



University of Wisconsin
Whitewater

College of Letters and Sciences

Department of Social Work

**Department of Social Work
Masters in Social Work Field
Program**

**Handbook for Students, Faculty, &
Field Instructors**

2023-2024

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Section I

Introduction

The Department of Social Work Masters is Social Work Field Program Manual is a guideline for the graduate social work field education experience. The purpose of the manual is to provide an orientation for social work students, agency Field Instructors, and Faculty Field Liaisons to the structure and mechanics of the field education experience **AND** outline the policies and procedures of participating field placement agencies and the social work Faculty Field Liaisons relative to their role, responsibility, and expectations in providing an educationally productive field education experience for graduate social work students.

The Social Work Program wishes to emphasize that suggestions for revision to this manual are welcome.

A copy of this manual can be downloaded from the University of Wisconsin-Whitewater Department of Social Work website found at: <https://www.uww.edu/cls/academic-programs/social-work-masters>

The Department of Social Work at the University of Wisconsin-Whitewater (UWW) offers a Master Degree in Social Work (MSW). The program is accredited by the Council on Social Work Education (CSWE). The UWW Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by CSWE.

The goal of graduate social work education is to prepare social work masters students, upon graduation, to fulfill the responsibilities of beginning, advanced generalist level practice social work positions. In meeting this objective, quality field placement experiences are an essential part of social work preparation. The field placement is designed to provide students an opportunity to learn within an agency setting, and to employ the knowledge, skills, and values acquired through their course work.

Graduate social work education is considered a professional educational program and as such, field education is the capstone experience for students in the social work program at UW-Whitewater. Field education is an integral component of social work education and as such it is anchored in the

mission, goals, and the program competencies. It is the point where students must demonstrate successful integration of academic content with the demands of the work environment. Under the supervision of experienced practitioners, students must demonstrate their ability to meet the specific competencies of the practicum as well as the expectations of agency, school, and profession.

MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT

The University of Wisconsin-Whitewater Master of Social Work program prepares students to be advanced social work professionals skilled in developing collaborative relationships and implementing evidence-based interventions, building on their knowledge in liberal arts, person-in-environment approach, and scientific inquiry. Through this preparation students develop advanced practice, intervention and evaluation social work skills to work within dynamic local, regional, and national contexts to address diverse human and community issues affecting the quality of life and to promote social, racial, economic, and environmental justice.

MISSION STATEMENT GOALS

1. Train students, through coursework, field education, and advising, to advance their knowledge, develop strong professional values and ethics, and be able to apply a range of prevention and intervention methods.
2. Prepare students to advocate for all human rights and to stand up for marginalized and oppressed individuals, families, groups, organizations, and communities through utilization of a diversity, equality, and inclusion approach.
3. Teach students to engage in evidence-informed practices.
4. Partner students with community partners to accomplish mutual goals based on evidence-based interventions and practices.
5. Engage students in opportunities to work in partnership with faculty who are actively engaged in practice, service, and research.

SPECIFIED COMPETENCIES OF OUR EDUCATIONAL PROGRAM

In accordance with CSWE (CSWE website and EPAS can be found at:

<https://www.cswe.org/accreditation/standards/2022-epas/>), graduates of our social work program will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making,

ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

COURSE REQUIREMENTS IN SOCIAL WORK

LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES

Demonstration of 24 hours of liberal studies courses, including:

- Courses in social sciences (psychology, sociology, anthropology, economics, women's studies, political science)
- Course(s) in human biology
- SOCWORK 250: Statistics for Social Work

REQUIRED SOCIAL WORK COURSES

Non-advanced standing students must complete the following core courses:

SOCWORK 511: Human Behavior and the Social Environment (4 credits)

SOCWORK 571: Social Work Practice I (3 credits)

SOCWORK 572: Social Work Practice II (3 credits)

SOCWORK 573: Social Work Practice III (3 credits)

SOCWORK 602: Social Work Research (4 credits)

SOCWORK 662: Social Welfare Policy (3 credits)

SOCWORK 712: Social Work Psychopathology (3 credits)

SOCWORK 720: Advanced Social Welfare Policy Analysis (3 credits)

SOCWORK 733: Community Based Social Work (3 credits) **or**

SOCWORK 778: Clinical Social Work (3 credits)

SOCWORK 771: Research Program Implementation and Evaluation. (3 credits).

SOCWORK 776: Advanced Practice: Intervention and Evaluation. (3 credits)

SOCWORK 783: Social Work Field Experience (3-6 credits).

SOCWORK 784: Social Work Field Research Integration Capstone (4 credits)

Advanced standing students must complete the following core courses:

SOCWORK 712: Social Work Psychopathology (3 credits)

SOCWORK 720: Advanced Social Welfare Policy Analysis (3 credits)

SOCWORK 733: Community Based Social Work (3 credits) **or**

SOCWORK 778: Clinical Social Work (3 credits)

SOCWORK 771: Research Program Implementation and Evaluation. (3 credits).

SOCWORK 776: Advanced Practice: Intervention and Evaluation. (3 credits)

SOCWORK 783: Social Work Field Experience (3-6 credits).

SOCWORK 784: Social Work Field Research Integration Capstone (4 credits)

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS

Non-Advanced Standing Courses:

SOCWORK 511: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (4 credits).

This course is designed to provide students with an understanding of the processes of bio-psycho and socio-cultural development from infancy to young adulthood. Material is also presented on the social systems (families, groups, organizations, and communities) in which individuals live.

SOCWORK 571: SOCIAL WORK PRACTICE I (3 credits). This course presents advanced contemporary theoretical approaches to social work practice with individuals, groups, families, organizations and communities. This course uses a competency approach to assess and develop student interviewing and interpersonal skills, emphasizing social work practice with individuals.

SOCWORK 572: SOCIAL WORK PRACTICE II (3 credits). This is the second of three required social work practice courses. This course is designed to help students build upon the skills and knowledge required in Practice I, including further development of interviewing and interpersonal skills. In particular, the emphasis of this course includes studying the dynamics of groups and working with various types of groups.

SOCWORK 573: SOCIAL WORK PRACTICE III (3 credits). This course is designed to further develop and fine tune advanced generalist social work skills at all levels of intervention (including individuals, families, organizations, and communities). Course content will focus on difficult situations in micro practice, understanding and working with families, and working in and with organizations and communities.

SOCWORK 602: SOCIAL WORK RESEARCH (4 credits). This course is designed to familiarize the student with basic concepts of social work research methodology and

statistics, computer usage, to develop competence in evaluating research literature and to develop beginning skills in evaluating social work practice.

SOCWORK 662: SOCIAL WELFARE POLICY (3 credits). This course is designed to provide students with knowledge about the process of social welfare policy formulation and implementation and with policy analysis skills. The effects of social welfare policies and organizations on both clients (especially the poor and minorities) and on social workers will be emphasized.

First Year Advanced Standing and Second Year Non-Advanced Standing Core Courses:

SOCWORK 712: SOCIAL WORK PSYCHOPATHOLOGY (3 credits). This course takes a closer examination of psychopathology, which affects how client's function, and explores the role of diversity. Students learn to use the DSM-5, which is implemented in social work field experiences.

SOCWORK 720: ADVANCED SOCIAL WELFARE POLICY ANALYSIS (3 credits). Students will learn to plan for, develop, implement, and evaluate social welfare policies and programs relevant to social justice, critically examining social work policies on a global level and compare/contrast with United States policies.

SOCWORK 733: COMMUNITY BASED SOCIAL WORK PRACTICE (3 credits). This course examines the impact of the community in social work practice. Major theoretical frameworks (Systems, Micro/Macro/Mezzo, Eco-Systems) will be reviewed and broadened to include key concepts that shape social work practice with groups, organizations, and institutions. This course will consist of four main foci: integrated case management, methods of change, the nature of community-based social work, and advanced leadership practices.

SOCWORK 771: RESEARCH PROGRAM IMPLEMENTATION AND EVALUATION (3 credits). Students will utilize practice experience and theory to inform research. Students will examine quantitative and qualitative research designs, applying critical thinking skills to analyze research. Students will develop an ethical plan, design, and conduct one evaluative study of an intervention/program that will be concluded in Research Integrative Capstone project.

SOCWORK 776: ADVANCED PRACTICE: INTERVENTION AND EVALUATION (3 credits). This class teaches students to assess clients and implement culturally competent, evidence-based interventions to enhance clients' lives. This course presents

advanced methods involved in completion of assessments, practice interventions, therapeutic processes, and evaluation. Pulling from examples from field placement experience, students will be required to select appropriate interventions for clients.

SOCWORK 783: SOCIAL WORK FIELD EXPERIENCE (3-6 credits). (3-6 credits).

Repeatable, depending on status. Students complete this first field education course under the supervision of an approved agency field instructor and academic guidance of a faculty field liaison.

- For students wanting a clinical license in the State of Wisconsin, students are required to complete a 2- semester, 500-hour field placement in a clinical setting (meaning the student assesses and diagnoses using the DSM under a clinical supervisor). If the student is placed in a field agency where there is not a supervisor with 2 years of MSW the student will be required to attend additional consultation.
- For students wanting a school social work license, students are required to complete a 500-hour field practicum in a school setting under a licensed school social worker. This field practicum hours can be done in one semester as approved by the field coordinator. If a student is placed in a school district where there is not a supervisor with 3 years of school social work experience the student will be required to attend additional consultation.

SOCWORK 784: SOCIAL WORK FIELD RESEARCH INTEGRATION CAPSTONE (4 credits).

This course continues an advanced practicum experience. Students will be required to implement their research project in this field experience and create a portfolio based on the coursework and the final research project

Elective Emphasis Courses:

SOCWORK 537 INTRODUCTION TO SOCIAL GERONTOLOGY (3 credits). This course is designed to introduce the student to social and physical factors related to aging. It will include information regarding social services needed to assist the older person and an analysis of gaps in current services.

SOCWORK 561: COMMUNITY BASED LEARNING IN AGING AND HEALTH (3 Credits).

The goal of course is to highlight a community need/concern in aging (locally, regionally, or wider community) and invite students to address the need/concern. This course involves students working with a community-based organization (CBO) that provides

services, support, or advocacy to older adult or addresses aging related issues. Students will work with the CBO and undertake a project from start to finish. The project, which is established in advance by the instructor, involves students working in small groups in which students will evaluate a program, implement a new program, assist with enhancing practices, or advance organizational policies.

COUNSED 746: COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS (3 credits). This course is a study of alcohol and other drug abuse, the process of chemical dependency, its impact on the family and its importance in the area of counseling. This course will enable the counselor to identify and assess the substance abuser and examine the counselor's role in the prevention and intervention process. Students will develop knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. It will examine the history, philosophy and trends in addiction counseling. The student will learn to identify the various symptoms of progressive stages of chemical dependency and counseling modalities for treatment.

SOCWORK 630: SOCIAL WORK PRACTICE IN BEREAVEMENT (3 credits). This course focuses on how to professionally engage, assess and intervene with intersectional aspects of bereavement. This course builds on theoretical knowledge of on grief, loss, death, and dying anchored in a social work practice perspective.

SOCWORK 631: CLINICAL SOCIAL WORK PRACTICE WITH CHILDREN (3 credits) This course builds on generalist practice and human behavior courses to address clinical social work practice with children. It will specifically focus on play-based interventions with children and working collaboratively with families and other systems. Interventions with specialized populations will also be addressed, such as children with disabilities or children who have experienced trauma.

SOCWORK 632: SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION (3 credits). This course will examine the complexity of suicide from multi-dimension perspectives including the historical, neurobiological, psychological, sociological, cultural, public health, and personal/subjective. Students will gain an understanding of the prominent theories that explain suicide, as well as risk and protective factors for suicide. This course will familiarize students with evidence-based practices and ethical considerations with suicidal clients.

SOCWORK 635: SOCIAL WORK PRACTICE WITH LGBTQ POPULATION (3 Credits)

This course aims to provide students with a deeper understanding of the experiences of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people, and their diverse and intersectional identities as applied to direct social work practice, intervention, and policy. This course will examine a variety of areas of relevance to social work with LGBTQ populations including history, theory, and contemporary issues.

SOCWORK 715: SOCIAL WORK PRACTICE AND TRAUMA (3 Credits)

This course will focus on working with clients who have been exposed to significant trauma and/or loss. Trauma theory, impact of trauma and loss, and assessment of trauma will be explored. Skills will be developed to directly treat children and adults with trauma to assist with the management of their symptoms and increasing coping skills to prepare for future challenges.

SOCWORK 740: SOCIAL WORK WITH SUBSTANCE USE DISORDERS (3 credits).

This course provides an overview of Substance Use Disorders and their assessment in social work practice settings. The course will review the history, epidemiology and pharmacology of drugs of abuse. The importance of social systems (e.g., family, work, and community) and spirituality in addiction and recovery will be discussed.

SOCWORK 741: TREATMENT OF SUBSTANCE USE AND OTHER ADDICTIVE DISORDERS (3 credits).

Social, legal, political, psychological, biological (including neuroscience research), spiritual, and ethical factors related to substance use disorders, eating disorders, and other behavioral addictions will be examined. Assessment and intervention models with an emphasis on harm reduction, stages of change, medication assisted treatment, and strengths perspective will be studied.

SOCWORK 763: AGING POLICY (3 Credits)

This course will critically examine U.S. policies in aging as they relate to the overall health, including physical, social, and behavioral health, for older adults and their unpaid family caregivers. The course will emphasize the impact of changes in aging policy on the physical, social, and behavioral professionals' roles, and the connections between U.S. and State policies in aging and delivery systems.

SOCWORK 764: COMMUNITY BASED LEARNING IN GERONTOLOGY (3 Credits).

This course in aging that aims to address community, local, regional, or national needs in aging. Students will work as part of team and partner with a community-based organization (CBO), which will be identified by the instructor, and conduct an evaluation and share the

findings with stakeholders. The type of evaluation to be undertaken, which can range from a community or organizational needs assessment to client satisfaction to outcome-based program evaluation, will be contingent on the CBO's needs.

SOCWORK 777: SCHOOL SOCIAL WORK (3 Credits). The School Social Work Practice courses focusing on teaching content from the Wisconsin Pupil Service Standard PI 34 related to being a school social worker. This course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public-school setting with the unique knowledge and skills required by the school setting.

SOCWORK 798: INDEPENDENT STUDY (1-3 credits; repeatable). Study of a selected topic or topics under the direction of a faculty member.

**Please note that students are allowed to take graduate courses in other graduate program with approval from the graduate program and your social work advisor.*

School Social Work Certificate Courses:

In order to obtain a State of Wisconsin School Social Work License, the following courses must be taken for your electives:

SOCWORK 777: SCHOOL SOCIAL WORK (3 credits)

The School Social Work Practice courses focusing on teaching content from the Wisconsin Pupil Service Standard PI 34 related to being a school social worker. This course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public-school setting with the unique knowledge and skills required by the school setting.

EDFOUND 710: EDUCATION IN A PLURALISTIC SOCIETY (3 credits)

An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused on the role of the school and the teacher specific to a pluralistic society.

SPECED 760: FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD (3 credits)

This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the

characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SOCWORK 783: Social Work Field Experience (3-6 credits). This field practicum course must be completed in a school setting under the supervision of an approved agency field instructor (School Social Worker) and academic guidance of a faculty field liaison.

OVERVIEW OF THE DESIGN OF THE SOCIAL WORK CURRICULUM

The Social Work Department notes that social work courses are built upon, and integrated with, the liberal arts content. In addition, the department emphasizes the interrelationships among human behavior, social policy, research, practice, and field placement content. The basic thrust of the curriculum is to prepare students for advanced generalist practice. The social work program has adopted the following definition of generalist social work practice:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (CSWE, 20). Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

In order to further this preparation for advanced generalist practice and provide the appropriate knowledge and skill base for social work, a specific curriculum has been developed. The curriculum is composed of several core areas and includes courses from the specialization area (generalist practice courses), any areas of emphasis, and electives. The background for social work practice requires broad exposure to a number of liberal arts disciplines including political science, psychology, sociology, English, biology, and communication. The curriculum and supporting courses can be viewed as a total package designed to produce the desired outcomes.

The curriculum has been conceived as representing the core areas of Human Behavior in the Social Environment, Social Work Practice, Research, Social Welfare Policy and Service, and electives. It is possible to categorize most social work courses under one of these areas, although there is always overlap. A simplified categorization of our courses in the areas indicated is as follows:

Human Behavior & Social Environment

SOCWORK 511 Human Behavior & Social Environment

SOCWORK 712 Social Work Psychopathology

Social Work Practice

SOCWORK 571 Social Work Practice One

SOCWORK 572 Social Work Practice Two

SOCWORK 573 Social Work Practice Three

*SOCWORK 712 Social Work Psychopathology

*SOCWORK 733 Community Based Social Work

*SOCWORK 776 Advanced Practice: Intervention and Evaluation

Social Welfare Policy & Services

SOCWORK 662 Social Welfare Policy

*SOCWORK 720 Advanced Social Welfare Policy Analysis

Research

SOCWORK 602 Social Work Research

*SOCWORK 771 Research and Program Implementation and Evaluation

*SOCWORK 784 Social Work Field Research Integration Capstone

Field Work

*SOCWORK 783 Social Work Experience

*SOCWORK 784 Social Work Field Research Integration Capstone

* Indicates core courses in the advanced generalist program

Elective Emphasis Courses in the Program

All students must complete 3 of the following elective courses:

- COUNSED 746: Counseling and the Chemical Dependency Process (3 credits).
- EDFOUND 710: Education in A Pluralistic Society (3 credits).
- SOCWORK 537: Introduction to Social Gerontology (3 credits).
- SOCWORK 561: Community Based Learning in Aging and Health (3 Credits).
- SOCWORK 630: Social Work Practice in Bereavement (3 credits).
- SOCWORK 631: Clinical Social Work Practice with Children (3 credits)
- SOCWORK 632: Suicide Prevention, Intervention, And Postvention (3 credits).
- SOCWORK 635: Social Work Practice with LGBTQ+ Population (3 Credits)
- SOCWORK 715: Social Work Practice and Trauma (3 Credits)
- SOCWORK 740: Social Work with Substance Use Disorders (3 credits).
- SOCWORK 741: Treatment of Substance Use and other Addictive Disorders (3 credits).
- SOCWORK 750: Social Work with Military (3 credits).
- SOCWORK 763: Aging Policy (3 Credits)
- SOCWORK 764: Community Based Learning in Gerontology (3 Credits).
- SOCWORK 777: School Social Work (3 Credits).
- SOCWORK 798: Independent Study (1-3 credits; repeatable).
- SPECED 760: Foundations and Characteristics of CD/EBD/LD (3 credits).
- Other graduate course electives as approved by the program coordinator.

