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This manual is a guideline for undergraduate field placements. The purpose of the manual to: (a) orient students, agency supervisors, and new faculty to the structure and mechanics of field placements, and (b) outline the policies and procedures of participating field placement agencies and the social work faculty relative to their role, responsibility, and expectations in providing an educationally productive field experience for undergraduate social work majors.

The social work faculty 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 Department of Social Work website found at: http://www.uww.edu/cls/social-work

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INTRODUCTION

The Department of Social Work at University of Wisconsin-Whitewater (UWW) offers a bachelor's degree in social work (BSW). 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.\(^1\)

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level social work positions. In meeting this objective, a quality field placement experience is an essential part of baccalaureate 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 on-campus course work.

Undergraduate 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 the UWW. 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, interns 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 Department of Social Work prepares students to be exceptional professionals who facilitate change with vulnerable and diverse individuals, families, and communities and promote social justice for all.

MISSION STATEMENT GOALS

1. Through coursework, advising, and other programming (student organization, undergraduate research, etc.), students will acquire the necessary knowledge, values, and skills to graduate as culturally competent beginning generalist social workers.
2. Consistent with the NASW Code of Ethics, students will demonstrate personal and professional integrity.
3. Through our long-standing history of collaboration with human service organizations in the region, the department will promote effective and culturally sensitive social service programs and practice.
4. Faculty will engage in scholarly and creative activity, especially in areas that enhance social work practice, social welfare policy, and social work education.

SPECIFIED COMPETENCIES OF OUR EDUCATIONAL PROGRAM

Graduates of our baccalaureate social work program will be able to:
A. Identify as a professional social worker and conduct oneself accordingly.
B. Apply social work ethical principles to guide professional practice.
C. Apply critical thinking to inform and communicate professional judgments.
D. Engage diversity and difference in practice.
E. Advance human rights and social and economic justice.
F. Engage in research-informed practice and practice-informed research.

\(^1\) CSWE website and EPAS can be found at: http://www.cswe.org/Accreditation/2008EPASHandbook.aspx
G. Apply knowledge of human behavior and the social environment.
H. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
I. Respond to contexts that shape practice.
J. Engage with individuals, families, groups, organizations, and communities.
K. Assess individuals, families, groups, organizations, and communities.
L. Intervene with individuals, families, groups, organizations, and communities.
M. Evaluate individuals, families, groups, organizations, and communities.

COURSE REQUIREMENTS IN SOCIAL WORK

LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES
GENED 130 Individual and Society
POLISCI 141 American Government & Politics (Policy)
BIOLOGY 120 Biological Foundations
or
PEPROF 271 Structure & Functions of the Human Body (HBSE)

REQUIRED SOCIAL WORK COURSES
SOCWORK 102 Introduction to Social Welfare and Social Work
SOCWORK 311 Human Behavior and the Social Environment I
SOCWORK 312 Human Behavior and the Social Environment II
SOCWORK 371 Social Work Practice I
SOCWORK 372 Social Work Practice II
SOCWORK 402 Social Work Research
SOCWORK 462 Social Welfare Policy
SOCWORK 473 Social Work Practice III
SOCWORK 493 Social Work Experience

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS
SOCWORK 102: INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK [3 CREDITS]
This course is an introduction to the history and philosophy of social welfare, to the social work profession, and to social institutions so that the students may enlarge their liberal arts education, gain understanding of contemporary social welfare problems and services, and begin to evaluate their personal values and convictions about social welfare issues. Required for all social work majors.

SOCWORK 311/511 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I [3 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 312/512 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II [3 CREDITS]
This course is designed to provide the student with an understanding of the processes of bio-psycho and socio-cultural development from middle adulthood through old age. Material is also presented on the social systems (mezzo and macro) in which individuals live.
**SOCWORK 371 SOCIAL WORK PRACTICE I [3 CREDITS]**
This course presents 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 372 SOCIAL WORK PRACTICE II [3 CREDITS]**
This course is designed to provide knowledge and skills needed to engage in generalist social work practice, including further development of interviewing and interpersonal skills. The course has an emphasis on social work practice with groups and communities.

**SOCWORK 402/602 SOCIAL WORK RESEARCH [3 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 462/662 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 workers will be emphasized.

**SOCWORK 473/673 SOCIAL WORK PRACTICE III [3 CREDITS]**
This course will cover advanced problem solving approaches for intervention with individuals, families, groups, organizations, and communities. The class will utilize simulated practice situations. The course has an emphasis on social work practice with families and organizations.

