rating.</td>
</tr>
</tbody>
</table>
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | Rating.
---|---
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | Rating.
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.**

Social workers understand that evaluation 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Social Workers:**

<table>
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<th>Enter rating using key above (5,4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>Rating.</td>
<td>Spring Final</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>Rating.</td>
<td></td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td>Rating.</td>
<td></td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td>Rating.</td>
<td></td>
</tr>
</tbody>
</table>

**Agency Supervisor Comments:**
V. Field Hours and Supervision: A total of 256 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 Spring Evaluation

Learning Plan Approval (Spring):

Student: My agency supervisor & field faculty have discussed this evaluation with me and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation □
I do not agree with the evaluation □

__________________________
(Student signature)

__________________________
(Agency Supervisor signature)

__________________________
(Field Faculty signature)

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