Although this listing provides an abbreviated way of viewing the program, it is important to recognize that preparation for practice, by its very nature, requires an integration of curriculum content, somewhat blurring the distinction between areas. For example, the field experience portion of the curriculum is expected to integrate all of the areas. For example, students might engage in one on one meetings with clients, lead groups, provide education to families, evaluate agencies, learn agency policies, evaluate local/state/federal policies, etc.. Ethical considerations are also applicable to all social work courses including research and social policy. Of course, research cannot be divided from theory or practice, and policy and practice are likewise related. In addition, practice is dependent upon knowledge of human behavior in the social and physical environment and so it goes. As you can see, the dividing lines are not as sharp as one might suppose.

Section II

INTEGRATION OF CLASSROOM CURRICULUM AND FIELD EXPERIENCE

The advanced generalist social work practice knowledge that is learned in the classroom is connected to the field experience in numerous ways. First, students are enrolled in practice courses while they are also completing their field experience. This allows students to apply what they are currently learning in their classes with their current field experience.

The Learning Agreement requires the field student to identify objectives and activities in the field experience related to each of the nine competencies in both the first and second year (advanced generalist specialization) years. The Learning Agreement states that field students are expected to gain experiences working with individuals, families, groups, organizations, and communities. In using the first competency Demonstrate Ethical and Professional Behavior as an example, in the first year (non-specialization year) the student will be introduced the NASW Code of Ethics and the concept of professionalism through course readings in Social Work 511 Human Behavior in the Social Environment. They will also: present as a professional while completing the legislative testimony project in Social Work 662 Social Welfare Policy, will practice being professional in leading a group including professional appearance and demeanor in Social Work 572 Practice with Groups and Families, and students will read materials and apply an ethical dilemma model to ethical dilemma scenarios in Social Work 573 Practice with Communities and Organizations. The Learning Agreement connects this content to the field experience by having the field student identify an objective and activities that will demonstrate that they understand the value base of the profession and its ethical standards. An example of an objective in the Learning Agreement would be that the field student would demonstrate knowledge of the NASW Code of Ethics and will review ethical dilemmas they are encountering with their Field Instructor. The activities that the student would engage in during their field experience would be reviewing the NASW Code of Ethics, understanding an ethical dilemma model, and be prepared to discuss this during supervision with the Field Instructor. The student would be connecting the knowledge gained in the course curriculum to experiences they are having in their field experience.

In the specialization year, the learning agreement will focus on ensuring students get experience applying theory and advanced interventions with individuals, families, groups, organizations, and communities. Students are expected to engage with clients, conduct assessments and implement an intervention. The Learning Agreement will also focus on implementing research evaluation requiring them to complete their classroom assignment of CITI training (Social Work 771: Research

Program Implementation and Evaluation) so students may carry out ethical, independent research in field to complete their capstone project for their Social Work 784: Social Work Research Integration Capstone Course. In Social Work 602, students write about a research proposal and build on this in Social Work 771: Research and Program Implementation where they are expected to complete an evidenced based intervention and assessing the effectiveness of the intervention. This intervention can be done with an individual, family, group, organization, or community. This knowledge gained completing this assignment will enhance the student's ability to apply an intervention in their field experience and evaluate outcomes of the intervention. There is a section in the field log where students write about what they learned each week and explore issues related to research with clients and within the organization. This connection between the course content and the field experience will be reflected in the Weekly Field Log.

Another way the advanced generalist knowledge that is learned in the classroom is connected to the field experience is the Weekly Field Log. The Weekly Field Log is completed by the field student at all levels in the program and is reviewed by the Faculty Field Liaison. The Weekly Field Log requires the field student to discuss a synopsis of the week's activities including discussing client diagnosis and treatment modalities used during the week, the social work roles performed, the application of practice, demonstrating learning by sharing topics they may need to research and improve their knowledge about the population they are working with, what they would have done differently, and reflection on their self-care plan.

The Field Integration Assignments are part of the requirements for the field education experience. The Field Integration Assignments connect the advanced generalist social work knowledge learned in the classroom to the field experience. One of the Field Integration Assignments has the student identify the different types of diversity at their field placement and discuss how diversity is integrated into the work environment and has the student complete an assessment on the cultural competency of the agency. In Social Work 573 Social Work Practice with Communities and Organizations the students read a chapter titled "Advocacy and Social Action with Populations at Risk" to learn ways to advocate for diverse population and in Social Work 720: Advanced Policy students read policies related to diverse societies, including gender, sexual orientation, race and ethnicity in order to learn how to promote social justice and develop an awareness campaign. The Field Integration Assignments relate the content learned in these courses with the experience the student is having in engaging in diversity and difference in their field placement.

The Field Seminar classes facilitated by the Faculty Field Liaison and the field site visits completed by the Faculty Field Liaison provide additional opportunities for connecting the content learned in the social work curriculum and experiences the student is having during the field experience. The discussions in the field seminar classes and during the field site visits focus on having the student reflect on the content they learned in the classroom as it connects to the experiences they are having during their field placement. An example of this would be at a field site visit the Faculty Field Liaison reviews the Learning Agreement and the Field Evaluation Tool with the field student and their Field Instructor. The Learning Agreement and the Field Evaluation Tool review and address all nine of the competencies. This review includes having the student identify content learned in the classroom and reflecting on how they have used this knowledge in their field placement experience. In Social Work 571 Social Work Practice with Individuals the students complete a self-awareness Ecological Map assignment and reflect on their own perceptions of diversity and how this will impact the student as a professional social worker. The student is utilizing what was learned about their professional self by completing the Ecological Map and applying it to their professional use of self in the field experience. In Social Work 774 Advanced Practice and Interventions, students are integrating theory into their work in the field and reflecting on this process. The field seminar class and the field site visits are a time for students to reflect on their understanding of professional self and social work theories and how these concepts influencing their field experience.

GENERAL AIMS OF GRADUATE FIELD PLACEMENT

Field placements are designed to promote professional competence which build on the student's prior social work coursework. As the signature pedagogy, field placements are to provide field students with supervised advanced generalist practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people.

Field placements must provide field students with opportunities for the development of an awareness of self in the process of intervention.

Field placements are designed to help field students integrate knowledge of social work practice to actual work situations that help to foster the integration of empirical and practice-based knowledge. This segment of the curriculum is designed to facilitate the integration of classroom knowledge (including but not limited to: human behavior, human development, diversity, social justice,

interviewing skills, assessment skills, intervention skills, etc.) and theoretical discussions with the actual delivery of social work services with individuals, families, groups, organizations, and communities. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.

The social work student should gain an understanding of the agency's formal organizational structure, its functions, and its methods of operation. This includes the social problems treated, characteristics of clients served, source of agency's funds, its relationship to other agencies in the community, and the community forces which affect the agency's organization and operation. If possible, it is desirable for students to observe and gain an understanding of some of the informal dynamics of the decision-making processes at work. This might include salary negotiations, how agency's policies to benefit clients (or staff) are changed, and how to influence political decision-makers and the broader community.

Field students should gain an initial understanding of the community and how it is affected by sociological, economic, and political variables. Students should gain a deeper understanding of the impact of social problems (e.g. delinquency, inadequate housing, family breakdown, and mental illness) upon individuals, families, and communities. Students need experience with, and exposure to, as great a diversity of clientele as possible. This means that the student should be provided the opportunity to work with clients and staff representing different cultural, ethnic, and racial groups. Additionally, to the extent possible, students should have the opportunity to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation, race, and ethnicity.

The field student should gain an understanding of the role of an advanced generalist social worker in the social agency, including the methods of change intervention used and the social worker's responsibilities and tasks.

The field student should relate to both clients and agency staff in order to test and develop techniques and skills necessary for practice in the social welfare field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The student should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work student should be

given case responsibilities including the opportunity to develop in-depth working relationships with clients. This objective may be the most important; skills and techniques developed through forming professional relationships are the core of social work practice and are generalizable to most other social work practice areas.

- Field students should become aware of and analyze their own value orientations and feelings about clients and their problems.
- Field students should engage in research in which they assess the effectiveness of their own interventions. Field students should also have involvement in other research activities within the agency.
- The field student should be able to assess his/her own potential as a professional social worker. This includes insight into their own satisfactions and dissatisfactions as well as professional motivations and frustrations.
- Field students should be provided opportunities for critical assessment, implementation, and evaluation of agency policy within ethical guidelines.
- Field students are required to have professional supervision (from the agency and from our social work department) to enhance learning.
- Field students should be provided opportunities to use oral and written professional communication(s) which are consistent with the argot of the practicum setting and of the profession.
- By the end of the field placement, field students should be ready to assume the responsibilities of an advanced generalist level social work position. Prior to that time, whenever a limitation or obstacle to this goal is recognized, the Field Instructor and the Field Faculty Liaison should develop a program with the student designed to rectify the limitation.

FIELD PLACEMENT FORMATS

Students are expected to start their field placement at the start of their fall and spring classes (the program does have some part-time, summer coursework, but field placements do not start until the fall). Students are expected to complete a field placement at one agency for one academic school year (one for generalist year and one for specialized practice). It is preferred that the field placement agency is different for each year. Any exceptions must be approved by the Field

Coordinator. It is also expected that the field placement be in-person or virtual; however, in-person is preferred. Both the Faculty Field Liaison and Field Supervisor should be reinforcing in-person contact and should be checking the student's accrual of hours (Faculty Field Liaisons do these through the student submission of Weekly Logs to Canvas and through contact with the Field Supervisor).

Three distinct options exist for field placement; and each requires that students complete a field placement. Hours required in a field placement setting is: 1000 for non-advanced standing (500 first year; 500 second year) and 500 for advanced generalist specialization (recognizing that they have already completed the first year in their undergraduate social work education). Options include:

- A block-field placement in one or two regular semesters (fall, spring or summer) in which a student spends four full days at an agency (16-32 hours per week). This is primarily an option for students who are enrolled in the Post-MSW School Social Work certificate.
 - The midterm evaluation is scheduled to occur when you reach approximately 240 (non-advanced) /250 (advanced) hours. Final evaluation will take place during the last weeks of your placement (when you reach 480/500 hours).
- A two-semester placement in which the student spends two days (16-20 hours per week) at an agency. Days of the week are flexible at an agency, but students are generally encouraged to clear their schedules for placement on non-class days.
 - Completing a two-semester placement makes it possible for students to take classes during the semester.

Field supervision (at the agency or by their Faculty Field Liaison) and the field seminar class are allowed to count towards the students field hours. Simulated practice situations outside of the field placement practice setting or field seminar class cannot count toward the student field hours.

FIELD PLACEMENT SITES

Students are invited to identify client populations and settings in which they wish to complete the field practicum.

EXAMPLES OF AGENCIES ACCEPTING STUDENTS FOR FIELD PLACEMENT ARE:

Substance Use Disorders/AODA	Health Care, including Physical Disabilities
Administration	Immigrant and Refugee Work
Aging and Gerontology	LGBTQ
Child Welfare	Mental Health
Community Development	Military Social Work
Corrections and Criminal Justice	Occupational or Rehabilitation
Developmental Disabilities	Post-Traumatic Stress Disorder / Veterans
Displaced Persons and Homeless	Program Evaluation
Domestic Violence or Violence	Public Assistance and Welfare
Family Services	School Social Work
Global and International	Social Policy

FIELD AGENCY SITES

The UW-Whitewater Department of Social Work Field Program has relationships with agencies located primarily in Southeastern Wisconsin and Chicago/Northern Illinois. The majority of field agencies are located within a 75-mile radius of the UWW campus.

A benefit of the UWW Field Program is students' opportunity to participation in the identification and selection of a field placement. To ensure a successful field experience, students are encouraged to identify three desired field placements and include them on their "Request for Field Placement" application.

The UWW Field Program places the majority of students within a field agency located within 75-miles of where they are residing. While students are afforded the opportunity to identify three desired agencies and every effort will be made to place the student into one of the desired agencies, it is possible the student may be placed in an alternate placement site. There are many reasons placement in a desired site may not be possible, such as the agency is unable to supervise a student during a given semester or the agency has other obligations (e.g., already supervising student from another school) that prohibit it from working with a student; therefore, students are encouraged to remain flexible during the placement process. It is important to note that students who request a placement outside of this radius are expected to work closely with the Field Coordinator/Faculty Field Liaison in locating agencies and assisting with setting up the placement (however the student

is still not allowed to set up an interview until given permission from the Field Coordinator/Faculty Field Liaison).

AGENCIES NOT ON LIST OF CONTRACTED AGENCIES

Sometimes students identify an agency that is of great interest that may not be on the list of contracted agencies maintained by the Field Coordinator which is shared with Faculty Field Liaisons. This may be due to volunteerism at an agency or involvement in an agency through other opportunities. If a student is interested in an agency that is not on the list of contacted agencies, the student should contact the Faculty Field Liaison and then the Field Coordinator with the contact information name of agency, contact person, phone number etc. The Field Coordinator will then contact the agency to see if the field site reinforces the purpose, values, and ethics of the profession. The Field Coordinator may do this with a phone interview where they will go over the expectations for becoming a field placement site; including the criteria for becoming a Field Instructor. If appropriate, the Field Coordinator may also visit the field placement in person.

If the agency is deemed appropriate (see sections “Requirements for Field Agency Site” and “Field Agency Instructor”) and the agency agrees to serve as a field placement site, the agency will be included on the list of contracted agencies. The faculty liaison may also pursue placing the student at the new field site. Students should keep in mind that placement at a new field agency is often a lengthier process.

FIELD PLACEMENT AREAS

The UWW Department of Social Work Field Program has relationships with agencies in Wisconsin and Northern Illinois/Chicago area. Field placement agencies are located within approximately a 75 mile radius of where the student is living. The program continues to expand into Northern and Central Wisconsin. We are willing to work with students to find placements in these agencies.

OUT OF STATE FIELD PLACEMENT AREAS

The Field Program does not have relationships with agencies outside of Wisconsin or Northern Illinois/Chicago areas. In instances where this is needed, the Field Coordinator will work with the student in identifying agencies. The student will be expected to assist the Field Coordinator in locating an agency and ensuring proper supervision/oversight is in place.

INTERNATIONAL FIELD PLACEMENT SITES

The Field Program does not have or offer international placement placements at this time.

IDENTIFYING, APPROVING, AND ENGAGING WITH FIELD EDUCATION SETTINGS

The Department of Social Work has had long standing agreements with many agencies in the area. However, new agencies are always identified through recommendations by faculty, advisory board members, students, or through contacting the department directly. The Department of Social Work approves agencies to serve as field placement sites when it believes the agency will reinforce students' identification with the purposes, values, and ethics of the profession. In addition, the agency offers the potential for providing high quality field experiences for students, including face-to-face contact with clients. Agencies are expected to provide a variety of learning experiences representing the breadth of social work practice and are designed to promote professional competence. Agencies are also expected to support the Field Instructors who provide this service to the profession. Prospective field agencies will be evaluated in terms of their consonance with our social work program's goals, competencies, and mission; their appropriateness for specific learning experiences; their ability to provide educationally directed field instruction; and their clear articulation of student learning in proposed tasks to be assigned. Agencies also are expected to adhere to the following policy:

POLICY

- The field agency must participate in an orientation to the Department of Social Work field program.
- The field agency must be willing to allow an on-site or virtual visit prior to being approved as a field site.
- The field agency must be willing to allow an on-site or virtual visit to complete mid-term and final evaluations or to hold additional meetings between the student, Field Instructor, and Faculty Field Liaison.
- The field agency must agree to adhere to the MSW Field Handbook which is emailed to them at the time they agree to be a field partner.
- The field agency must be committed to social work education and demonstrate effectiveness in providing a relevant field experience.
- The field agency reinforces identification with the purpose, values and ethics of the social work profession.

- The field agency should provide students with an appropriate orientation to the agency as well as training for the required duties assigned during their field placement.
- The field agency supports students to ensure the development of competencies through in-person contact, which includes face-to-face contact with clients or constituents (either in person or using digital technologies).
- The field agency's function should be compatible with the values and ethics of the social work profession, and with the UW-Whitewater Department of Social Work and Field Program's mission statements.
- The program services should provide opportunities for students to develop and enhance their professional social work competencies.
- The field agency has a willingness to include students in appropriate staff meetings, in-service activities, and community service activities.
- The field agency has suitable space and working facilities should be available for students. The School recognizes that students may have to share space/desks because of the lack of space.
- The field agency is willing to sign the Field Agreement form and to fill out the Field Data Form.
- The field agency is willing to sign an articulation agreement.
- At the time of the final field visit, the Faculty Field Liaison and the Field Instructor should meet to evaluate the field placements based on their consistency with program competencies.
- The field agency will be encouraged to evaluate the Faculty Field Liaison performance through a survey sent via email at the end of the student's field placement by the program coordinator.

FIELD PLACEMENTS AT STUDENT'S PLACE OF EMPLOYMENT

Occasionally a student will inquire whether or not they can do their field placement at their place of employment. In some cases, the answer may be "Yes." However, the place of employment must meet all expectations of being a Field Agency as other agencies (as identified prior in this document). Additionally, the student must have new responsibilities or a new role at their place of employment to count it as a field placement. Students are not allowed to use their current jobs. Please see the section on "Field Placement at Place of Employment" in Appendix on pages 103-105 for more information.