**SOCWORK 493 SOCIAL WORK EXPERIENCE ("FIELD PLACEMENT INTERNSHIP") [12 CREDITS]**
To be assigned a field placement you must have successfully completed all required social work courses (Intro, HBSE I, HBSE II, Practice I, Practice II, Research, Policy, and Practice III) with a grade of “C” or above.

Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Students are placed in a variety of agencies, commensurate with their expressed desires and educational needs. Grades are based upon demonstration of knowledge, skills, performance of expected tasks, role performance, and so forth.

**SEQUENCING AND PREREQUISITES FOR SOCIAL WORK COURSES**

**HUMAN BEHAVIOR I**
You need:
1. Introduction to Social Welfare and Social Work (SOCWORK102) AND
2. Individual and Society: GENED 130

You may take only one of the above courses at the same time as Human Behavior I (SOCWORK 311)

**HUMAN BEHAVIOR II**
You need:
1. Human Behavior I

**Practice I**
You need:
1. Human Behavior I (which you can take also at the same time as Practice I). All prerequisites for Human Behavior I must be completed before Practice I may be taken.

2. Completion of 60 credits.

3. A cumulative grade point average of 2.25, or 2.50 for the last two semesters, or a 2.75 GPA in the semester prior to applying, a minimum of 9 credits must be taken in these semesters. Note: This rule applies to all practice courses and to field placement.

4. Social Work majors only.

**PRACTICE II**
You need:
1. Practice I
2. Human Behavior II (which you can take at the same time as Practice II).
3. Social Work majors only

**RESEARCH**
You need:
1. Completion of 30 credits
2. May enroll concurrently with Practice I

**POLICY**
You need:
1. Practice I
2. Political Science 141
3. Policy and Practice I may not be taken concurrently.

**PRACTICE III**
You need:
1. Practice II
2. Social Work majors only.

**SOCIAL WORK EXPERIENCE**
You need:
1. Successful completion of all required social work courses.
2. Consent of field coordinator.
3. Social Work majors only.

**OVERVIEW OF THE DESIGN OF THE SOCIAL WORK CURRICULUM**
The Department of Social Work notes that social work courses are built upon, and integrated with, the liberal arts content outlined earlier. 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 generalist practice. The social work program has adopted the following definition of generalist social work practice:
“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

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.” (Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006).

The UWW Department of Social Work adds to this definition emphases on: a planned change approach, a client-centered approach, empowerment and social justice for populations-at-risk, and attention to the strengths of client systems.

To further this preparation for 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 both courses outside the major as well as social work offerings. The background for social work practice requires broad exposure to a number of liberal arts disciplines including political science, psychology, sociology, English, biology, and speech. Courses in these areas complement and support the social work major which itself draws from other fields. Thus, the curriculum and supporting courses can be viewed as a total package designed to produce a competent beginning generalist social work practitioner. As such, the above concepts of generalist social work practice are incorporated across our entire required curriculum.

The required social work 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:

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<tr>
<th>HUMAN BEHAVIOR &amp; SOCIAL ENVIRONMENT</th>
<th>SOCIAL WORK PRACTICE</th>
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<tbody>
<tr>
<td>SOCWORK 311 Human Behavior &amp; Social Environment I</td>
<td>SOCWORK 371 Social Work Practice I</td>
</tr>
<tr>
<td>SOCWORK 312 Human Behavior &amp; Social Environment II</td>
<td>SOCWORK 372 Social Work Practice II</td>
</tr>
<tr>
<td>BIOLOGY 120 OR PEPROF 271</td>
<td>SOCWORK 473 Social Work Practice III</td>
</tr>
<tr>
<td>GENED 130 Individual &amp; Society</td>
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<tr>
<th>SOCIAL WELFARE POLICY &amp; SERVICES</th>
<th>RESEARCH</th>
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<tbody>
<tr>
<td>SOCWORK 102 Introduction to Social Welfare</td>
<td>SOCWORK 402 Social Work Research</td>
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<tr>
<td>SOCWORK 462 Social Welfare Policy</td>
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</tbody>
</table>
FIELD WORK
SOCWORK 493 Social Work Experience

ELECTIVES IN THE PROGRAM
SOCWORK 301 Assertiveness Training in the Helping Professions
SOCWORK 235 Child Welfare
SOCWORK 325 Social Work with Children and Adolescents
SOCWORK 302 Grief Management in the Helping Professions
SOCWORK 337 Introduction to Social Gerontology
SOCWORK 303 Managing Stress and Burnout in the Helping Professions
SOCWORK 380 Race, Ethnicity, and Social Justice: Issues for Helping Professionals
SOCWORK 341 Sexuality for Professional Growth
SOCWORK 330 Legal Issues in Social Work Practice
SOCWORK 350 Psychopharmacology for the Helping Professions
SOCWORK 498 Independent Study in Social Work

Although this listing provides a shorthand 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. The ability to write and speak competently is required in all areas since these skills are important in all areas of social work practice. 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. As your course work progresses, many of these relationships will become clearer and your comprehension of the integrative nature of social work education will improve.

It should also be noted, consistent with the accreditation requirements of the Council on Social Work Education, every required social work course in the major has content on the following curriculum areas:

- Social Work Values and Ethics
- Diversity
- Promotion of Social and Economic Justice
- Populations-at-Risk
LINKAGES BETWEEN PROGRAM COMPETENCIES AND CURRICULUM COMPETENCIES

The social work program at UWW has determined that the program competencies (specified earlier) shall be linked with course competencies according to the following format:

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<th>COMPETENCIES</th>
<th>COURSES</th>
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<tr>
<td>A</td>
<td>HBSE I and II; Practice I, II, &amp; III; Policy; Research; Field</td>
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<tr>
<td>B</td>
<td>All required courses</td>
</tr>
<tr>
<td>C</td>
<td>Practice I, II, &amp; III; Field</td>
</tr>
<tr>
<td>D</td>
<td>All required courses</td>
</tr>
<tr>
<td>E</td>
<td>Intro; Policy; and Field</td>
</tr>
<tr>
<td>F</td>
<td>HBSE I; Practice I, II, &amp; III; Policy; Field</td>
</tr>
<tr>
<td>G</td>
<td>HBSE I &amp; II</td>
</tr>
<tr>
<td>H</td>
<td>HBSE I &amp; II; Policy; Field</td>
</tr>
<tr>
<td>I</td>
<td>Practice I, II, &amp; III; Policy; Research; Field</td>
</tr>
<tr>
<td>J</td>
<td>Practice I, II, &amp; III; Field</td>
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<tr>
<td>K</td>
<td>Practice III; Field</td>
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<tr>
<td>L</td>
<td>Practice III; Policy; Field</td>
</tr>
<tr>
<td>M</td>
<td>All required courses</td>
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These program competencies are specified in the course competencies section of the respective course syllabi. In addition the course outlines in the syllabi list topical content related to the program and curriculum competencies. Finally, evaluative mechanisms (such as exams, written assignments, role plays, and class exercises) have been developed for each course to ascertain the extent to which students have mastered the program and curriculum competencies.
FIELD PLACEMENT FORMATS

Three distinct options exist for field placement; and each requires student complete a total of 480 hours in the field practicum. These options include:

1. A two-semester placement in which the intern spends two days (16-20 hours per week) at an agency and earning 6 credits/semester. Days of the week are flexible at an agency, but interns are generally encouraged to clear their schedules for placement on Tuesday and Thursday (total hours required upon completion of both semesters: 480).

Completing a two-semester placement makes it possible for students to take classes during the semester; however, students are reminded that ALL required social work classes must be successfully completed (with a grade of “C” or above) before you can do a field placement.

When completing a two-semester placement the midterm evaluation (please see Field Evaluation Form in Appendix) will take place during your first semester; at that time your midterm integration paper will be due. During your second semester your final evaluation will be scheduled during the last weeks of your placement; at which time the final integration paper is due.

2. A block-field placement in a regular semester (fall or spring) in which an intern spends four full days at an agency (32 hours per week) earning 12 credits that semester (total hours required: 480).

When completing a block placement your midterm evaluation is scheduled when you reach approximately 200 hundred hours; at that time your midterm integration paper will be due. Final evaluation will take place during the last weeks of your placement; at which time the final integration paper is due.

We generally encourage students to take the block field placement. In a block field placement you are at an agency 4 to 5 days per week, you tend to get more involved, have a greater commitment to your placement, become more aware of what goes on at an agency during each week, and you are much more available to see clients.

3. A block field placement in the summer where an intern usually spends five full days (40 hours per week) at an agency for at least 12 weeks, earning 12 credits (total hours required: 480). Requirements and procedures for completing the field placement in the summer are the same as completion during the academic year.