ADDITIONAL EVALUATIVE CRITERIA

For evaluating an agency's effectiveness in providing field instruction, the Student Evaluation of Field Placement Form is also used.

FIELD PLACEMENT AREAS RELATED TO AREA OF ADVANCED GENERALIST PRACTICE

The field placement in the advanced generalist specialization year will be grounded in advanced generalist practice, but will also be in the students' area of emphasis. The field placements are expected to address all of the CSWE competencies to ensure students obtain and demonstrate meeting all the competencies for advanced generalist social work.

IDENTIFYING FIELD INSTRUCTORS

Field Instructors must have a master degree in social work (MSW) from an accredited CSWE school (including degrees from social work programs accredited by CSWE or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service [ISWDRES] or covered under a memorandum of understanding with the social work accreditor in Canada). Individuals with an MSW from a CSWE school and 2 years' experience are eligible to serve a Field Instructor, although more in-depth experience is preferred. For clinical field placements, Field Instructors should have a clinical license in the state in which they will be supervising the student. Field Instructors are asked to sign off on the Learning Agreement that they have the required degree to supervise the student.

Field Instructors must also demonstrate an interest in serving in a teaching role with students. Agency staff persons desiring to serve as a Field Instructor are selected following a review of their interest, training, experience, academic preparation, and ability to provide appropriate supervision for students. Agency administrators should participate in this selection process.

In instances where the Field Instructor does not hold an MSW from an accredited CSWE school and two years of social work experience, the Social Work Program can exercise several options depending upon the need.

In programs where a Field Instructor does not have an MSW, co-supervision by an MSW at the agency and the non-social work Field Instructor may be established. Assignment of the student to an MSW for a portion of the field experience or for specific learning experiences may be accomplished (in this instance, the Field Instructor would be considered the "task instructor"). In this situation, the MSW must agree to provide the weekly supervision.

A Face Sheet is sent to the field student to verify experience of the Field Instructor. When the agency does not have a qualified supervisor, the Faculty Field Liaison is assigned as the alternative Field Instructor and provide weekly, hour-long, individual or group supervision, either face-to-face or virtually (outside of the field seminar meetings). In these circumstances, the Faculty Field Liaison works closely with the agency and student to ensure student learning around the 9 social work competencies is occurring.

In all cases, the Social Work Program assumes responsibility for reinforcing a social work perspective and the field student will meet with a Faculty individually, or in class setting for additional consultation to reinforce the social work perspective. The focus is on providing students with professional modeling and supervision appropriate to advanced generalist social work practice.

In addition, those seeking to become Field Instructors will also be willing to adhere to the following policy:

FIELD INSTRUCTOR POLICY

- Participate in orientation to the Department of Social Work field program the semester prior to taking a student.
- Willingness to read and adhere to the MSW Field Handbook.
- Ability to reinforce the student's identification with the purposes, values, and ethics of the profession.
- Willingness to assist the student with the integration of acquired empirical and practice-based knowledge into their field experience.
- Ability to organize learning tasks and serve in a teaching role.
- Time to devote to the student, at least 1 hour of supervision per week.
- Ability to serve as a role model for students in terms of the sharing of knowledge and skills, a positive attitude toward issues in the profession, and identification with student needs and interests.
- Adherence to the NASW Code of Ethics.
- A BSW (for bachelor level social work supervision)/MSW degree (required for master's level supervision) in Social Work. Field Instructors should have been working in a social work position for at least 2 years post-graduation.

- In those placement situations where MSW/BSW supervision is not directly available, but an individual possesses the personal qualifications for field supervision, arrangements must be made for a qualified BSW/MSW person to assume basic planning and evaluation of the field experience. Preferably this individual would come from the field agency but could be in a similar setting.
- The credentials of the Field Instructors will be documented on the Learning Agreement. The Field Instructor will sign a statement confirming their degree and credentials. The Field Coordinator will verify the criteria of each Field Instructor by reviewing this information. Please see the Appendix for the Learning Agreement pages 76-81.
- Agree to complete the Field Instructor's Orientation Training (materials provided via email).
- Field Instructors will be evaluated by the field student upon completion of the field placement via questions on the required social work department exit survey. Please see Appendix pages 100-102 with questions.

FORMAL AGREEMENTS BETWEEN PROGRAM AND AGENCIES

A copy of the formal agreement between the Department of Social Work and field placement agencies follows:

AGENCY-SCHOOL CONTRACT

The primary competencies of field placement are outlined in the attached contract:

AGREEMENT BETWEEN THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN ON BEHALF OF THE UNIVERSITY OF WISCONSIN-WHITEWATER FOR THE CONDUCT OF A FIELD EDUCATION PROGRAM:

This agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Whitewater (hereinafter referred to as "University") and _____ (hereinafter referred to as "Facility").

In consideration of the mutual benefits to the respective parties, any and all departments of the University wishing to enter into a field education program with the Facility, and the Facility agree to the terms set forth below.

THE UNIVERSITY AGREES:

That each school or college of the University wishing to participate in a field placement program with the Facility will annually provide the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference.

The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to send representatives to review the University's program; the number of students to be assigned, the qualifications of those students and the schedules of those students; and/or any other matters pertaining to the specific program proposed by the department.

To recognize within the extent and limitations of Secs. 895.46(1) and 893.82, Wis. Stats., that the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the Facility.

To provide the Facility with a listing of students who will be participating under the program and to update that listing periodically.

THE FACILITY AGREES:

To review any Program Memorandum concerning any field placement program which is submitted by a school or college of the University. Upon review, the Facility will notify the school or college of its acceptance or rejection of the academic program proposal.

Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate field work coordinator of a particular University school or college.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

That there shall be no discrimination against students on the basis of the students' race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

That the State will indemnify University employees, officers, and agents (students in required training, a credit program, or required for graduation) against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, pursuant to secs.895.46(1) and 893.82, Stats.

That the Facility will indemnify its employees, officers and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to sec.895.46, Stats.

By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

This agreement shall be construed and governed by the laws of the State of Wisconsin.

TERM OF AGREEMENT:

This agreement shall be for a term of five years, commencing at the time the contract is signed. It may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

Program Memoranda presented by the University and accepted by the Facility shall be for a term of no longer than one year. They may be renewed upon mutual agreement. Such Program Memoranda do not require the further approval of either party provided they contain provisions relating solely to program arrangements and content.

All such Program Memoranda must be approved by the respective school or college within the University. Such Memoranda shall be effective for a period of one year.

All fully executed Program Memoranda shall be incorporated by reference and become a part of this

FOR THE BOARD OF REGENTS OF THE
UNIVERSITY OF WISCONSIN SYSTEM:

FOR THE FACILITY:

Signature of Authorized Official Date

Signature of Authorized Official Date

Name and Title (type or print)

Name and Title (type or print)

agreement if not inconsistent in any manner with this agreement.

Section III

ORIENTING AND ENGAGING WITH FIELD INSTRUCTORS

Field Instructor Orientation Training

At the beginning of the fall semester (and spring semester if needed), the Field Coordinator orients all of the Field Instructors regarding expectations and individual student needs. These meetings have taken place in a face-to-face meeting on campus, an individual meeting at the Field Instructor's agency, or a group skype training. These meetings are also recorded and shared with Field Instructors as needed. All agencies are provided with copies of the field manual and field training PowerPoint at this time. The Field Instructor Training includes: an overview and mission of the MSW Social Work Program, the CSWE Competencies and EPAS requirements, the application of knowledge, values and skills and the Field Instructor role during supervision, the expectations of the Field Instructor (ex: completing the learning agreement, providing learning opportunities, addressing concerns with student performance, and safety guidelines), the expectations of the Faculty Field Liaison, the expectations of the field student, and overview of the Learning Agreement, Student Field Evaluation, and Student Weekly Log. The Social Work Department keeps documentation of who has attended the trainings. Each semester a Field Instructor has a student they receive a copy of the Field Manual and the MSW Field Instructor Training materials.

Additionally, the Social Work Department also offers Community Partners Training opportunities for the Field Instructors to enhance their education and to obtain continuing education credits. Some of these trainings have included: Wisconsin Boundaries and Ethics, Sex-Trafficking, and Trauma Informed Care, and Compassion Resilience.

Engaging and Continuing Dialog with Field Instructors

Faculty Field Liaison and the Field Coordinator work hard to engage with and continue dialog with field settings. Communication starts when a field setting is developed. The Field Coordinator starts communication with an agency through orientation, meetings, and emails. The learning plan is reviewed by the Faculty Field Liaison to ensure the goals of the field setting is appropriate. There is periodic visitation (either face-to-face or virtual) by the Faculty Field Liaison during the semester (primarily midterm and final) in which student strengths and deficiencies are discussed. Throughout the semester, the Faculty Field Liaisons read the weekly logs to review progress and to determine if any immediate communication needs to occur. In addition, the Faculty Field Liaison communicates throughout the semester via email, phone calls, conference calls and face-to-face meetings. The Field Coordinator may also be involved in email, phone calls, conference calls and

face-to-face meetings as required. At the end of the semester, the field student and the Field Instructor meet with the Faculty Field Liaison to discuss positive learning experiences, shortcomings (as seen by either student or Field Instructor), avenues for further growth of skills, and to explore suggestions for improving field placements. Lastly, Field Instructors are invited to participate in Continuing Education opportunities hosted by the Social Work Department (as identified above).

Evaluating Field Instructor and Field Education Setting Effectiveness

Field setting sites are continually being monitored for effectiveness. The Field Coordinator will determine if any new field sites are appropriate. If at any time the student has concerns about the level of Field Instructor supervision, the student is to reach out to their Faculty Field Liaison. The Faculty Field Liaison is to process these concerns and schedule a meeting as needed. Faculty Field Liaisons are expected to visit the site (in person) minimally one time during the student's 9-month placement. Faculty Field Liaisons are also required to complete midterm and final evaluations at which time they talk about student learning. The Faculty Field Liaison also reviews the midterm and final evaluation to ensure the agency was able to provide the student meaningful and quality learning in relation to the CSWE Competencies. During these meetings, Faculty Field Liaisons are collecting information about the student, the Field Instructor, and the Field Agency to share with the Field Coordinator. Field Students also participate in a field class (SW 783 or SW 784) where they talk with their peers about their experiences. Students are allowed to share concerns about their field instructor or field agency during these meetings. At any time, Faculty Field Liaisons are asked to report any concerns about the agency to the Field Coordinator. In addition, the student will evaluate the Faculty Field Liaison, Field Instructor, and Field Site at the end of the semester as part of the required social work program Exit Survey (see Appendix pages 111-113). If at any time there is a concern by the Faculty Field Liaison about the field site, the Field Coordinator may call or visit the site to have a conversation about the concern. The Field Coordinator may terminate a site at any time due to concerns over effectiveness, ethical issues, or not meeting terms of the contract agreement. The UWW Social Work department celebrates strong field placement settings with an annual Outstanding Field Partner Award each spring semester. Students will evaluate the Faculty Field Liaison as part of their required Social Work Program Exit

FIELD PLACEMENT PROCESS

It is an expectation of the field student to demonstrate professional and ethical social work behavior during the field placement process. The following steps outline the field placement process for students:

STRUCTURE AND MECHANICS OF FIELD PLACEMENT

At the present time, there are three phases to the educational program for all agency instructors who supervise students. At the beginning of the semester, the Field Coordinator orients each of the Field Instructors regarding expectations and individual student needs. (Much of this orientation is accomplished by the orientation meetings for Field Instructors). There is periodic visitation by the Faculty Field Liaison during the semester in which student strengths and deficiencies are discussed. At the end of the semester, the field student and the Field Instructor meet with the Faculty Field Liaison to discuss positive learning experiences, shortcomings (as seen by either student or Field Instructor), avenues for further growth of skills, and to explore suggestions for improving field placements.

Criteria for Admission into Field Education

Students must be accepted into the MSW program.

If faculty have a concern about a student entering field, a subset of faculty will meet with the students informally to write up a contract about expected behavior.

Orienting Students for Field Placement

The process of orienting students for placement is as follows:

Advisement for field placement begins early. The Field Coordinator and the Program Coordinator meet with all incoming students to explain the entire field placement process during the Orientation to the MSW program and provide support during the field placement application process. This orientation has occurred both face-to-face and virtual. Orientation have also been recorded for students who are unable to attend. Students are provided information on expectations held by all parties of the field placement process.

MSW students are informed that they are required to read and sign a Statement of Understanding that they have read and agree to abide by the standards outlined in the National Association of Social Work Code of Ethics, the National Association of Social Work Standards and Indicators for Cultural Competence in Social Work Practice, the Masters in Social Work Student Handbook, and the Masters

in Social Work Field Program Manual. Social work students during the duration of the MSW Social Work Program, including during their field placement, are expected to adhere to these standards. It is expected that the field placement will provide a simulated work experience under the close supervision of an agency practitioner. Students are reminded of professional ethics, client confidentiality, work responsibility, and attitudes and expected dress appropriate to the particular type of placement. Grades and the evaluation of student performance are also discussed. In addition, students review a Field Code of Conduct and expectations for field students in their field education course.

Students are briefed about the role and activities of social workers at the various agencies and about their roles as field students. Students are also educated on safety guidelines (see pages 38-43).

PLACING STUDENTS

Field students are required to begin the placement process prior to the semester they begin field. Students are not to set up field placements on their own; all field placements are set up by the identified Faculty Field Liaison from the Social Work Department.

The field student will be required to complete the Electronic Request for Field Placement form, a link can be found online at the Social Work Department Website or on the students Field Experience Course (SW 783 or SW 784) on Canvas.

As part of this process, students are to identify three areas of social work and potential agencies. Faculty Field Liaisons work hard to find students field placements in one of the students preferred areas of interest. Students need to be aware that Faculty Field Liaison cannot ensure a placement at those sites. It is also important to note, that when a student lists a specific agency, the student is committing to a placement at the agency if one comes open. Therefore, it is important for students to thoroughly research placement options.

It is important to include any reasonable modifications that the student may need to be successful in their field placement. This may include any supports they may have received from the Center for Students with Disabilities that may also be helpful in successfully completing their field placement. Students are required to share any current, pending, or past criminal charges. It is important to know this legal information to ensure the success of the field placement process.

It is important to know where the field student will be living during their field placement while completing the Request for Field Placement so that the desired geographic location of the field agency can be determined. Once the Request for Field Placement is completed this geographic location will not be allowed to be changed unless the Faculty Field Liaison allows a change due to extenuating circumstances.

The Field Coordinator will review the Request for Field Placement and assign a Faculty Field Liaison to work with the field student in finding the field placement.

The Faculty Field Liaison takes the lead in securing the field placement. The field student is not allowed to look for field agencies on their own, including calling or talking with field agencies (or having someone else call agencies on the student's behalf, without prior permission of the Faculty Field Liaison).

The Faculty Field Liaison will determine the best field placement site for the field student based on the field student's request for geographical location, service areas desired, and the agency preference list.

The field student is responsible to be in constant, respectful, and professional communication with the Faculty Field Liaison including checking emails (sent to your UWW email address) and phone messages daily, and returning communication within a timely manner.

The Faculty Field Liaison contacts the prospective agency Field Instructor to determine if the agency is interested in interviewing one or more students for the upcoming semester. If the agency is interested, the student is asked to call the Field Instructor to arrange for an interview. (Prior to this interview agency Field Instructors may ask the students to send, or bring along, a resume illustrating course preparation, work and volunteer experiences, and career interests.) If, after the interview, both the agency and student view the prospective placement positively, the student's placement at that agency is arranged. If either the agency or the student has serious reservations, then the student interviews at a different agency.

Students are not allowed to interview at several agencies. Typically, when interview is viewed positively by the field placement site and the student, the student is expected to accept the placement. Only on rare occasions are students allowed to attend a second interview.

The field student should attend the schedule interview and communicate with the Faculty Field Liaison immediately after the interview indicating how the interview went.

Some field placement sites may request additional requirements for the field placement process (for example completing an application, completing a background check, providing documentation of medical records, providing references, or completing a drug screen). It is the responsibility of

the student to complete and be financially responsible for the additional requirements requested for the field placement.

When the field placement is confirmed, the field student will fill out the online Field Placement Face Sheet (please see Appendix pages 73-75) indicating the Field Instructor information and documenting the start date of field placement.

This online form must be completed as soon as possible once the placement is set so we can ensure there is a current contract with the agency and that the Field Instructor gets the training materials before the field student begins their placement.

The field student is required to be enrolled in Social Work 783 Social Work Experience or Social Work 785 prior to starting the field placement. Social Work 783 Social Work Experience is a 3-4 credit course.

The field student will receive an email from the ADA with instructions for registering for the correct section of SOCWORK 783 once you have been given permission in WINS to enroll.

Monitoring Students and Supporting Student Learning

Students will complete a Learning Agreement with their agency Field Instructor within the first two weeks of their field placement. This will be submitted to the Faculty Field Liaison in the Canvas course.

The progress of students is monitored through reading student logs, emails, telephone calls, on-site visits and evaluations (either on-site or via phone/WebEx). Students submit their weekly logs in their Field Experience course on CANVAS. This weekly log is read and feedback is given by the Faculty Field Liaison. (See Appendix pages 82-83)

Students also participate in bi-monthly, 2-hour, field seminar as a part of their Field Experience course where they share experiences about their learning with their peers and their Faculty Field Liaison. This allows the Faculty Field Liaison the opportunity to continue to engage and support the student. Additionally, students are encouraged to schedule face-to-face or virtual meetings with their Faculty Field Liaison at any time to discuss their field placement.

The Faculty Field Liaison is responsible for setting up the midterm and final evaluation with the agency. However, the Field Instructor or student can request a face-to-face or virtual meeting at any time.

If at any time there is concern about student progress, the Field Instructor is advised to reach out to the Faculty Field Liaison to schedule a meeting to process concerns and develop a plan of action.

A student may be placed on a standards and support contract at any time during the student's field placement.