Because of the number of prerequisite courses, students enroll in field placement in their senior year in college.
FIELD PLACEMENT SITES

Students are invited to identify client populations and settings in which they wish to complete the field practicum. A list of field placement sites can be found on the Department of Social Work webpage: http://www.uww.edu/cls/social-work

Examples of agencies accepting students for field placement are:

County social services departments  Nursing homes
Mental health clinics  Probation and parole departments
Juvenile probation departments  Prisons
Correctional schools for juveniles  Group homes
Planned Parenthood clinics  Rehabilitation centers
Job training and placement centers  Medical hospitals
Runaway centers  Neighborhood centers
Pupil services departments in schools  Residential treatment programs
Alcohol and other drug treatment centers  Shelters for battered women
Offices of political leaders  Other policy/macro settings
Rape crisis centers
Centers providing services to persons with disabilities

PLACEMENT LOCATIONS

The UWW Department of Social Work has relationships with a variety of placement agencies in southeastern Wisconsin, as well as around the state and in Northern Illinois. The majority of placement sites are located within a 75-mile radius of the UWW campus; and students are placed within this 75-mile radius.

The Department of Social Work is only obligated to assist the student with securing a placement within the 75-miles radius of the UWW campus. Students with extenuating circumstances that may require a field placement outside of the 75-mile radius should speak with the field coordinator.
CRITERIA FOR SELECTING FIELD AGENCIES

The Department of Social Work selects 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. 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 intern learning in proposed tasks to be assigned. Agencies also are expected to adhere to the following policy:

POLICY

1. The agency must be committed to social work education and demonstrate effectiveness in providing a relevant field experience.
2. The agency reinforces identification with the purpose, values and ethics of the social work profession.
3. Field agencies should provide students with an appropriate orientation to the agency as well as training for the required duties assigned during their field internship.
4. The 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 mission statement.
5. The program services should provide opportunities for students to develop and enhance their professional social work competencies.
6. Willingness to include students in appropriate staff meetings, in-service activities, and community service activities.
7. 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.
8. Willingness to sign the Field Agreement form and to fill out the Field Data Form.
9. At the time of the final field visit, the field liaison and the field supervisor should meet to evaluate the field placements based on their consistency with program competencies.

ADDITIONAL EVALUATIVE CRITERIA

For evaluating an agency’s effectiveness in providing field instruction, the Student Evaluation of Field Placement Form is also used.
CRITERIA FOR SELECTING FIELD SUPERVISORS

Field supervisors must have at least a bachelor's level social work degree (BSW) from an accredited CSWE school. Individuals who hold only a master's degree in social work (MSW) from an accredited CSWE school are also eligible to serve as a field supervisor. Field supervisors must also demonstrate an interest in serving in a teaching role with students. Agency staff persons desiring to serve as a field supervisor 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 a BSW or MSW from an accredited CSWE school, the social work program can exercise several options depending upon the need. In programs where a field instructor does not have a BSW/MSW co-supervision by a BSW/MSW and the non-social work field instructor may be established. Assignment of the student to a BSW/MSW for a portion of the field experience or for specific learning experiences may be accomplished. In other instances, the agency may maintain a file of the student’s work for periodic review and feedback from the faculty liaison; and in still other cases, more frequent meetings between student and faculty liaison are required. In all cases, the social work program assumes responsibility for reinforcing a social work perspective. The focus is on providing students with professional modeling and supervision appropriate to social work practice.

In addition those seeking to become field supervisors will also be willing to adhere to the following policy:

POLICY

1. Ability to reinforce the students’ identification with the purposes, values and ethics of the profession.
2. Willingness to assist the student with the integration of acquired empirical and practice-based knowledge into their field experience.
3. Ability to organize learning tasks and serve in a teaching role.
4. Time to devote to the student, at least 1 hour of supervision per week.
5. Ability to serve in 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.
6. Adherence to the NASW Code of Ethics.
7. A BSW/MSW degree in Social Work. Field instructors should have been working in a social work position for at least 2 years post graduation.
8. 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.
9. Agree to attend the Field Supervisor’s Orientation Meeting.

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 SYSTEM
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:

1. 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.

2. 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.

3. 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:

1. 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.

2. 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:
1. 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.

2. 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.

3. 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.

4. 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.

5. 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 agreement if not inconsistent in any manner with this agreement.

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)
1. Field placements are designed to promote professional competence. In addition field placements are to provide interns with supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people.

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

3. Field placements are designed to help social work interns build bridges between academic and 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 and theoretical discussions with the actual delivery of social work services. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.

4. The social work intern 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 interns 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.

5. Interns should gain an initial understanding of the community and how it is affected by sociological, economic, and political variables. Interns 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 intern 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. (Such groups are populations-at-risk.)

6. The social work intern should gain an understanding of the role of a social worker in the social agency, including the methods of change intervention used and the social worker's responsibilities and tasks.

7. The social work intern 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 intern should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work intern 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 is a core of social work practice and is
generalizable to most other social work practice areas.

8. Interns should become aware of and analyze their own value orientations and feelings about
clients and their problems.

9. Interns should engage in research in which they assess the effectiveness of their own
interventions. Interns should also have involvement in other research activities within the
agency.

10. The intern 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.

11. Interns should be provided opportunities for critical assessment, implementation, and
evaluation of agency policy within ethical guidelines.

12. Interns are required to have professional supervision (from the agency and from our social
work department) to enhance learning.

13. Interns 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, social work interns should be ready to assume the
responsibilities of a beginning level social work position. Prior to that time, whenever a limitation
or obstacle to this goal is recognized, the field instructor and the faculty supervisor should develop
a program with the intern designed to rectify the limitation.

## ROLE OF THE INTERN-STUDENT

There has been considerable discussion among students, field instructors, and faculty regarding
whether the conceptualization and interpretation of the role of the student in the field practicum
should be that of "volunteer," "trainee," "intern," or "social worker." The views of the faculty follow:
The role of the student is certainly not that of a beginning "volunteer." Field placement is an
educationally oriented program in which the "student" should be exposed to, and equipped to
handle, more complex situations than those encountered by a beginning "volunteer."

The term "social work intern" is preferable to "volunteer" as it connotes to everyone (clients,
agency staff, faculty, and students) that the student already has developed a certain level of skill and
competence, and is at the agency to assume professional responsibilities under careful supervision.
This term also emphasizes the educational focus of field placements.

Some of our field placement agencies have tried, with good success, to conceptualize and call social
work interns "social workers" who (under close supervision) are expected to fulfill all the functions
of social workers (at a reduced workload) at that agency. This includes filling out all necessary
reports and forms.
INFORMATION ABOUT AVAILABLE FIELD PLACEMENTS

Approximately two years prior to their field experience, social work students should begin thinking about which agency they prefer to be placed at. Most students are largely unaware of the field placement opportunities that are available. To assist in informing students about available opportunities the social work department has conducted a survey of most of the agencies we work with that collected the following information on each agency: name, address, telephone number, contact person, brief description of services provided, and brief description of expected responsibilities and learning outcomes of an intern at that agency. This information has been indicated on the Department of Social Work Website: http://www.uww.edu/cls/social-work

REQUEST FOR A PLACEMENT NEW PLACEMENT SITE/ONE NOT ON WEBSITE

If a student is interested in an agency that is not indicted on the website, he/she should contact 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 supervisor. If appropriate, the field coordinator may also visit the field placement in person.

PAID INTERNSHIPS

Students sometimes inquire whether they can have a paid internship. The answer is “Yes.” However, very few agencies have the funds to pay an intern. The department does not have a list of agencies that have paid interns in the past.

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. The answer is “Yes” But although paid employment and professional education are not inconsistent, there needs to be a clear difference of emphasis between the role of employee and the role of an intern. Therefore, there are guidelines that both the student and agency must follow. The policy for this is found in Field Manual, p. 69.
STRUCTURE AND MECHANICS OF FIELD PLACEMENT

The major criteria used by the faculty in selecting agencies for placing interns are twofold:

- The agency must be able to provide experienced social workers (or professionals in related fields) who will be able to supervise the interns.
- The agency must be able to provide students with actual “doing” or service types of experiences. This means that the agency must be willing to assume some risk-taking since interns may make mistakes.

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 faculty supervisor orient each of the field supervisors regarding expectations and individual student needs. (Much of this orientation is accomplished by the orientation meetings for field supervisors) There is periodic faculty visitation during the semester in which intern strengths and deficiencies are discussed. At the end of the semester, the intern and the field supervisor meet with the faculty supervisor to discuss positive learning experiences, shortcomings (as seen by either intern or supervisor), avenues for further growth of skills and to explore suggestions for improving field placements.

The process of preparing students for placement is as follows:

- Advisement for field placement begins early. Students are urged by faculty advisors, when they select social work as a major, to focus and shape their curriculum to provide both a broad generic base in the liberal arts, and to select courses that will enable them to understand the issues and processes of intervention.

- During the semester prior to their field placement, students attend a field orientation meeting, which is held during the Social Work Practice 3 class. During this orientation, students are informed of the expectations of field placement and their role as interns. 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 are given the “Field Code of Conduct” (see Field Manual pp. 24, 67) and “Expectations for Field Form” (Field Manual p. 23) that are reviewed and signed by the student. Other aspects of placement are reviewed.