If at any time the student has concerns about the level of Field Instructor supervision, the student is to reach out to his/her/they Faculty Field Liaison. The Faculty Field Liaison is to process these concerns and schedule a meeting as needed.

Section IV

Implementing Safety Protocols

Student safety is a top priority in the field program. Students are to receive education regarding safety, both emotional and physical, as part of the orientation process.

Students are also encourage to follow the University safety guidelines, including: police crime prevention resources (<http://www.uww.edu/adminaffairs/police/crime-prevention>), sexual violence, sexual harassment, and intimate partner violence policies (<https://www.uww.edu/systemharassment> and <https://www.uww.edu/student-handbook/system-sexual>). In addition, the campus offers ongoing self-defense class and trainings that social work students are encouraged to attend. Students are also encouraged to download the NASW Safety Standards (<https://www.socialworkers.org/Practice/Social-Work-Safety/Social-Work-Safety-NASW-Resourceshttps://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>).

The Department of Social Work takes responsibility for preparing students to address safety in the field. During the MSW Program Orientation, the Field Coordinator talks about the importance of safety in the field. Student are encouraged to obtain limited liability insurance coverage.

Field agencies are required to educate students about safety protocols and policies at the agency. Student are required to discuss these protocols in their Field Education class.

When students have a safety concern in field, for any reason, they should contact both their Faculty Field Liaison and their Field Instructor. The student may also reach out to the Field Coordinator if needed. A meeting will be scheduled by the Faculty Field Liaison to address the concern.

If there is an immediate safety concern, the student may be told not to attend their field placement by the Social Work Department until a solution can be found. The student may be given project by their Field Supervisor of Faculty Field Liaison to count towards their field hours during this time. It is the Departments responsibility to ensure the student is safe to return to their field placement. This may include consultation with the Dean of Students Office, Risk Management Office, or University Health Center (such as during a pandemic or infectious disease situations).

PREVENTING VIOLENCE

The best way to deal with violence is to prevent it from happening in the first place. Fortunately, here are a variety of options for preventing violence from which a field student can pick and choose.

DE-ESCALATING VERBAL COMMUNICATION

One way of de-escalating verbal communication is for the field student to facilitate the client in expressing their feelings and thoughts. Such expression may have a ventilating effect for the client. Ventilation can be facilitated by the field student using the skills of active listening and reflecting the client's feelings. Reflecting feelings helps the client to be validated as a worthy person. The field student may also use the technique of disarming where the student finds some truth in what the client is saying, and then expresses this "agreement." Disarming results in the client feeling understood and validated, and thereby more apt to be open to examining the student's point of view.

Also useful in helping the client to express thoughts and feelings, is for the field student to use empathy by paraphrasing the content of what the client says. Restating the meaning of their thoughts and feelings may help to them reflect about the issue and problem solve the issue.

Encouraging the client to problem solve, and assisting in problem solving is another strategy to de-escalate verbal communication. Violent prone clients have greater difficulty in generating nonviolent solutions to problems. Sometimes suggesting nonviolent options to clients facilitates them in choosing nonviolent courses of action.

Sometimes redirecting the client's attention to a less emotionally charged subject can de-escalate the verbal communication. For example, saying, "It's really getting warm in here. I think both of us need a little time to cool down. Let's take a short walk and talk about something else for a while. Once we're more relaxed, we may be better able to come up with some creative ideas to resolve this."

It is also important for the field student to avoid using aggressive, confrontational, or defensive responses when a potentially violent client is emotionally upset. Such responses can increase the likelihood of violence.

SETTING LIMITS

Many angry clients actually fear losing control. For such clients, it is useful for the field student to say something like, "It's okay to be angry, but it's not okay to strike out. What can I do to help you feel more in control right now?" Such a statement helps clarify to some potentially violent clients

that physical aggression is not acceptable. The tone and wording involved in setting limits should be supportive of the client's worth and should not increase feelings of powerlessness.

In setting limits, it is important not to come across in a parental tone or in a nonassertive tone. Both may serve to trigger additional arousal. The field student should set limits in a confident, assertive tone, rather than in an aggressive tone.

STAYING CALM AND GENERATING OPTIONS

As much as possible, the field student should seek to remain calm. In addition, even if aroused (and frightened) the student should seek to communicate calmness, both verbally and nonverbally. An even, slow, soft-toned voice and a confident, nonjudgmental, non-authoritarian approach will somewhat facilitate the client feeling reassured rather than pressured. A field student who becomes agitated, and conveys this agitation, may subtly provoke the client's aggression.

Remaining calm also facilitates the field student being creative in generating constructive options (including escape strategies). In contrast, fear and high anxiety will interfere with generating and assessing appropriate options. Remaining calm is facilitated by the field student using relaxation techniques.

TRANSPORTING CLIENTS (FROM NASW SAFETY STANDARDS)

When transporting clients is an expectation of the job, employers should ensure that policies and practices are in place to protect both social workers and clients. At the time of pick up, the social worker should assess:

- the client's level of agitation (if any), use of intoxicants, and the meaning of the appointment to the client
- the possibility that the client has a weapon
- their own perception of a safety risk.

The social worker should also assess the condition of the vehicle:

- Is the interior of the vehicle free from potential weapons (for example, pens, pencils, magazines, books, handheld devices, hot beverages)?
- Is the vehicle in good working condition (for example, ample gas, working brakes, headlights/tail lights)?
- Is the vehicle equipped with proper safety equipment in case of an emergency (for example, flares, battery cables, spare tire)?

When transporting a child, the social worker should:

- engage the child safety locks in the vehicle
- know the proper use and installation of a child safety seat that is appropriate for the child's age and size
- use a "buddy system"—that is, have a second social worker in the vehicle when transporting a client. If the client is assessed to be unsafe to transport, or the vehicle is assessed to be unsafe to operate, agency policies should prohibit the social worker from transporting the client.

MOBILE PHONE USE (FROM NASW SAFETY STANDARDS)

Mobile phones have become a necessity for communication outside the office. Wherever possible, social workers should use agency phones, rather than personal phones, to reduce exposure of their personal information. Although excellent tools for communication, a mobile phone can also potentially escalate an aggressive situation, and the social worker should therefore use it in a sensitive and sensible manner. To increase the safety provided by a mobile phone, social workers should:

- keep the mobile phone fully charged, have a replacement battery on hand for emergencies, and keep a phone charger in the car
- be familiar with limitations of cell phone coverage in areas where they may visit
- ensure that they know how to use the phone properly before going into the field
- keep emergency contacts on speed dial
- keep GPS-enabled mobile phone applications activated at all times while in the field
- agree on and use "code" words or phrases to help social workers convey the nature of threats to their managers or colleagues
- remember to not use handheld mobile phones while driving
- send text messages of knowledge of circumstances, instead of calling, but not while driving
- use the phone discreetly, so as not to inadvertently escalate a potentially volatile situation and to avoid becoming a possible target for robbery

HOME VISITS

Specific safety precautions need to be tailored to the individual situation. However, the following are some guidelines for planning for safety when conducting home visits.

If possible, the client should come to the office, where the safety of the field student is more easily achieved. If the meeting cannot be held in the office, perhaps it can be held in some other public place, such as a library or restaurant.

If the visit needs to be held in the home, the situation may warrant that the visit be made by two persons. If the potential for violence is heightened (as in helping a woman at a battered woman's shelter retrieve some of her belongings from her home when the batterer may be present), perhaps the woman and the field student should be accompanied by a police officer.

The field student should seek to obtain as much information as possible on the client, prior to the home visit. The file, for example, should be reviewed for any evidence of a history of violence, and for risk factors related to violence (such as alcohol or other drug abuse). It is also important to seek to determine if there are others in the household who might present a risk of violence. Also, the student should seek to determine if there is an aggressive dog in the home or in the yard.

As a field student enters a home, they should seek to determine the entrances and exits, in case a quick exit is needed. Students should wear the kinds of shoes that facilitate a rapid exit. Wearing expensive jewelry and expensive clothes should be avoided in deteriorating neighborhoods, such articles may be perceived by the client as indicating the student is a member of a different socio-economic class and therefore, is unlikely to relate to the client's circumstances. Students should wear professional attire that presents them as a nonthreatening person. Students should make certain the agency knows their itinerary when making a home visit. Other staff should know the location and approximate arrival and departure times. Students should also carry a cell phone and have it on. The cellular phone should be programmed with agency and emergency numbers for quick dialing.

It is useful to present oneself as a confident, assertive person. Being timid, or aggressive, is more apt to elicit an aggressive response. If other people are present near the destination, and appear threatening, the field student may choose to return another time or day—perhaps taking another staff member along.

The field students should park his or her or their vehicle in a place that allows for a quick escape. If a noisy argument is occurring at the destination, it may be best to return at another time.

When entering the house, the field student should do a quick visual scan looking for signs of danger, such as weapons or drugs. The student should be watchful of all persons and should ask who else besides the client is at home. If there are signs of danger, the student should promptly and politely postpone the visit, saying something like "I'm sorry, you're going to have to excuse me. I just remembered I'm supposed to be at another meeting. I'll call you this afternoon to arrange another

time when we can meet.” It’s best, at least at first, to stay near the entrance door, in case a quick exit is needed. The bottom line when conducting a home visit is to seek to remain calm, so the student can creatively generate and assess options in regard to safety. Furthermore, the field student needs to trust his or her or their “gut feelings” in relation to signs of danger.

Evaluating Student Learning

During the placement, the Faculty Field Liaison meets jointly with the student and Field Instructor either in-person or via WebEx/Zoom to review progress toward explicit learning objectives set by the program. This process is repeated twice each semester and augmented by telephone contacts, emails, review of logs, and field seminar meetings (held twice per semester). In addition, each agency and Field Instructor is given the freedom to structure student activities and assignments they feel will promote the student’s professional growth and learning agreement.

The purpose of each meeting is to review the student’s progress. Through the placement, by moving from simple to more complex assignments, the student gradually experiences a greater involvement in the life of the agency. It is also an opportunity to link academic and field learning, identify areas needing attention, and reinforce positive achievement and strengths.

At the middle and again at the conclusion of the placement, students are evaluated using the Field Evaluation Tool (see Appendix pages 84-99). This evaluation instrument is systematically designed and based on the Competencies of our Educational Program (page 3) and is outcome based. It is the criteria by which students demonstrate achievement of the Competencies of our Educational Program. It also allows for identification of specific strengths and areas that need attention for each student.

Finally, all the field placement policies and criteria are developed in conjunction with the UWW Social Work Advisory Board and are approved by UWW Social Work faculty.

RESPONSIBILITIES OF ALL PARTIES

EXPECTATIONS OF FIELD COORDINATOR

The following are the expectations of the Field Coordinator:

- Administrative oversight of field placement site relationships with UWW and Department of Social Work; includes oversight of logistics to maintain relationships as well as work with legal department and risk management to reduce university, department, and student liability.
- Administrative leadership of faculty members assuming Faculty Field Liaison role.

- Assignment of students to Faculty Field Liaisons and assist Faculty Field Liaisons with placing students if needed.
- Recruitment and development of field placement sites.
- Development and maintenance of appropriate records and communication with field agencies.
- Collaboration with faculty to plan and implement Field Instructor training.
- Development of field education resources.
- Assessment and evaluation of student and program outcomes.
- Adherence to and integration of field education accreditation requirements as mandated by Council on Social Work Education (CSWE) and Educational Policy and Accreditation Standards (EPAS).
- Recruitment and development of Advisory Board Members.
- Collaboration with faculty members to plan and host bi-annual Advisory Board Meetings.
- Represent the social work department, as approved by department chair at professional conferences and trainings targeted toward field education.
- Supervise student project assistant(s) assigned to support Field Coordinator.
- Provide orientation and field instruction training to field agencies and Field Instructors.
- Develop policies regarding field placements in an organization in which the student is also employed.

EXPECTATIONS OF FIELD INSTRUCTORS

The Department of Social Work counts on the Field Instructor to provide a variety of learning experiences for their students. This process will be enhanced if the Field Instructor will:

- Participate in an online or face-to-face orientation to the Department of Social Work field program the semester prior to taking a student.
- Willingness to read and adhere to the MSW Field Handbook.
- Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with: the functions, policies, and goals of the agency, the clientele served, the relationships of the agency to the community and other agencies, the agency's expectations of the student
- Afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing and other social work tasks).

- Arrange for the field student to attend staff and board meetings whenever possible. The student should be encouraged (when appropriate) to participate in such meetings.
- Select the work load of the student so that it is in harmony with the setting, taking into consideration the student's capacity, interests, past experiences, life patterns and program competencies of the Department of Social Work whenever possible. "Busy work" is not appropriate for the field student. The job assigned needs to be meaningful in which the student contributes to the agency while learning, and which represent a broad exposure to social work roles and responsibilities.
- Give the field student an opportunity to work directly, in-person contact, with individuals, families, groups, and in the community. Appropriate research assignments are also expectations of field placement, especially those that help foster integration of empirical and practice-based knowledge.
- Arrange for a weekly supervision session when the field student is present at the field setting. Among the various topics covered in conference, attention should be given to:
 - Helping the student prepare for, and participate in, these conferences.
 - Explaining the purpose and process of recording where it is required.
 - Emphasizing the student's application of basic social work concepts, values, and skills in the field assignments.
 - Raising the student's awareness of the steps, skills, and knowledge that the student has used in performing each assignment, and the attitudes and feelings experienced during that time and afterwards.
 - Prepare an outline of steps for the student to follow in order to improve his/her work. Whenever the student is performing at a substandard level, a copy should be sent in a timely manner to the Faculty Field Liaison. This will avoid a "last minute notification of failure."
 - Participate and complete midterm and final evaluations of the field student.
 - Evaluate the student in accordance with the Field Evaluation Tool, a sample copy of which appears in the appendix this manual on pages 84-99.
 - Evaluate, in conjunction with the Faculty Field Liaison, the field placement itself based on consistency with the program competencies.
 - Inform the assigned Faculty Field Liaison whenever it appears that a potential or actual conflict or problem situation in the field placement arises.

EXPECTATIONS OF FACULTY FIELD LIAISON

The University Faculty Field Liaison has the overall responsibility for assuring the field experience is a quality social work learning experience for each student. The functions and responsibilities of the Faculty Field Liaison are to:

- Participate in the process of having students interview for field placement assignments. The Faculty Field Liaison is a “facilitator” and an “information provider” to students and agencies in this process.
- Orient students and agency Field Instructors to the expectations and mechanics of the field placement program.
- Promote three-way open communication between field students, Field Instructors, and Faculty Field Liaisons related to such areas as exploring innovative suggestions for improving aspects of the field experience, and to dealing with issues and conflicts associated with the field placement.
- Monitor the progress of the student in his/her field placement through student logs by giving feedback, telephone contact with the agency Field Instructor, and individual meetings with the field student.
- If a field student at a placement has a limitation that needs attention, the Faculty Field Liaison and the agency Field Instructor should jointly develop a program with the field student designed to meet this limitation. In rare cases, when it becomes evident that it is very unlikely that a field student will be able to develop those competencies required to fulfill the responsibilities of a beginning level social worker, the Field Instructor, and Faculty Field Liaison should jointly “counsel out” such students.
- Be present at the agency and participate in the midterm evaluation meeting of the field student (in person).
- Participate in the final evaluation meeting of the field student (in person, phone meeting, or skype).
- Provide support for the Field Instructor and field student during the field placement to include scheduling additional in-person meetings or phone conferences as needed.
- Inform the Field Coordinator of any situations with which the field student, the Field Instructor, or the Faculty Field Liaison may need additional support.
- Review the merits and/or shortcomings of each field placement with students and Field Instructors at the middle and end of each field placement; explore suggestions for improving field placements.

- Provide a grade to each student at the end of the semester. The final grade is based upon the Field Instructor's evaluation, the logs filled out by the student, meetings held with the student during the placement, and the integration assignments written by the field student. The grade is also based on the student's demonstration of skills, application of knowledge, and satisfactory display of professional social work behavior.

Additionally:

- If a student continually struggles in placement with personal/performance issues, that student should be referred by the Faculty Field Liaison to the Standards & Support Committee for further review.
- Students who unsuccessfully complete placement at the designated agency will work with the Faculty Field Liaison to secure an alternate placement. Faculty Field Liaisons are only obligated to assist the student with securing one alternate placement.
- Any student who is terminated from their placement for performance problems and/or behavioral issues will not be allowed to enroll in field courses in the following semester.
- Students who fail to successfully complete the placement at an alternate/second placement site will receive a failing grade.

The Faculty Field Liaison should ensure that the student completes all evaluation forms prior to receiving final grade. After grades are submitted, the Faculty Field Liaisons are requested to share with the Field Instructors the results of the students' evaluations of the field agency.

EVALUATION CRITERIA

The expectations for students in field placements are:

- Dress appropriately according to the nature of the field setting.
- Be prompt for field placement.
- Demonstrate professionalism in all correspondence (phone, email, face-to-face contact) with field setting.
- Participate fully in planned activities including conferences, seminars, work assigned, etc.
- Use initiative and creativity in their field placement.
- Call the agency if unable to report to work. Plans for making up the time must be made with the agency Field Instructor within two weeks of the absence. Good attendance is an

expectation for students. Frequent absence/tardiness can result in the student losing their placement.

- Provide or plan for transportation connected with field placement.
- Complete and submit daily logs of field experiences to Faculty Field Liaison.
- Ask questions of agency Field Instructor in a timely manner when uncertain, confused, or frustrated.
- Become involved in social work educational experiences.
- Take risks and assume new responsibilities.
- Follow confidentiality guidelines established by the agency and adhere to professional ethics. To ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate confidentiality, intellectual property policies, or video/audio recording rules will be removed from their placement and referred to university administration for appropriate action.
- Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
- Attend and participate in periodic field seminars scheduled by Faculty Field Liaison. The time spent in field seminars does count towards the student's required 480 placement hours.
- Write the integration assignments and submit them to your Faculty Field Liaison.
- Remember that a successful placement (in grades and learning) is a result of the skills and behaviors you exhibit, the knowledge you employ, and the initiative you demonstrate.
- Be aware of the agency's mission, function, and purpose prior to beginning placement. (Organizational chart/job descriptions if available.)
- Adhere to all agencies policies, procedures, and expectations.
- No personal use of computers (e.g. searching the web, Facebook, or emailing) unless approved by your agency Field Instructor.
- Appropriate use of cell phones (this means not taking personal phone calls or texting while at your placement) unless approved by your agency Field Instructor.
- Stay away from office politics/turf wars, interdepartmental conflicts, and office romances.
- Do not assume sick days will be counted towards your 480 hours. This needs to be approved by your agency Field Instructor.
- If you wish to take off during the semester for personal reasons such as a vacation, you need to get this approved by your agency Field Instructor.

- Obtain a copy of the Field Manual prior to field placement and review the contents, paying particular attention to expectations.
- Students must have reviewed and signed the Social Work Program Code of Conduct that documents that the student has read, understands, and agrees to abide to the standards outlined in the National Association of Social Work Code of Ethics, the National Association of Social Work Standards and Indicators for Cultural Competence in Social Work Practice, the Masters in Social Work Student Handbook, and the Masters in Social Work Field Program Manual. The student agrees to follow these standard while taking courses and during their field placement.
- Complete, participate, and give a copy of a Midterm and a Final Evaluation to the Faculty Field Liaison. The student will receive and Incomplete for the field placement until the Midterm and the Final Evaluations are complete and copies are given to Faculty Field Liaison. This incomplete could result in the failing of the field placement if the Midterm and the Final Evaluations are not completed.
- Field students are expected to attend their field placement during the hours the student has arranged with their Field Instructor. At any time the student does not feel safe driving to the placement, the student is expected to communicate with the Field Instructor to let them know they are not attending field that day and to discuss when then hours will be completed. In the event that it is determined that the Field Instructor's agency or organization will not be open due to inclement weather, the student will not be expected to travel to the agency or organization on that day. It is expected that the student will take the initiative to make up the hours that were scheduled by communicating with the Field Instructor. The hours that were not completed as scheduled due to inclement weather need to be completed by the end of the semester that the student is placed, unless an extension is agreed upon by the Field Instructor and the Faculty Field Liaison. Completing field placement hours while not at the field agency can only be approved under extenuating circumstances by the Field Instructor and the Faculty Field Liaison.
- Field students are expected to schedule their field placement hours during times when they can be supervised by their Field Instructor or other designated Supervisor. Students are not allowed to complete their field hours at an organization alone or at night.
- Field students are allowed to start their field placement hours two weeks prior to the semester starting but have to be registered for the class, approval from the Faculty Field

Liaison, and the Field Instructor. Field students are not allowed to complete their field hours three week prior to the last day of the semester.

****Please note that all University holidays and vacations will be normally observed while completing the field placement.***

Section V

POLICY ON WITHDRAWING/TERMINATION FROM FIELD PLACEMENT

The Council on Social Work Education (CSWE) refers to field education as the “signature pedagogy” in social work education (Educational Policy 2.2).

Field placements are distinctly different from other social work courses in that field placements take place in the community. So not only do students have a Learning Plan Agreement in order to assess their competencies and practice behaviors, but their placements entail professional responsibilities to the agencies, the community, and in particular to the vulnerable populations it is our privilege to serve.

Withdrawing or being terminated from a field placement is a very serious matter.

What follows are some of the circumstances for withdrawing or being terminated in field placement.

NO-FAULT TERMINATION

No-Fault; Student Initiated Withdrawal from Field Placement

Students may initiate a request to withdrawal from their field placement for such reasons as: serious illness, educational considerations, or personal crisis. These circumstances often necessitate an extended absence from the placement. Because this affects a student’s ability to complete the academic requirements of field hours in the time allotted and/or demonstration of competency in the field placement a withdrawal from the placement should be considered. Each circumstance will be evaluated by your Faculty Field Liaison and Field Instructor.

For example, if a student performance is affected by health issues, they may choose to request a medical withdrawal in accordance with university policy. In such case, the Office of the Dean of Students should be contacted at 262-472-1533.

When there are other legitimate reasons for needing to withdraw such as personal crisis, partner being deployed overseas, etc., then a meeting should be set up with the student, Faculty Field Liaison, and Field Instructor. At this meeting the possibility of the student returning to the placement should be addressed. If all agree this can be done, then the student can be given an incomplete. When they are ready to return, the student is required to contact the Faculty Field Liaison and Field Instructor in order to set a return date.

In the event that the student would not be able to return to the same field placement, then the Field Instructor in consultation with the Faculty Field Liaison should decide whether or not to count the hours that the student has already accrued in the placement will towards the total clock hours

required for field. The student can be given an incomplete. When their circumstance has resolved to the point in which they feel they can start a new placement. They should set up a meeting with the Field Coordinator to discuss finding a placement.

No-Fault: Agency Initiated Termination

A placement may be terminated due to circumstances beyond the student's or the field placement's control. These include change in the availability of the Field Instructor, closure of a program, or major policy change affecting the placement. The Field Instructor is expected to notify the faculty liaison as early as possible when circumstances at the placement have changed.

The Faculty Field Liaison and Field Coordinator will make reasonable efforts to locate another placement and to facilitate the student's completion of the placement during the same semester. The hours accrued in the first placement will be credited toward the total clock hours required for field.

No-Fault: Faculty Field Liaison Initiated Termination

In very rare occasions the faculty liaison may determine that the field placement is not able to provide an acceptable field experience for the student, and/or fulfill the Learning Plan Agreement. In such circumstances a decision may be made to terminate the placement. At that time, the student should meet with their Faculty Field Liaison to arrange for a new field placement. The student whose placement is changed is still responsible for completing the required number of field hours. Time spent at the original field practice placement will count toward the semester hours.

CHANGE OF FIELD PLACEMENT/ TERMINATION

Student Initiated Request to Change Their Field Placement

Note: A student who withdraws from their field placement without following this process shall receive a failing grade in field. When a student accepts a field placement, the student is expected to fulfill the Learning Plan Agreement they have made with the organization. Students should also be aware that changing placements has serious implications.

Implications Include:

- An acceptable alternative placement may not be available and the student could end up waiting another semester.
- In most circumstances the hours accrued in the first placement cannot be credited to the second field placement.

- Finally, and most importantly, students need to be aware that this will constitute one of their two opportunities to pass field. Failure to pass the second attempt will result in termination from the UWW social work program.

It is critical that a student reflect upon the feasibility and possibilities of an alternate placement prior to initiating a request for termination of their current placement.

If a student truly becomes dissatisfied with the placement and requests a change of placement the following steps should be followed to address their concern(s):

The student should first meet with their Field Instructor, express their concerns and attempt to resolve the situation.

If this fails, the student should contact their Faculty Field Liaison and request a meeting be set up with the Field Instructor and Faculty Field Liaison. At this meeting the student, Field Instructor, and faculty liaison should explore the issues leading to the request for a change in placement and discuss avenues of resolution. If no resolution is found, then the placement will be stopped.

The student then may then initiate a formal request to their faculty field liaison to change their placement.

Note: This step is mandatory before any decision can be made regarding a change of placement.

In requesting a change to their placement, the student will submit written responses to the following questions:

- Describe the circumstances which you believe are preventing you from continuing your placement.
- Describe what you have done to attempt to resolve these concerns. Please describe in detail the roles that you, your Field Instructor and what circumstances lead to your decision to request a change of placement.
- Should your request for a change of placement be granted what do you propose to do in order to complete your placement requirement?

Upon receiving the request, the Faculty Field Liaison will arrange a meeting with the Field Coordinator in order to review the material and the situation. A copy of the request will be shared with the student's Field Instructor.

If the request for the change of placement is approved, the Faculty Field Liaison will contact the student and the Field Instructor.

The student should arrange an “exit” meeting, if possible, with the Field Instructor for the purpose of closure. This meeting should include a review to ensure that the student has completed all crucial commitments to the agency and/or existing clients.

Note: When a change of placement has been approved, the Faculty Field Liaison will make a reasonable effort to find an alternative placement to meet the student’s educational needs; however, an alternative placement may not be available or it may be too late in the term to start a new placement. In certain circumstances the student themselves may need to find their own placement.

Agency Initiated Termination

If the Field Instructor has concerns about the performance, ethics, professionalism, or behavior of the intern that go beyond or have not responded to the usual supervision process, the following steps should be followed.

Note: The following steps can be skipped when the matter involves an allegation of one or more serious offenses by the student. See: Criteria for Automatic Termination on page 41.

- The intern and faculty should be informed by the Field Instructor and/or key agency personnel involved in the placement of the concerns regarding the student’s behavior or performance.
- A meeting with all should be set up to discuss the expectations regarding behavior change and the time frame for these changes to occur. It is recommended that expectations for corrective action plan be written with copies provided to the student, the Field Instructor, key agency personnel involved, and the Faculty Field Liaison.
- If the student’s response to the corrective action plan is unsatisfactory or the agency seeks termination of the placement based on one or more of the termination criteria (See reasons for termination), the Field Instructor will give the Faculty Field Liaison a written statement specifying the grounds and outlining the circumstances for the termination.
- The Field Coordinator, in consultation with the Faculty Field Liaison, will review the statements of all parties, obtain further information as necessary, make findings, and determine if there is a less severe resolution possible. All parties will be informed of the decision in writing.
- The student will be provided up to five calendar days to respond to the statement. The response must be in writing and sent to both their Faculty Field Liaison and Field Coordinator

If the student is dissatisfied with the decision they may appeal the decision. See: Appeals Process

The termination request including the Field Instructor's statement, the student's response, and the findings of the Faculty Field Liaisons /Field Coordinator will be placed in the student's academic file.

Hours from the first placement may or may not be transferred into the next placement. The Field Instructors, Faculty Field Liaison, and Field Coordinator will determine how many hours are to be credited from the previous placement based on educational achievements during that placement. Students terminated from the field placement will be subject to further action by the UWW Department of Social Work. See Below

POLICY ON RE-ENTERING FIELD

Any student who is terminated from their placement for performance problems and/or behavioral issues will not be allowed to enroll in field courses until minimally the following semester.

The procedure will be for students to take a semester off from school to address the reasons for their termination such as: lack of knowledge/skills, personal issues, behavior factors, attendance problems, situational or circumstantial factors, etc.

The student will be required to meet with the Field Coordinator and Faculty Field Liaison to establish a corrective action plan to address the area/s of concern. This should include steps to be taken in order correct the performance problems/ behavioral issues and the time frame for these changes to occur. The corrective action plan will be written with copies provided to the student.

A student who has been terminated from a field placement involving alcohol and other substance abuse or other issues that are of a serious nature may not be eligible to re-entry to the program for one calendar year or more. The student will be required to follow the above procedure.

In certain instances, the student will be required to provide documentation that they have received the necessary assistance and their issue/s have been resolved to the point that they would be able to adequately meet the requirements/expectations of a placement.

Students are expected to inform/meet with the Field Coordinator to update them on their progress on the corrective action plan.

When the student feels they have achieved the goals on their correction action plan, they must initiate a request in writing to reenter the field program. This letter must address the corrective action/s taken to address the performance problems and or behavioral issues. (In certain instances, the student will be required to provide documentation that they have received the necessary assistance and their issue/s have been resolved to the point that they would be able to adequately meet the requirements/expectations of a field placement)

The student must also address in the letter their plan, describing how they ensure the performance problems and or behavioral issues will not be repeated in a future placement.

The Field Coordinator will conduct a review, with the option to consult the former Faculty Field Liaison and faculty, and will make the decision.

If the student is granted an opportunity for a second placement, they will meet with Field Coordinator in order to write up a contract regarding expectations for their placement.

If the Field Coordinator and the faculty do not grant a second opportunity of a field placement, then the student will be directed to follow the University Appeals Process.

Note: Only in exceptional cases would a student be allowed to resume the field experience in the same semester following termination. This would only occur after the Field Coordinator consults with the Faculty Field Liaison and all social work faculty members. If all parties agree the student has demonstrated improved readiness to perform adequately in a field placement, then the student would be allowed to start another placement.

CRITERIA FOR AUTOMATIC TERMINATION

Grounds for automatic termination from the field placement include, but are not limited to, the following:

- Excessive absenteeism or tardiness.

- Repeated failure to provide reasonable notice of an absence from the field placement or failure to appear as scheduled for three or more consecutive days without approval of the Field Instructor and the Faculty Field Liaison.
- Withdrawal from a placement by the student without following prescribed procedure.
- Serious or repeated violations of the NASW Code of Ethics.
- Serious or repeated violations of the agency's policies and procedures.
- Sustained low level of performance unresponsive to corrective action.
- Reporting to the field placement site under the influence of drugs or alcohol.
- Student's behavioral issues manifesting itself at the placement to the extent that they are unable to perform the requirements of the placement.
- Any of the following: abusing a child, elder, or dependent person under his or her or their care; domestic violence conviction; criminal acts; or current substance abuse or dependence.
- Failure to maintain generally accepted professional boundaries and behavior in respect to agency clients and staff.
- Any sexual relationship with an agency client.
- Failure to disclose critical background information in application forms, pre-placement and placement interviews and criminal background checks.
- Failure to meet academic and behavioral standards specified in the Field Manual, Standards and Support the university catalog and student handbook.

Section VI

REQUIRED ASSIGNMENTS FOR MSW YEAR ONE FIELD EDUCATION

EXPERIENCE

The student will be required to write a total of five short papers during your 2-semester field placement. Assignments #1-4 should be 2-4 pages and Assignment #5 should be a minimum of 5 pages. Assignments #1-3 are completed in your first 250-hour internship and assignments 4&5 are completed in your remaining 250 hours of field experience.

These assignments are to be placed in the respective folder on Canvas. Dates for each assignment will be determined by your faculty field liaison. It is strongly recommended that you ask your field supervisor for feedback on how to answer these questions. These questions are worth 20 points of your total grade.

Assignment # 1: Student identifies as a professional social worker and conducts themselves accordingly. **(2 points) (Competency 1)**

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (1 Point)

- Describe how you are behaving as a professional social worker in your internship.
- Describe the culture of the organization and your role in the organization as a generalist social worker.
- To what degree does the organization follow/embody their mission statement? Please provide one specific example.

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 (1 Point)

- Based on your conversation with social workers at your agency, what are potential boundary conflicts that you might encounter?

Assignment # 2: **(3 points) (Competency 2& 3)**

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (1 Point)

- Describe the different types of diversity that you view in your agency (age, race, sexual orientation, etc.).
- How does your agency integrate diversity in the work environment? Provide examples related to assessing, working with, advocating for, agency policies, etc. with diverse groups.
- On a scale of 1 -10 (10 being the most competent), rate and assess the cultural competency of staff in the organization. Explain and give examples of practices with greater/lesser cultural competence.

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (1 Point)

- Describe how your agency advocates for social, economic, and/or social justice.

Engage in practices that advance social, economic, and environmental justice. (1 Point)

- Does your agency incorporate factors such as race, culture, ethnicity, gender, or lifestyle in assessments or other agency tools? Describe
- Describe how your agency addresses client characteristics as factors that limit access to resources.

Assignment # 3: (3 points) (Competency 8)

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (1 Point)

- Describe how you have used a multidisciplinary framework in working with a client/constituency at your agency. Examples include the biopsychosocialspiritual framework, person-in-environment perspective, ecological systems theory, etc.

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (1 Point)

- Identify other professionals at your work place that you collaborate with and describe how this collaboration occurs.
- Provide any examples of individuals you collaborate with outside of your agency (ex: other agencies or service providers)
- Describe a situation in which you had to collaborate closely with your supervisor.
- Have you had to address any ethical issues in your supervision meetings?

Negotiate, mediate, and advocate with and on behalf of clients and constituencies. (1 Point)

- Describe how employees and your agency and you have had to negotiate, mediate and advocate for your clients or your agency.

Assignment # 4: For this assignment, you may want to get input from your field supervisor. (5 points) (Competency 5)

Identify social policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services. (2 Point)

- Identify a local, state and federal policy that impacts your clients (ex: city ordinances, the state budget, federal policies).

Assess how social welfare and economic policies impact the delivery of and access to social services. (2 Point)

- How do the policies identified in 5.1 impact the care your clients receive? Does the policy support or not support your agency's goals? Provide examples to illustrate whether the policy supports or does not support your agency's goals.

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (1 Point)

- Is there a change you would advocate for in regards to one of the policies identified in the first question?

- Are there any new policies you feel would be important to implement to improve the lives of individuals you are serving at your agency?

Assignment # 5: (10 points) (Competency 1, 8, & 9)

Facilitate effective transitions and endings that advance mutually agreed-on goals. (1 Point)

- What steps have you taken to terminate your relationship with your supervisor and co-workers?
- What steps have you taken to terminate your relationship with your clients?
- Describe a time you/your agency terminated with a client. How do you help them achieve his/her goal (s)? Did the client and agency/you both agree with the termination? Why or why not?

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (2 Point)

- How does your agency evaluate the outcomes of their practice? (ex: direct questioning of clients, evaluation tools, recidivism rates).
- How do they apply a theoretical framework in this evaluation of outcomes?

Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (1 Point)

- Describe a specific intervention that your agency regularly employs (ex: education, cognitive behavioral interventions, motivational interviewing, providing resources/referrals, groups, etc.). How is this intervention working? How do you know it is successful? Do you have any way of tracking the success of this specific intervention?

Apply evaluation findings to improve practice effectiveness at the micro and macro levels. (1 Point)

- How does your agency define “effectiveness”? If they do not measure effectiveness, what way(s) would you recommend that they measure their agency?

Student identifies as a professional social worker and conducts themselves accordingly. (5 Points)

- What have you learned about yourself as a social worker during your time in the agency? What have you learned about yourself as a person? Provide examples for both lessons learned.
- How have your perceptions of a social worker changed in the time you have been in field?
- What will you need to be a competent social worker five years from now?