- Students are briefed about the role and activities of social workers at the various agencies. After completing a form indicating their agency and geographical preferences, students are assigned to a faculty field supervisor.

- The faculty supervisor then contacts the prospective agency field instructor to determine if the agency is interested in interviewing one or more students for the coming 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 supervisors 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.

When a placement is arranged, the student is then assigned to a specific agency practitioner (this may or may not be the same person with whom the student interviewed) who provides direct supervision. In the cases of a new agency placement or a new agency supervisor, a prior meeting will usually have been held for orientation purposes and to review the role responsibilities of the agency supervisor, of the faculty supervisor, and of the student. The majority of agency supervisors
are social workers with at least two years experience. Occasionally, a supervisor does not have a social work degree. In such instances, specific attention is given to assure that the student's activities will be in accordance with social work functions.

At mid-semester a meeting is set with the student, the field supervisor, and the faculty liaison to review the student’s progress and to establish competencies of the student’s performance for the remainder of the placement time. These learning competencies and the student’s performance are reviewed at the end of placement for final evaluation and grading. Suggestions for improvement, advanced courses, and career choices may also be covered as appropriate.
The Department of Social Work counts on the field supervisor to provide a variety of learning experiences for their interns. This process will be enhanced if the field instructor will:

1. Introduce the intern to staff members and provide an orientation to the field setting, familiarizing the intern with:
   a. the functions, policies, and goals of the agency
   b. the clientele served
   c. the relationship of the agency to the community and other agencies
   d. the agency’s expectations of the intern
2. Afford the intern the opportunity to observe other staff members at work in specific situations (such as interviewing and other social work tasks).
3. Arrange for the intern to attend staff and board meetings whenever possible. The intern should be encouraged (when appropriate) to participate in such meetings.
4. Select the work load of the student so that it is in harmony with the setting, taking into consideration the intern’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 intern. The jobs assigned need to be meaningful in which he/she makes a contribution to the agency while learning and which represents a broad exposure to social work roles and responsibilities.
5. Give the intern an opportunity to work 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.
6. Arrange for a weekly supervisory conference when the intern is present at the field setting. Among the various topics covered in conference, attention should be given to:
   a. Helping the intern prepare for, and participate in, these conferences.
   b. Explaining the purpose and process of recording where it is required.
   c. Emphasizing the intern’s application of basic social work concepts, values, and skills in the field assignments.
   d. Raising the student’s awareness of the steps, skills, and knowledge that he/she has used in performing each assignment, and the attitudes and feelings experienced during that time and afterwards.
7. Prepare an outline of steps for the intern 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 supervisor. This will avoid a “last minute notification of failure.”
8. Participate in the midterm and final evaluations of the intern.
9. Evaluate the student in accordance with the Field Evaluation Instrument, a sample copy of which appears in this Manual.
10. Evaluate, in conjunction with the field liaison, the field placement itself based on consistency with the program competencies.
11. Inform the assigned faculty liaison whenever it appears that a potential or actual conflict or problem situation in the field placement arises.
EXPECTATIONS OF FACULTY SUPERVISOR/LIAISON

The University faculty liaison person has overall responsibility for assuring the field experience is a quality social work learning experience for each student. The functions and responsibilities of the faculty supervisor are to:

1. Participate in the process of having students interview for field placement assignments. The faculty supervisor is a "facilitator" and an "information provider" to students and agencies in this process.
2. Orient students and agency field instructors to the expectations and mechanics of the field placement program.
3. Promote three-way open communication between interns, agency supervisors, and faculty supervisor related to such areas as exploring innovative suggestions for improving aspects of the field experience, and to dealing with issues and conflicts associated with field placement.
4. Monitor the progress of the student in field placement through student logs by giving feedback, telephone contact with the agency supervisor, and individual meetings with the intern.
5. If an intern at a placement has a limitation that needs attention, the faculty supervisor and the agency supervisor should jointly develop a program with the intern designed to meet this limitation. In rare cases, when it becomes evident that it is very unlikely that an intern will be able to develop those competencies required to fulfill the responsibilities of a beginning level social worker, the field supervisor, and faculty liaison should jointly “counsel out” such students.
6. Be present at the agency and participate in the mid-term evaluation meeting of the intern.
7. Participate in the final evaluation meeting of the intern.
8. 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.
9. 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 intern, meetings held with the intern during the placement, and the integration assignments written by the intern. The grade is also based on the student’s demonstration of skills, application of knowledge, and satisfactory display of professional social work behavior.
10. If a student continues to struggle in placement with personal/performance issues that student should be referred by the liaison to the “Standards & Support” Committee for further review.
   a. Students who unsuccessfully complete internship at the designated agency will work with the faculty liaison to secure an alternate placement. Faculty liaisons are only obligated to assist the student with securing one alternate placement.
   b. Students who fail to successfully complete the internship at an alternate/second placement site will receive a failing grade.
11. The liaison should ensure that the student completes all evaluation forms prior to receiving final grade.
12. After grades are submitted in, the liaisons are requested to share with the field supervisors the results of the students’ evaluation of the field agency.