REQUIRED ASSIGNMENTS FOR MSW YEAR TWO FIELD EDUCATION EXPERIENCE

You will be required to write three short papers during your field placement. Assignments should be 3-5 pages (no more than 5 pages), double-spaced, 12 font. These assignments are to be placed in the respective Canvas drobox. Dates for each assignment will be determined by your Faculty Field Liaison. It is strongly recommended that you ask your Field Instructor for feedback on how to answer these questions.

Assignment # 1: (20 points) How are you taking care of yourself? (Competency 1)

1. What is your self-care plan for the next year?
2. Have a discussion with your immediate family and friends about your self-care plan. What do they say about self-care? Who can help you with your self-care plan?
3. Have a discussion with your supervisor about self-care. What does your supervisor say about self-care? How are you using supervision to support your self-care plan?
4. How will you know when you need extra support (i.e. get moody, increased irritability)? What can you do when you recognize these symptoms?

Assignment # 2: (20 points) Where do you stand on issues in the world today? (Competencies 2 & 5)

1. What social work advocacy skills do you currently possess?
2. What social work advocacy skills would you like to develop?
3. Based on some of the political issues in the world, what is an issue that you want to advocate on behalf of?
4. Based on some of the political issues in the world, what is an issue that your agency advocates on behalf of?
5. What is a policy at your organization that is influenced by the climate in which we live (i.e. has your agency had to recently implement new policies about immigration or technology)?
6. Give an example of how you have advocated for a disenfranchised client or group. Describe how this advocacy made you feel and discuss what skills you used to advocate.

Assignment # 3: (20 points) Safety and Crisis Intervention (Competencies 1, 5, 6, 7, 8, & 9)

1. What is your agencies policy (ies) for handling crisis?
 - a. Is there a separate policy for crisis with clients versus non-clients?
 - b. What are the policies, procedures, and training for learning about safety for interns/workers at your agency?
2. Describe how your agency assesses at risk clients? (i.e. suicidal behavior, self-harm)
3. Give an example of a crisis situation you have experienced agency and discuss how this was handled.

4. How are you personally addressing and responding to crisis? (share any emotional reactions)
5. Talking to others at your agency, find out what sorts of crises you might face at your agency? Discuss with them how they handle crisis situations.
6. How are you using supervision when a crisis arises and to address your professional safety needs?
7. What areas of crisis intervention do you feel you need to address to improve your advanced crisis intervention skills?

Student will be required to write three short papers during your field placement. Assignments should be 3-5 pages (no more than 5 pages), double-spaced, 12 font. These assignments are to be placed in the respective assignment spot on Canvas. Dates for each assignment will be determined by your Faculty Field Liaison. It is strongly recommended that you ask your Field Instructor for feedback on how to answer these questions.

Assignment # 4: (20 points) Agency Collaboration (Competencies 8 & 9)

- 1) Describe how you use inter-professional collaboration to achieve beneficial practice outcomes for your clients.
- 2) Describe what social work practice skills are necessary to effectively collaborate with individuals and with organizations.
- 3) Describe any barriers to the delivery of services when working with clients and/or other service providers within or outside of your organization.

Assignment # 5: (20 points) Intervention (Competencies 7 & 8)

- 1) Describe how your agency applies 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
- 2) Describe one advanced clinical intervention you have chosen when working with a client. Describe what lead you to your intervention and how you evaluated the success of the intervention.

Assignment # 6: (20 points) Termination and Closure (Competency 8)

- 1) Describe how you facilitate effective transitions and endings that advance mutually agreed-on goals.
- 2) Describe how you have planned for the termination of your field placement at your agency with clients and co-workers.
- 3) Describe how you feel about terminating from your clients and your agency.
- 4) Throughout your internship experience, describe what you have learned about yourself.
- 5) What are your future plans as you transition from the MSW program to the professional field of social work?

STUDENT FIELD DOCUMENTS

LEARNING AGREEMENT

Within the first two weeks of the semester, field students are required to complete a learning agreement (see Appendix pages 76-81). This should be done conjointly with your Field Instructor.

DAILY LOGS

Throughout the semester, field students are required to keep a daily log specifying their activities, impressions, feelings, and questions regarding their practical learning experiences. Student are also advised to describe in some detail how they handled complicated situations. Logging of your hours is also required. Your Faculty Field Liaison may provide a template or guideline for daily logs; please be sure to check with your Faculty Field Liaison. These logs are submitted to the Faculty Field Liaison for review each week. Students are to code or disguise clients' names to preserve client confidentiality.

The logs allow the Faculty Field Liaison to monitor the student's growth and concerns. The faculty member may suggest additional readings; may meet with the student to discuss problems; and may arrange a meeting with the agency, the field student, and the Field Instructor to discuss any problems the student is having. In cases of difficulty, the Faculty Field Liaison initiates more frequent contact with the field student and the agency instructor. In addition, it is important to note that if a student has an immediate issue that needs to be addressed, it would be important to contact their Faculty Field Liaison immediately and not wait for them to read the log.

Logs are also an excellent opportunity for field students to reflect on their learning experiences at agencies, and act as a vehicle to examine ideas and questions with an outside person. If an agency instructor also requests to review the log, the student should first contact their Faculty Field Liaison to make appropriate arrangements.

Interns should write in their logs daily, since it's difficult to later reconstruct what happened in any particular day. The log is important not only for recording what the student did throughout the day, but also for the thoughts, ideas, feelings, and reflections that the is having while going through these experiences.

Note: Failure to submit daily logs will result in a failing grade for the field education experience.

See Appendix Daily Log pages 82-83

IMPORTANT NOTES TO PLACED STUDENTS

The most frequent request made by Field Instructors is that the students should ask more questions, be more assertive, and take more initiative. When students do not understand why something was or was not done, or why something was done in a particular way, they should ask. When students want to take on more responsibility, they should ask. When students are unhappy or dissatisfied about something, they should first bring it to the attention of their Field Instructor, etc. Open three-way communication is necessary among students, Field Instructors, and Faculty Field Liaisons. A field placement that does not have some frustrations and discontent is not, in all probability, a challenging or learning experience.

Each field placement uses a variety of acronyms specific to their genre of generalist social work. Students are encouraged to be acquainted with acronyms associated in their field of interest.

Students are also advised not to get involved in the internal politics of an agency: for example, students should not take sides if a staff member is unhappy about his/her/they salary, nor should a student get involved in taking sides if internal friction between staff members arises. Agency politics are a complex and sensitive matter; student involvement only fuels the complexity and sensitivity.

Some agencies don't operate on an 8-5 schedule, the hours students are expected to be at the agency may vary. This schedule should be worked out between the student and the Field Instructor. The faculty wants students to be at agencies when the optimal learning experiences are likely to occur. Because of this, evening or weekend hours may well be advisable at some agencies.

The Field Instructor is responsible for your day-to-day activities in the field. They will familiarize you with the agency and its procedures, direct you to necessary resources, and oversee your work. Therefore, it is appropriate to address any questions or concerns you may have first to the Field Instructors. If you feel your concerns are not being heard, or if you want a second opinion, it is certainly appropriate to contact the Faculty Field Liaison. Since the Faculty Field Liaison cannot be abreast of day-to-day happenings within all agencies, it makes the most sense to deal with concerns or problems within the agency first, and then refer to the Faculty Liaison.

It should be noted that learning occurs best when it is an enjoyable experience. If students give the field placement their best effort, the placement is much more likely to be enjoyable. The few students who fail in placement are generally those who try to bend the expectations, exert little effort to learn and grow, or who make an otherwise lackadaisical effort.

Everyone makes mistakes. Very likely you will make some; both the agency and the faculty expect that, and will understand and work with you. (If you aren't making mistakes, you're not trying anything new.) All we ask is that you give placement your best effort and work to correct problems and meet expectations.

PLACEMENT EVALUATIONS/MEETINGS AND FORMS

At midterm, and again at the end of each placement, the agency Field Instructors are asked to complete a copy of the “Student Field Evaluation” tool (see Appendix pages 84-99). Field Instructors are encouraged to share and discuss these evaluations with their assigned students.

Faculty Field Liaisons are required to visit agencies at midterm to participate in the evaluation of the field placement, and in the evaluation of the student’s performance. Faculty Field Liaisons are also required to conduct a final evaluation meeting the Field Instructor and student, which may be conducted in person at the agency or by web-camera. The final evaluation received on this form becomes a part of the student’s permanent file, which is held in the Social Work Department.

GRADING GUIDELINES

It should be noted that grades in the Social Work Field Experience course relate to how students develop skills, their actual performance, how they translate knowledge into skills and interactions, and generally how they use themselves in a productive and professional manner. Success is not based solely on good intentions or potential, but on performance. Lack of success often relates to the inability to, or reticence to, use one’s self appropriately, or difficulty assuming the social work role. As in actual work situations, performance is assessed and evaluated. Such evaluations by professionals in the field and Field Instructors are a substantial part of the bases of grades. You should be aware that grades relate to what you do and how you perform.

	Percent of Grade
Faculty Field Liaison’s overall evaluation of the student’s performance in the placement in conjunction with the agency Field Instructor’s evaluation	65%
Logs	10%
Seminar participation	5%
Assignments	20%

CRITERIA USED TO EVALUATE SEMINAR PARTICIPATION

Attendance at all seminar meetings.

Active participation in all seminar meetings.

CRITERIA USED TO EVALUATE ASSIGNMENTS

Sufficient quality content is provided in your answers to the assignment questions to demonstrate that you have acquired the necessary knowledge, values, and skills in these areas.

The papers should be typewritten, double-spaced; be grammatically correct, written in proper English, and free of misspellings, typos, and similar errors.

PROFESSIONAL LIABILITY

You are studying and working towards a great career in social work, but even field practice can put you at risk of being sued by someone dissatisfied with an outcome. Above and beyond university coverage through your enrollment in the course, NASW does offer additional professional liability coverage. You can learn more about this at: <http://www.naswassurance.org/pli/students>

HEALTH INSURANCE/ COUNSELING

You may be asked to get a physical or TB shot for your field placement or you may find yourself in need of counseling services. Please remember that you do have access to the University Health Center until you graduate. You can contact them at 262-472-1300.

CRIMINAL BACKGROUND CHECK

The State of Wisconsin passed a Caregivers Act in 1998. You should be aware that this law requires criminal background checks for students seeking a field placement and for graduates of a social work program seeking employment in a social service agency. The list of specific crimes that may bar students from field placement (or may bar graduates from social work employment) is always changing. If you have questions, please contact the Field Coordinator.

You are to fill out and bring your background check form to your field placement interview. The agency will submit it to the state. The background check form can be found on our field program for student's webpage:

<https://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students>.

There are rare occasions in which the field placement requests that the Department of Social Work run your background check. In such instances, you are to bring the background check form to the Department ADA and they will submit it to the state. However, you will be responsible for the processing fee (currently \$7 for general background checks or \$10 for caregiver background checks).

Please Note: It is your responsibility to have informed the Field Coordinator prior to applying for a placement of any crimes that would show up in a background check. If a crime does show and you did not inform the Field Coordinator, this could result in your being held out of field for one semester.

In addition to this, if during your field placement you happen to commit a crime, such as a DUI, you are to immediately inform your Field Instructor, Faculty Field Liaison, and Field Coordinator. Failure to do so could result in your being dropped from the placement and, in some instances, from the program.

SOCIAL WORK STUDENT WITH A CRIMINAL BACKGROUND

From time to time the UW-Whitewater Department of Social Work receives inquiries regarding how a person's past conviction of a crime could affect their becoming a social worker. There is no simple or easy answer to these questions. What we can share with you is some general information and some of our experiences; however, you need to be aware that the ultimate decision regarding your eligibility is up to others and you need to check into how the law applies to your circumstances.

Can I become a social worker?

At this time we do not have any admission requirements pertaining to criminal convictions that would prevent you from becoming a social work MSW student.

However, one of the main requirements of the degree is a field placement. Prior to applying for a placement you will be required to have a caregiver background check done. The result of your caregiver background check may have some bearing as to whether you want to remain in the social work program if considering a field placement, or even employment as a worker.

We strongly encourage you to review the following website from the Wisconsin Department of Health Services that offers a detailed section on, Caregiver Program Rules and Regulations.

Go to: www.dhs.wisconsin.gov/caregiver/statutes.htm

On the site, click on the caregiver forms. Here you will find a list of the type of agencies that require background checks along with additional information regarding the background check process.

FIELD PLACEMENTS

Remember, our agencies take students on a volunteer basis. So depending on the population that they serve and the nature/severity of your conviction, they can decide not to accept you as a field student. We therefore cannot guarantee that you will be able to get a field placement.

Keep in mind that your Faculty Field Liaison will work with you to find an appropriate placement. However, if you have not been accepted after two interviews then you will need to seek out possible field placements on your own.

Our experience has been that agencies do look at these situations on a case to case basis. You are certainly not the first person who has made mistakes. The good news is the profession of social work generally understands, since we believe people can change. So for example if you were convicted of a DUI our experience has been that agencies want to know what happened and what have you done to change since then. Are you clean and sober? Have you been in trouble since? Who can speak to your character? Again, the agency has the final say.

Can I Become Certified or Obtain a License?

If you graduate as a social work student and wish to go on to get a master degree (MSW) and apply for licensure, again a caregiver background check is required.

So as far as obtaining certification/licensure:

All professions are subject to the state law (sections 111.321, 111.322, and 111.335, Stats.) that prohibits discrimination against applicants based on conviction records unless convictions are substantially related to the practice of the profession. The phrase “substantially related” is interpreted broadly in order to protect the public, especially in health service professions where licensees interact with vulnerable populations, so convictions that involved harm to others or that suggest an impaired ability to perform licensed duties will probably be considered to be substantially related to the practice of the profession. For example, persons convicted of felony sexual assault are typically unable to obtain a credential.

If you apply to the Department of Regulation and License (Social Work Section) and your application is denied, it is common for a board to ask the applicant to appear in person, to explain the circumstances of his or her or their conviction record, and to discuss the person’s development since the offense(s). Once it evaluates all the information submitted by the applicant, including any in-person interviews, the board then has wide discretion to grant or deny the application. This is why it’s very difficult to provide a simple answer to this question. Being denied for a certification/license would not prevent a person from applying again later.

Employment

Even though one can graduate from the social work program and be granted certification /license, certain employment opportunities may be unavailable to persons with criminal records. For example, under the “caregiver law,” some convictions require post-conviction DHFS Rehabilitation Review prior to working in a DHFS licensed facility. Again please go to:

www.dhs.wisconsin.gov/caregiver/statutes.htm

There you will find a list of Offenses Affecting Caregiver Eligibility for working in both adult and children’s programs. On the link for Background Check Forms you will find a link for the Rehabilitation Review Process.

GRIEVANCE PROCUDURES

The Grievance Procedures on the following pages were excerpted from the University Handbook, **UW-WHITEWATER UNIVERSITY HANDBOOK**

Last policy revision: 6/1/94

STUDENT GRIEVANCE PROCEDURES

SOURCE: Offices of the Provost and Vice Chancellor for Academic Affairs, Affirmative Action, Academic Discipline and Student Affairs. Approved by Whitewater Student Association and Academic Staff, 1993; Faculty Senate, 1994.

I. DEFINITIONS AND BASIC PRINCIPLES:

A grievance is a request for specific action to solve a problem or redress an injury done to the individual presenting it. When that individual is a student and is responding to treatment received as a student, it is a student grievance. However, if a student wishes to challenge an academic decision that impacts on their grade, the Student Grade Appeal procedures should be used.

A grievance may concern the actions taken by any UW-Whitewater employee who is a member of any college, department, office, administrative unit or committee of the University.

A grievance may not necessarily be directed at a particular individual but rather at a policy or rule which the student believes to be unfair.

The basis for a grievance is to raise a problem for the purpose of resolving it by the parties closest to it. This is true whether the issues involve an instructor, administrator, service personnel or members of any University department, college, division, administrative unit or committee.

A cause of action would involve a specific injury to the student or a specific problem. A remedy should be available. If no remedy is available or if punishment of someone is sought, the procedures for complaints rather than grievances should be used (see University Handbook Sections VI-F and VI-A).

Process timelines are established to enable review and resolution within a reasonable time after the problem occurred. This assists problem solving when memories and facts are still fresh.

Written appeals and responses need not be lengthy but rather describe events, relevant facts and reasoning, so that parties are clear about what is at issue and why decisions are being made the way they are.

II. STEPS IN A GRIEVANCE:

Informal Process:

Discuss the issue of concern with the individual(s) primarily involved. This should take place within 14 calendar days after the aggrieved action occurred.

If this discussion brings no resolution, is unsatisfactory, or if the primary individual is unwilling or unable to participate, the student may then, within 7 calendar days of the discussion or the communication that there will be no discussion, schedule a conference with the chairperson of the department or the Instructor of the individual. The student should articulate the concerns and the result of, or lack of, discussion with the primary individual.

After hearing the student's appeal, the chairperson or Instructor will attempt to mediate the problem to resolution within 14 calendar days.

If this attempt at resolution is unsatisfactory or if all are not willing or able to participate, the student should submit a formal grievance to the dean or director within 7 calendar days of the failure of informal resolution.

Formal Process:

The grievance should be in writing and signed by the student following the Basic Principles above, should explain the problem, reasons for dissatisfaction of recommended resolution and an alternative resolution.

Within 14 calendar days, the dean or director can attempt further resolution or make the final decision.

The student and employees should be notified of the final decision in writing.

The decision of the dean or director will be final unless discipline is requested, in which event appropriate disciplinary procedures would be followed.

SYNOPSIS: STEP-BY-STEP PROCESS FOR STUDENT GRIEVANCES:

Problem occurs.

Within 14 calendar days, discuss it with the person whose actions are in question. (informal)

If no satisfaction, within 7 calendar days, talk it over with the chair or Instructor of the person. (informal)
Chair/Instructor will attempt to resolve within 14 calendar days. (informal)

If no satisfaction, student has 7 calendar days to write it up as a formal grievance, including why dissatisfied with recommended resolution and propose a remedy. (formal)

Within 14 calendar days, the dean or director will attempt resolution or make the final decision. (formal)

STUDENT GRADE APPEALS

Based on Student Academic Grievance Procedures, approved by Senate 12/11/90, by Chancellor 1/23/91, published 2/6/91, revised by Senate 11/9/93 and 3/8/94.

At the University of Wisconsin-Whitewater, it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect the student may act on that by taking the following steps in chronological order. A complaint which is timely filed under any other student complaint procedure and then referred for processing under these procedures shall be considered to have met the deadline for filing as a grade appeal.

I. INFORMAL PROCESS:

Consult the instructor whose grade is being appealed. This consultation must take place within 7 calendar days of start of classes after the grading period in question.

If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate, within 7 calendar days the student may schedule a conference with the chair of the department in which the course was offered.

After hearing the student's appeal, the chair will attempt to resolve the problem within 7 calendar days.

If this resolution is unsatisfactory, the student may then, within 7 calendar days after receiving the chairperson's response, submit a written appeal to the Department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.

II. FORMAL APPEAL PROCESS:

The appeal must be in writing and signed by the student.

The Department Grade Appeals Committee will:

Convene to examine the appeal, the response and render its conclusion, in writing, to the chair, student and instructor, within 14 calendar days of receipt of the appeal.

While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the dean of the college in which the course is offered.

Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the dean of the college in which the course was offered, within 7 calendar days of presentation of Committee findings. The dean will review the student's appeal and the findings of the Committee, and recommend appropriate action to the department and the instructor within 14 days of receipt of the appeal.

If this action is unsatisfactory to the student, a final appeal may be made to the Provost/Vice Chancellor within 7 calendar days who will determine whether a change in grade is to be made within 14 days of receipt of the appeal. The Provost/Vice Chancellor is the only individual authorized to change a student grade without the instructor's permission. However, the Provost/Vice Chancellor may change a grade only when the faculty department committee and the dean support such a change.

APPENDIX

SOCIAL WORK STUDENT FACE SHEET

This form must be completed before you begin your field placement hours.

You must also be registered for SOCWORK 783/SOCWORK 784 before you begin your field hours.

To complete this form, you will need:

your contact information for the semester of your field placement

name of your UWW Field Faculty Liaison

information about your field site, including the address, your start date, and expected hours/week

name and contact information for your Field Instructor (person at your field site, not your liaison) AND

whether they have a MSW AND their number of years post-MSW social work experience

This form is designed to document information regarding a student's field placement. The information contained herein will be used by the faculty liaison to maintain contact with the student over the course of the semester and by the field coordinator to ensure proper training and contracts are in place before the beginning of the placement.

Student's Last Name: _____

Student's First Name: _____

Student ID Number: _____

Student's UWW Email: _____

Student's Cell or Primary Phone Number: _____

Student's Address While Completing Placement:

Please include city, state and zip code with your address

Are you an advanced standing or traditional MSW student?

Note: Advanced standing means you already have a BSW, this will be your only field placement, and you are taking classes like SOCWORK 771 and 776 this fall. Traditional means you do not have a BSW (your

undergraduate major was not social work), this is your first of two field placements, and you are taking classes like SOCWORK 511 and 571 this fall.

Advanced Standing

Traditional

Who is your Faculty Field Liaison?

Note: This is the instructor for the SOCWORK 783 section for which you are registered for Fall 2023.

Agency Name: _____

If your agency has multiple departments or units, in which unit/department will you work?

Examples: If working for a county: CPS, juvenile justice, ADRC, etc.

If you are working for a hospital: Oncology, Behavioral Health, Administration, etc.

Expected Hours per Week: _____

Placement Start Date: _____

Agency Site Address:

Please include city, state and zip code with the address.

Note: this may differ from the main agency address.

Which service area best describes your field placement?

1. Addictions and Physical Dependence/AODA
2. Administration
3. Advocacy
4. Aging and Gerontology
5. Child Welfare
6. Community Development
7. Community Mental Health
8. Corrections and Criminal Justice
9. Developmental Disabilities
10. Displaced Persons and Homeless
11. Domestic Violence or Violence
12. Family Services
13. Global and International

14. Healthcare: Integrative Health and Mental Health
15. Immigrant and Refugee Work
16. LGBTQ
17. Military Social Work
18. Occupational or Rehabilitation
19. Post-Traumatic Stress Disorder/Veterans
20. Program Evaluation
21. Public Assistance and Welfare
22. School Social Work

Field Instructor Name:

Note: This is your supervisor at the agency, NOT your UWW Faculty Field Liaison.

Does your field instructor have a MSW?

Yes

No

How many years post-MSW social work experience does your field instructor have?

Field Instructor Email: _____

Field Instructor Phone: _____

Other important information your liaison should be aware of:

LEARNING AGREEMENT



University of Wisconsin
Whitewater

College of Letters and Sciences
Department of Social Work

**Department of Social Work Field Education
LEARNING AGREEMENT**

PURPOSE

The student Learning Agreement is a written agreement between the student and agency Field Instructor that outlines student goals and objectives as well as activities the student will perform to achieve identified goals. The Learning Agreement aligns with CSWE competency requirements. The form will be reviewed with the student and Field Instructor during the midterm and final evaluation meetings.

DIRECTIONS

To ensure a successful field experience the field student and Field Instructor are encouraged to complete required form during the supervision meeting. It is the student’s responsibility to initiate this process and complete the Learning Agreement in collaboration with the Field Instructor.

The Learning Agreement is due to the Faculty Field Liaison within two weeks of commencing the field placement. The student and Field Instructor are also encouraged to keep a copy of this Learning Agreement and review it during supervision.

BACKGROUND INFORMATION

Date: _____

Student Name: _____ **Student ID:** _____

Student Email: _____

Agency Name: _____

Agency Address, City, State: _____

Agency Phone: _____

Agency Field Instructor: _____

Field Instructor Email: _____

Faculty Field Liaison: _____

Semester: Fall Spring Summer Credits: _____

Expected Weekly Schedule at Agency

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Work Based Field Placement

If this is a Work Based Field Placement identify which work hours are identified as field placement experience hours.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Expected Start/End Date

Student will begin on _____ (date) and end the field placement on _____ (date)

Note: Please consult with assigned Faculty Field Liaison if dates vary from the UWW semester calendar.

Weekly Supervision

A minimum of 1-hour of supervision is required each week. Supervision is expected to take place on _____ (day of week).

Policies and Confirmation

The field student and Field Instructor are strongly encouraged to review agency policies and emergency plan, the UWW Field Manual for Social Work Interns and Field Supervisors, and the UWW Field Evaluation Tool prior to the student beginning the field placement. Please confirm the following policies have been reviewed by initialing the respective category.

Category	Field Student Initials	Field Instructor Initials
Agency Policies		
Agency Emergency Plan		
UWW Field Manual		
UWW Field Evaluation Tool		

LEARNING AGREEMENT

The Council on Social Work Education (CSWE)¹ requires students demonstrate competency in 9 skill areas: (1) Demonstrate Ethical and Professional Behavior; (2) Advance Human Rights and Social, Racial, and Economic Justice (3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice (4) Engage In Practice-Informed Research and Research-Informed Practice; (5) Engage in Policy Practice; (6) Engage with Individuals, Families, Groups, Organizations, and Communities; (7) Assess Individuals, Families, Groups, Organizations, and Communities; (8) Intervene with Individuals, Families, Groups, Organizations, and Communities; and (9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Field students should be getting experiences working with individuals, families, groups, organizations, and communities.

Please review each competency area below, and identify objectives and activities the field student will carry out to successfully achieve the pre-specified goal. Students are to complete the majority of these activities through in-person contact.

I. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	
<p>Goal: <i>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.</i></p>	
<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will demonstrate professional behaviors in interactions with Field Instructor.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will come to prepared to meetings with Field Instructor.</p>

II. ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC JUSTICE	
<p>Goal: <i>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.</i></p>	
<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will work with client or population at risk of oppression.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will interview a client that is different from his/her own background.</p>

¹ <http://www.cswe.org/Accreditation.aspx>

III. ENGAGE IN ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Goal: *Social workers acknowledge how their own individual biases influence their social work practice by using self-reflection and demonstrate ADEI skills in their practice,*

<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will advocate for a client.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will write a client position statement.</p>

IV. ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Goal: *Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.*

<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will identify an evidence-based practice approach.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will conduct a literature review related to a topic addressed in their field agency.</p>

V. ENGAGE IN POLICY PRACTICE

Goal: *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.*

<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will explore national policies affecting organization.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will identify one policy that affects a client.</p>

VI. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	
Goal: <i>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.</i>	
Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Student will practice, or demonstrate, effective interpersonal skills with clients.	Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will conduct individual interview that will be observed by Field Instructor.

VII. ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	
Goal: <i>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.</i>	
Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Collect, organize, and interpret information from clients and constituencies.	Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will participate in a meeting in which goals are set with a client.

VIII. INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	
Goal: <i>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.</i>	
Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will participate in team meetings to discuss how client’s needs are met.

IX. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Goal: *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.*

<p>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. <i>Example:</i> Apply evaluation findings to improve practice effectiveness at the micro and macro levels.</p>	<p>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). <i>Example:</i> Student will participate in program evaluation activities at the agency (e.g.: collecting customer satisfaction surveys or review results of surveys).</p>
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Other important information (if none, please enter “none”):

 Student Signature Date

For Field Instructor:

By signing this learning agreement, I am confirming that I have a BSW or MSW from a CSWE accredited school and at least 2 years of post-degree experience.

 Field Instructor Signature Date

 Degree(s) of Field Instructor

 License/Credential of Field Instructor

 Years of Post-Degree Social Work Experience of

**Social Work Experience
Weekly Field Log**

This template is designed to assist the student with journaling daily social work activities, reaction to activities/day, and share questions you asked your supervisor and/or co-workers and had answered.

Please complete the table template for each week you complete your field placement. Logs are due Monday evenings and should include a completed table template for each day at your field placement. Please submit only **one document for each week** (i.e., includes multiple entries for all days interned) to the designated Dropbox on Canvas. Name your document with prefix “week” followed by the week number completed (e.g., “week 1”).

Student Name:	
Week#:	
I. Day, Date, Hours	
Dates covered:	Total Hours • Worked:
II. Synopsis of Activities / Social Work Roles Performed/Application of Social Work Practice	
<i>Provide a brief synopsis of social work roles/activities you performed/completed today and a brief reaction to them. Please then identify and discuss the use of client's diagnosis or treatment modalities during your week if applicable.</i>	
Type here:	
III. Demonstrate Learning	
<i>Share a topic that you needed to research to improve your knowledge about the population you are working with. (i.e. medications, assessments, diagnostic criteria, treatment modalities, policies, resources needed).</i>	
Type here:	
IV. Reflective Learning	
<i>If you were the primary clinician: What would you change to a client's diagnosis or treatment plan? OR Looking back at your week as a student, what would you have done differently or changed as a future social worker?</i>	
Type here:	
V: Self - Care Reflection/Safety	
<i>Please describe how you participated in your own self - care this week and how you felt after OR describe how you will be engaging in self - care if you have not done so yet. (Individually, from supervision or with the organization). Identify</i>	

anything you have been grateful for this week (personally or professionally). Please describe any safety concerns (physical and emotional) that you may have encountered this week and how you managed them.

Type here:

VI. Hours Completed (complete this section only at end of week)

Total Hours Completed this week:

Total Hours Completed to date (added to previous week):



Department of Social Work - Field Education Program

BSW/MSW TRADITIONAL STUDENT FIELD EVALUATION TOOL

Name of Student: _____

Date: _____

Student ID#: _____

Evaluation Period: Midterm
 Final

Faculty Field Liaison: _____

Hours Completed to Date:
/480/250

Agency Name: _____

Field Instructor Name: _____

Agency Address: _____

FOR OFFICE USE ONLY: CSWE Field Placement Category: _____

Background: The Council on Social Work Education (CSWE), the accrediting body on Social Work Education, requires bachelor’s level social work (BSW) students and traditional master’s level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 20 specified behaviors. Social work field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. Social work field education is an area in which the social work student is expected to demonstrate competency of the behaviors. To ensure the social work student develops the requisite behaviors, Field Instructors are asked to evaluate the social work student at the mid-point and completion of the field education experience.

Directions

Please reflect back over the evaluation period and evaluate the extent to which the competencies have been met, using the 5-point rating scale indicated below (1=poor to 5=excellent). Indicate your response by placing an “x” in the box that corresponds to the observed behavior listed in the first column *labeled behaviors specified by CSWE*.

For each competency area, compute the *Mean Score* by summing all items for each behavior that received a numeric score (1 – 5) and dividing by the number of items that were scored. Include additional comments that support ratings in the competency areas in the comment section where the word **client** or **clients** is used, it is meant to represent, groups, communities, organizations. *Mean Score in Competencies should be completed by the Field Instructor.*

Rating	Categories	Definition of Categories
1	Poor	The student is functioning significantly below expectations for students in this area.
2	Fair	The student is functioning somewhat below expectations for students in this area.
3	Good	The student has met the expectations for students in this area.

4	Very Good	The student is functioning somewhat above expectations for students in this area.
5	Excellent	The student has excelled in this area.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
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 within the profession as appropriate to the context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate professional behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 2: advance human rights and social, racial, economic, and environmental justice

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Advocate for human rights at the individual, family, group, organizational, and community system levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					<input type="text"/>
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 3: Engage anti-racism, diversity, equity, and Inclusion (A DEI) in Practice

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					<input type="text"/>
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Apply research findings to inform and improve practice, policy, and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 5: Engage in Policy Practice

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					<input style="width: 80px;" type="text"/>
Add scored items and divide by total number of scored items=					<input style="width: 80px;" type="text"/>

Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					<input style="width: 80px;" type="text"/>
Add scored items and divide by total number of scored items=					<input style="width: 80px;" type="text"/>

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Behavior Specified by CSWE	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Select and use culturally responsive methods for evaluation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Score in Competency					
Add scored items and divide by total number of scored items=					<input type="text"/>

Comments:

Overall Evaluation

Evaluation Period: Midterm Final

Mean Competency Scores*	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice
	COMPETENCY 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
	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
* Copy the mean competency scores from the previous pages.		
	OVERALL MEAN SCORE**	** To compute <i>Overall Mean Score</i> , add mean scores from 9 competency areas and divide by 9.

Comments:

Agency Field Instructor Name: _____ Date: _____

Signature of Agency Field Instructor: _____

~ This section to be completed by the student ~

My Field Instructor and Faculty Field Liaison have discussed this evaluation with me, and I have received a copy.
Please check level of agreement.

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation*	<input type="checkbox"/>

Comments:

Student Name: _____ Date: _____

Signature of Student: _____

*If the student disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency Field Instructor and the Faculty Field Liaison. The disagreement should be specific and should also relate to items included in this evaluation.

~ This section to be completed by the Faculty Field Liaison ~


I have discussed the student's performance with all parties. Each part has received a copy of the evaluation. I am in the following level of agreement.

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation*	<input type="checkbox"/>

Comments:

Faculty Field Liaison Name: _____ Date: _____

Signature of Faculty Field Liaison: _____

	University of Wisconsin Whitewater	College of Letters and Sciences Department of Social Work
Department of Social Work - Field Program		
MSW STUDENT FIELD EVALUATION-ADVANCED STANDING GENERALIST		

Name of Student: _____

Date: _____

Student ID#: _____

Evaluation Period: Semester One
 Semester Two

Faculty Field Liaison: _____

Hours Completed to Date: ____/250
Field Seminar Hours to Date: _____

Agency Name: _____

Field Instructor Name: _____

FOR OFFICE USE ONLY: CSWE Field Placement Category: _____

Background: The Council on Social Work Education (CSWE), the accrediting body on social work education, requires master's level social work (MSW) students demonstrate competency in 9 areas. The social work field placement is an area in which the student is expected to demonstrate

competency of these behaviors. To ensure the field student develops the requisite behaviors, Field Instructors are asked to evaluate the student at the end of the first semester and the end of the second semester of the field placement.

Directions

Please reflect over the evaluation period and evaluate the extent to which the competencies have been met, using the 5-point rating scale indicated below (1=poor to 5=excellent). Indicate your response by placing an “x” in the box that corresponds to the observed behavior listed in the second column labeled *assessed indicators*.

For each competency area, compute the *Mean Score* by summing all items for each behavior that received a numeric score (1 – 5) and dividing by the number of items that were scored. Where the word **client** or **clients** is used, it is meant to represent groups, communities, and organizations.

Rating	Categories	Definition of Categories
1	Poor	The student is functioning significantly below expectations for students in this area.
2	Fair	The student is functioning somewhat below expectations for students in this area.
3	Good	The student has met the expectations for students in this area.
4	Very Good	The student is functioning somewhat above expectations for students in this area.
5	Excellent	The student has excelled in this area.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Employs the NASW Code of Ethics to guide professional conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizes ethical dilemma decision making models when encountering ethical dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates professional social work demeanor in behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates appropriate use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Recognizes the importance of diversity in all aspects of social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develops interventions that are sensitive to the clients' or organizations diverse background/needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates ability to advocate for social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Engages in practices that advances social justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Acknowledges how their individual biases influences their social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates cultural humility by use of self-reflection and sharing thoughts on biases and humility during supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates anti-racist and anti-oppressive social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

COMPETENCY 4: Engage in Practice-informed Research and Research-informed Practice

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Identifies areas in practice in which additional research would benefit practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates the ability to transfer evidence-based knowledge to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates awareness of some of the biases that can exist in social work research methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

Competency 5: ENGAGE IN POLICY PRACTICE

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Identifies policies that impact the delivery of client/organization/community services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Advocates for policy change that advances client/organization or community outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Utilizes diverse strategies of engagement specific to client's/organization/community needs, including consideration of human behavior and person-in-environment when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engages clients/consumers in ways that respect their individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates the use of interpersonal skills to develop collaborative relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Identifies individual, family, group, organization or community strengths when completing assessment of needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognizes importance of interdisciplinary collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Applies culturally responsive frameworks when working with individuals, families, groups, organizations or communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Engages with diverse individuals, families, groups, organizations or communities to identify mutually agreed upon, culturally responsible, evidence-based (as able) interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates skills in working with difficult issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Terminates relationships effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
1. Uses appropriate culturally responsive methods to evaluate outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Monitors progress to ensure interventions are meeting desired individual, family, group, organization or community outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mean Competency Score					

Comments:

Overall Evaluation

Mean Competency Scores	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Advance Human Rights and Social, Racial, Economic & Environmental Justice
	COMPETENCY 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (IDEI) in Practice
	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
* Copy the mean competency scores from the previous pages.		
	OVERALL MEAN SCORE**	** To compute <i>Overall Mean Score</i> , add mean scores from 9 competency areas and divide by 9.