EVALUATION CRITERIA

Students will evaluate the field liaison using the “Student Evaluation of Field Liaison Form” (see Appendix).
The expectations for students in field internships are:

1. Dress appropriately according to the nature of the field setting.
2. Be prompt for field placement.
3. Participate fully in planned activities including conferences, seminars, work assigned, etc.
4. Use initiative and creativity in their field placement.
5. Call the agency if unable to report to work. Plans for making up the time must be made with the agency supervisor within two weeks of the absence.
6. Holidays: College holidays and vacations will normally be observed.
7. Provide or make arrangements for transportation connected with field placement.
8. Complete and submit daily logs of field experiences to faculty supervisor.
9. Ask questions of agency supervisor in a timely manner when uncertain, confused, or frustrated.
10. Become involved in social work educational experiences.
11. We all learn by trying new things. Field placement provides interns a unique opportunity to further develop their social work skills and techniques. Interns are expected to take risks, and assume new responsibilities.
12. Follow confidentiality guidelines established by the agency, and adhere to professional ethics.
13. Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
14. Attend and participate in periodic field seminars scheduled by Faculty Liaisons.
15. Write the integration assignments and submit them to your faculty supervisor.
16. 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.
17. Students should be aware of the agency’s mission, function and purpose prior to beginning placement. (Organizational chart/job descriptions if available)
18. Students are expected to adhere to all agencies policies, procedures and expectations
19. No personal use of computers e.g. searching the web, face book or emailing unless approved by your supervisor.
20. Appropriate use of cell phones (this means not taking personal phone calls/ text messaging while at your placement) unless approved by your supervisor.
21. Students are expected to stay away from office politics/turf wars, interdepartmental conflicts and office romances
22. Do not assume that Holidays or sick days will be counted towards your 480 hours. This needs to be approved by your field supervisors.
23. If you wish to take off during the semester for personal reasons such as a vacation you need to get this approved by your supervisor
24. Prior to placement students are required to obtain a copy of the Field Manual and review the contents paying particular attention to expectations.
25. Students must have reviewed and signed all the “Application for Field Placement Forms” including the “Social Work Field Placement Code of Conduct.”
SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

Social Work interns are expected to adhere to the standards/ethics of the profession. (Those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field.

Please Note: If at any time during your field placement you find yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your field agency supervisor or faculty liaison.

Commitment to Clients (1.01)
Social workers’ primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
(b) Social workers should not take unfair advantage of any professional relationship.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)
Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)
Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Dishonesty, Fraud, and Deception (4.04)
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05)
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others

Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor; then the student is to be referred to Center for Students with Disabilities. Upon referral to the Center for Students with Disabilities, the student must:
A. Sign a request for services based on the presence of a disability;
B. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.
Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

STATEMENT OF UNDERSTANDING

I understand as a field student I am expected to adhere to the values, ethics, and standards of the profession.

______________________________________________
Student Signature

______________________________________________
Date
MIDTERM INTEGRATION ASSIGNMENT FOR INTERNS

This assignment is designed to assist the student with: (i) understanding the mission and organizational structure of the field agency, and (ii) for the student to demonstrate the ability to apply the knowledge acquired in course work to practice at the assigned field placement agency.

The paper will be approximately 8-10 pages in length (double-spaced, typed) and cover the following (APA format required, cover page required, use header to identify each topical area, include page number, cite references both in-text and references page per current version of APA Publications Manual):

1. Present the agency’s mission statement (if the agency has one articulated). How prominently displayed is the mission statement? In your opinion, explain to what degree the mission statement influences practice in the agency.
2. Describe the services provided by your placement agency.
3. Provide a description of the organizational structure of the agency. Please describe significant differences between the formal organizational structure and the informal structure.
4. Provide an example of how you applied bio-psycho-social information (learned in HBSE, psychology, sociology, biology classes, etc.) to your understanding of the dynamics within individuals, or within systems, in your field placement.
5. Select a current (published within last 6 years) professional journal article that is relevant to your field placement. Describe the theory, or findings, presented in the article, and explain how this information is useful in your field placement.
6. Describe how social workers (and other professional staff at your agency) evaluate their practice. Also, please describe one or more alternative methods that the professional staff could use in this setting to evaluate their practice.
7. Describe how you are using generalist social work practice in your field placement. If you desire, use an example of a client, or client system, that you worked with.
8. Describe 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?