Comments:

Agency Field Instructor Name: _____ Date: _____

Signature of Agency Field Instructor: _____

~ This section to be completed by the student ~

My Field Instructor and Faculty Field Liaison have discussed this evaluation with me, and I have received a copy.
Please check level of agreement.

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation*	<input type="checkbox"/>

Comments:

Student Name: _____ Date: _____

Signature of Student: _____

*If the student disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency Field Instructor and the Faculty Field Liaison. The disagreement should be specific and should also relate to items included in this evaluation.

~ This section to be completed by the Faculty Field Liaison ~

I have discussed the student's performance with all parties. Each part has received a copy of the evaluation. I am in the following level of agreement.

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation*	<input type="checkbox"/>

Comments:

Faculty Field Liaison Name: _____ Date: _____

Signature of Faculty Field Liaison: _____

FACULTY FIELD LIAISON EVALUATION

The University of Wisconsin – Whitewater (UWW) Faculty Field Liaison has a responsibility for assuring the student field experience is a quality social work learning experience. The Faculty Field Liaison is also responsible for providing guidance and support to each agency Field Instructor (you).

Please reflect back on your interactions with the UWW Faculty Field Liaison over the past semester and respond to the questions included in the survey on the next page. The questions ask you to rate the extent to which the UWW Faculty Field Liaison supported you and suggestions for improving the UWW graduate social work program. Please only complete the survey one time.

Completion of this survey is voluntary and anonymous, and takes about five minutes. Final results will be shared with UWW faculty members in summary form.

Name:

Agency:

Do you have an MSW?

Yes

No

If No, does someone at the agency have a MSW?

Faculty Liaison (Please Use Drop Down Menu)

Term

Spring

Summer

Fall

Is the first time you've had a student intern from UW - Whitewater? Yes

No

Not sure

How many student interns have you had at your agency from UW - Whitewater?

2-3

4-5

5+

Did the faculty liaison provide you with the information and support necessary to meet the expectations for field instruction?

Never Sometimes

About half the time

Most of the time

Always

Was the faculty liaison readily available when and if you needed them?

Never Sometimes About half the time Most of the time Always

How satisfied were you with the amount of communication between yourself and the field liaison?

Extremely satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Extremely dissatisfied

To what extent, if any, would you prefer more or less involvement and availability for consultation on the part of the supervisor/liaison?

Less Involvement Needed

Involvement was Appropriate

More Involvement Needed

0

5

10

Did you receive an email inviting you to a field training?

Yes

No

Not sure

Did you attend a field training?

Yes

No

Not sure

Did you receive a copy of the field manual?

Yes

No

Not sure

What suggestions would you make for improving field instruction?

What other aspects of the social work program do you believe need to be strengthened to help prepare students for field placement?

To what extent was your Faculty Field Liaison respectful of the placement process? Never

Rarely

Sometimes

Very Often

Always

Not applicable: never needed the Faculty Field Liaison

To what extent was your Faculty Field Liaison available when you needed them?
 Never
 Rarely
 Sometimes
 Very Often
 Always

Not applicable: never needed the Faculty Field Liaison

Responded to your logs in a timely manner?
 Never
 Rarely
 Sometimes
 Very Often
 Always

Made useful comments on your daily logs?
 Never
 Rarely
 Sometimes
 Very Often
 Always

Made you feel comfortable talking about your placement and any issues or problems that arose?
 Never
 Seldom
 About half the time
 Usually
 Always

Please add any comments, concerns, or suggestions regarding your interactions with your faculty field liaison.

FIELD EXPERIENCE AT PLACE OF EMPLOYMENT POLICY

The UWW Department of Social Work recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their places of employment. It is recognized that professional activity and learning are not inconsistent, but there is a difference between the goals of educational development and those of employment. The focus of the field placement must be on the student's learning.

Students interested in an employment-based placement must submit their request via the "Request for Field Placement in Place of Employment" form to the Field Coordinator (or designee). This form can be accessed from the UWW Field Program web page.

Student's place of employment may only be considered when:

The student is newly employed at the social services or human services organization (2 months or less).

OR -

The student assumes a different role at the social services or human services agency that is distinctly different from the original job role (e.g., primary role is education and placement role involves case management).

OR -

The student transitions into a new position within the social services or human services agency at the start of the placement and the new responsibilities are distinctly different from the original job role.

In any of these above situations, the following conditions must be met:

The agency has a qualified Field Instructor (MSW), who is preferably not the student's regular Instructor, and who is willing to fulfill the responsibilities of Field Instructor.

The agency is able to meet the course objectives outlined in the section "Program Objective" guidelines.

The agency agrees to the terms of Agency/University Agreement furnished by the Field Coordinator.

In developing a field placement at the place of employment, it is expected that the student will take the initiative by making the proposal to the Field Coordinator (or designee) and coordinating the administrative requirements of the agency. These steps are to be followed:

The student must discuss with the Field Coordinator (or designee) intent to request a placement in the agency of employment two weeks prior to the field placement application deadline date. Within the following two weeks, the student must submit the "Request for Field Placement Agreement in Place of Employment" form to the Field Coordinator and/or attach a copy of the form to the completed "Request for Field Application" packet.

When assigned a Faculty Field Liaison, the student will meet with the liaison to discuss the proposed placement plan. Within one week of meeting with the student, the Faculty Field Liaison will review "Request for Field Placement Agreement in Place of Employment" form, assess applicability, and indicate a recommendation (approve, modify, or disapprove) to the Field Coordinator for final decision.

The Field Coordinator (or designee) will review the request and notify the Faculty Field Liaison and student whether the field placement is acceptable and/or whether any modifications will be necessary. Notification will be made within two weeks if the agency has already been approved as a field agency, or within six weeks if it has not yet been approved. Copies of the approved placement plan will be sent to the student, Faculty Field Liaison, and the Field Instructor. If the field placement in the place of employment is found to be unacceptable, the student must then agree to find another placement approved by the UWW Department of Social Work Field Program.

A member of the Field Team may visit the agency to discuss with the administrator and/or Field Instructors how the program's educational objectives will be met during the placement.

It will be the responsibility of the Faculty Field Liaison to determine that the placement remains consistent with the program's educational objectives and the proposal made by the student. Deviations from the placement plan may result in the student's field placement being terminated.

UW – WHITEWATER DEPARTMENT OF SOCIAL WORK EMPLOYMENT BASED FIELD PLACEMENT PROPOSAL

Agency name:

Agency address:

Agency phone:

Executive Director/Administrator name:

Student's name:

Length of employment:

Name of student's current Instructor:

Phone Email

Student's current employment status/job description:

Assignments/work responsibilities student presently has:

Name of student's Field Instructor:

Phone

Email

Describe the field responsibilities/expectations the student will be given in their placement (Please note: In this section clearly delineate how the student's placement will be different than their employment. Describe how their employment responsibilities will be separated from their placement.

-

This agreement meets the approval of the Field Instructor, the student, Faculty Field Liaison, and the Field Coordinator.

Field Instructor Signature:

Date:

Student Signature:

Date:

Faculty Field Liaison Signature:

Date:

Field Coordinator:

Date:

UNIVERSITY OF WISCONSIN-WHITewater
STUDENT AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS
INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA - Overview

(Note: see other side for definitions of “student”, “education records”, “school official”, and “legitimate educational interest”).

(The full UWW FERPA policy can be found on the Registrar’s Office website at www.uww.edu/registrar)

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that can be summarized by the following two points:

1. Access. A student is permitted certain rights regarding their education records: Right to inspect and review their educational records; Right to request an amendment to the records if they believe there is an inaccuracy; Right to restrict the release of the student’s Directory Information from public access; Right to file a complaint with the U.S. Department of Education if they feel UW-Whitewater has failed to follow FERPA guidelines.
2. Confidentiality. School officials must protect the privacy of education records and shall not disclose personally identifiable information about a student or permit inspection of the student’s records without their written consent unless such action is permitted by the Act.

DO NOT DISCLOSE, SHARE, OR TRANSMIT ANY INFORMATION ABOUT A STUDENT WITHOUT THE STUDENT’S WRITTEN CONSENT, UNLESS PERMITTED BY FERPA.

FERPA permits two exceptions that help us do our jobs without spending all our time obtaining written consent from students:

1. Directory Information. FERPA allows us to share a student’s “directory information” unless the student has officially requested to restrict its release (such restrictions are noted in WINS by a light-blue window shade icon). UWW directory information items include only the following:

- Name, address, email address, and telephone number (excluding cell);
- Dates of attendance (including term units carried and full-time/part-time status);
- Classification (e.g. sophomore, senior, graduate student);
- Major/minor/degree program;
- Degrees conferred (including dates/anticipated dates);
- Previous institution(s) attended;
- Awards and academic honors;
- Participation in officially recognized sports and activities;
- Physical factors (weight and height) of members of athletic teams.

A student who wants to restrict the release of their directory information must complete and file the “Request to Prevent Disclosure Of Directory Information” form in the Registrar’s Office (the restriction will remain in effect until the student submits written notification to the Registrar’s Office to have it removed).

Non-directory information and restricted directory information must NOT be released without the student’s written, signed and dated consent (see <http://www.uww.edu/registrar/ferpa.php> for Authorization to Release Records form). Such written, signed and dated consent must specify and include the following three items:

- a) The records to be released;
- b) The party or class of parties to whom the records should be released;
- c) The reason or purpose for the release of the records.

2. UWW school officials who have a legitimate educational interest. FERPA allows a UWW school official to share a student’s education record information (directory information and non-directory information), without the student’s written consent, with other UWW school officials who have a legitimate educational interest.

a) **OTHER THAN THESE TWO EXCEPTIONS, ALWAYS ERROR ON THE SIDE OF CAUTION AND DO NOT DISCLOSE OR SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION ABOUT A STUDENT. REFER QUESTIONS ABOUT FERPA TO THE REGISTRAR’S OFFICE (Roseman room 2032, x1570).**

Definition of Terms

Student-- A person who is/was enrolled in a UWW course (credit and/or non-credit). However, a person who has been enrolled in one component of UW-Whitewater and who applies for admission to a second component (e.g., an undergraduate student who applies to a graduate program) has no rights under FERPA to inspect the records accumulated by the second unit until enrolled therein.

Education Records-- The records directly related to a student and maintained by UWW, a UWW school official or by a party acting for the institution.

School Official-- A person who serves UWW in an administrative, supervisory, academic, research, or support staff position, including UWW law enforcement personnel, health staff, student employees, and field supervisors. This definition also includes a person or company with whom UWW has formally contracted (such as an attorney, auditor, or collection agent); a volunteer or other non-employee performing institutional services and functions; a person serving on an official UWW committee, such as a disciplinary or grievance committee; or a person legitimately authorized to assist another UWW school official in performing their professional UWW responsibilities.

Legitimate Educational Interest-- The demonstrated professional “need-to-know” by a UWW school official. The school official must seek the information within the context of their professionally assigned UWW responsibilities and the information must be used within the context of official UWW business. Disclosure of education record information to a UWW school official having a legitimate educational interest does not constitute authorization for that school official to transmit, share, or disclose any or all of that information to a third party who does not have a legitimate educational interest. An unauthorized disclosure of personally identifiable information from the education record of a student is prohibited.

STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORDS INFORMATION

BACKGROUND

The Family Educational Rights and Privacy Act of 1974 ("FERPA" or the Buckley Amendment) is a federal law that affords students certain rights with respect to their **education records** (which include, but are not limited to, the following examples -- academic records, financial aid and billing information, meal plan and Purple Point records, residence hall/life information, advising conference notes, internships and field placement records, student employment records). One part of FERPA focuses on confidentiality of education records. School officials (e.g., instructors, administrative and department staff, field placement coordinators and supervisors, and other full-time and part-time university employees) must protect the privacy of education records and shall not disclose personally identifiable information about a student or permit inspection of the student's records without his or her written consent or as permitted by law. The student's written signed consent must contain three elements, as described below:

(1) **SPECIFY THE RECORDS TO BE RELEASED**

Examples: class registration, grades and/or transcripts

(2) **IDENTIFY THE PARTY OR CLASS OF PARTIES TO WHOM THE RECORDS SHOULD BE RELEASED**

Examples: parent, prospective employer, non-UW-Whitewater school official, scholarship committee member

(3) **INDICATE THE REASON FOR THE RELEASE**

Examples: to authorize the university to disclose/release information to a parent; as part of an application for employment or admission into a graduate program; application for a scholarship or grant

Note to UWW employees, cooperating teachers, and supervisors regarding letters of reference: unless you have the student's written signed consent, a letter of reference written on behalf of a student does NOT provide you the authorization to disclose the student's educational records or to discuss his/her performance even if the letter welcomes telephone calls or other inquiries about the student.

DIRECTIONS FOR STUDENT:

It is your obligation to complete, sign, and present in-person a **separate** Student Authorization for Release of Education Records Information form to any individual who may be called upon to disclose education records about you or your performance (e.g., registrar, financial aid counselor, student accounts/billing director, ID/meal plan administrator, professor, internship supervisor, or cooperating teacher in a field experience).

DIRECTIONS FOR UW-WHITEWATER FACULTY AND STAFF:

A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student's performance with someone other than the student or another person as permitted by the law.

DIRECTIONS FOR FIELD SUPERVISORS (INCLUDING COOPERATING TEACHERS, LIBRARIANS, COUNSELORS, ETC.):

A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student's performance with someone other than the student or another person as permitted by the law.



STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORDS

Complete ALL portions of this page, sign and date, and deliver in-person to the individual/office that will provide the education records information.

STUDENT NAME		
LAST / FAMILY / SURNAME(S)	FIRST / GIVEN NAME(S)	MIDDLE NAME(S)

STUDENT UW-WHITEWATER ID NUMBER							

STUDENT DATE OF BIRTH									
MONTH (MM)		DAY (DD)		YEAR (YYYY)					

STUDENT DAYTIME PHONE NUMBER											

STUDENT UW-WHITEWATER E-MAIL ADDRESS																							
																						@uww.edu	

STUDENT MAILING ADDRESS	
STREET ADDRESS	
CITY, STATE, ZIP CODE	

1. I authorize (print name of person/office you authorize to provide the education records information): _____

2. To Disclose the following education records (check all that apply):

Note to Student: this form is specific only to the records in the Registrar's Office – all other offices may have their own release form. Please contact each office specifically if you would like your records released.

- Class Registration (Registrar's Office, Roseman 2032)
- Grades & Transcript (Registrar's Office, Roseman 2032)

3. To the following named party or class of parties (check all that apply):

- Individual Party (print name): _____
- Prospective Employer(s)
- School Official(s) responsible for admission to educational programs
- Individual(s) responsible for scholarships, grants, etc.
- Other (specify): _____

4. For the following reason(s) (explain):

I am certifying that a photocopy or fax copy of this form be accepted with the same authority as the original: Yes No

Student signature _____ Date _____

Questions regarding FERPA should be directed to the UW-Whitewater Registrar's Office (Roseman Building room 2032, email registrar@uww.edu or phone 262-472-1570) or see: <https://www.uww.edu/registrar/ferpa>

MSW Senior Exit Survey Field Questions

Name of Filed Placement Agency:

The following set of questions asks you questions about your experience at your field placement.

1. Provided opportunities for you to demonstrate your core competency skills
2. Informed your future career decisions
3. Was a valuable use of your time
4. Was a valuable learning experience
5. Had a manageable amount of work
6. Helped you create a professional network
7. Challenged you professionally
8. Linked theoretical approaches from the classroom
9. Linked material learned in the classroom

The following set of questions asks you about your experience at your field placement agency.

1. Employees at your field agency:
2. Treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
3. Valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
4. Were respectful of diversity
5. Demonstrated interest in your learning
6. Created a safe work environment
7. Provided real-life social work experiences
8. Encouraged you to challenge yourself
9. Were respectful of administration

Please provide any comments, concerns or suggestions regarding the employees at your social work field agency.

The following set of questions asks you about your experience with your field supervisor (your supervisor at the agency). Your Field Instructor:

1. Treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
2. Valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
3. Were respectful of diversity
4. Demonstrated interest in your learning
5. Created a safe work environment
6. Provided real-life social work experiences
7. Encouraged you to challenge yourself
8. Were respectful of administration

Please add any comments, concerns, or suggestions regarding your interactions with your Field Instructor

Who was your Faculty Field Liaison for SW 784 (your final field placement)?

The following set of questions asks you about your experience with your faculty field liaison. Your faculty field liaison:

- 1 Was respectful in the placement process
- 2 Was available when you needed them
- 3 Responded to your logs in a timely manner
- 4 Made useful/helpful comments to your log
- 5 Made you feel comfortable talking about your placement and any issues or problems that arose

Please add any comments, concerns, or suggestions regarding your interactions with your Faculty Field Liaison.

Did you have any contact with the Field Coordinator (Katherine Drechsler) in her role as Field Coordinator (not counting if she was your faculty field liaison or classroom instructor)?

If you had contact, how would you rate your experience with her in this role?

Do you have any feedback for the field coordinator in her role as Field Coordinator?