Note: Failure to complete this assignment will result in an incomplete grade.

FINAL INTEGRATION ASSIGNMENT FOR INTERNS

This assignment is designed to assist the student with: (i) attending to policy issues and to macro practice, and (ii) integrating in-class social work content with your field placement. The paper will be approximately 8-10 pages in length (double-spaced, typed) and cover the following (APA format required, same rules as mid-term paper):

Through interviews of staff at your agency, and through additional research on your part, write a paper that includes the following:

1. What percentage of clients represents minority populations (i.e., race/ethnicity, gender, sexual orientation, social status, etc.)?
2. What are the forms and mechanisms of oppression and discrimination (including institutional discrimination) that you observed during your field placement? These may be
policies and practices outside your agency that negatively affect the clients with which you work?
3. What is/are the agency's funding sources? What are your views on the merits and shortcomings of this funding structure?
4. What are the social work roles performed by workers in this agency?
5. What is the public image of the agency in the community? Hint: you might ask multiple people to get a sense of what the image is-with clients, with other agencies, with the general public.
6. Analyze and describe the impact of one current social welfare policy on clients and workers at your field placement.
7. What policy change, or changes, would you recommend at your field placement agency? Describe your reasons for recommending such changes.
8. Does the agency have a process for evaluating the outcomes of its services? If "yes," what is the process, and what are the outcome results?
9. How has your perceptions of social work and your being a social worker changed since the start of the field placement? To what degree are these encouraging and/or troubling to you as you begin your professional career?
10. What will you need to do to be a very competent professional five years from now who is both growing professionally and also healthy physically and emotionally?

Note: Failure to complete this assignment will result in an incomplete grade.

**DAILY LOGS**

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

The logs allow the faculty supervisor 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 intern and the field instructor to discuss any problems the student is having. In cases of difficulty, the faculty supervisor initiates more frequent contact with the intern and the agency supervisor.

Logs are also an excellent opportunity for interns to reflect on their learning experiences at agencies, and are a vehicle to examine ideas and questions with an outside person. If an agency supervisor also requests to review the log, the intern should first contact their faculty supervisor 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 what the student did in any particular day, but also for the thoughts, ideas, feelings, and reflections that he/she is having while going through these experiences.

Note: Failure to submit daily logs to the faculty supervisor will result in a failing grade for the placement.
IMPORTANT NOTES TO INTERNS

The most frequent request made by agency supervisors of students is that the interns 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 agency supervisor, etc. Open three-way communication is necessary among students, field instructors, and faculty supervisors. A placement that does not have some frustrations and discontent in all probability is not a challenging, learning experience.

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 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.

Since 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 agency supervisor.

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 supervisor is responsible for your day-to-day activities in the field. She or he 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 liaison. Since the faculty supervisor 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 placement their best effort, 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.
INTERNSHIP EVALUATIONS/MEETINGS AND FORMS

At midterm, and again at the end of each placement, agency supervisors are asked to complete a copy of the “Evaluation of Student Performance” form (see Appendix Manual). Field supervisors are encouraged to share and discuss these evaluations with their assigned interns. Faculty Liaisons are required to visit agencies at midterm to participate in the evaluation of the placement, and in the evaluation of the student’s performance. Faculty liaisons are also required to conduct a final evaluation meeting the field supervisor 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 field practicum 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, of 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 supervisors, 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

1. Faculty supervisor’s overall evaluation of the intern’s performance in placement in conjunction with the agency supervisor's evaluation. 65%
2. Logs 10%
3. Seminar participation 5%
4. Midterm integration paper 10%
5. Final Integration paper 10%

CRITERIA USED TO EVALUATE SEMINAR PARTICIPATION

1. Attendance at all seminar meetings
2. Active participation in all seminar meetings

CRITERIA USED TO EVALUATE INTEGRATION ASSIGNMENTS

1. 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.
2. The papers should be typewritten, double-spaced; be grammatically correct, written in proper English, and free of misspellings, typos, and similar errors.
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 interns 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 interns from field placement (or may bar graduates from social work employment) is always changing. If you have questions, please contact the Field Program Coordinator.

GRIEVANCE PROCEDURES

The Grievance Procedures on the following pages were excerpted from the University Handbook, revised June 1, 1994:

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. 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.
      i. 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.
      ii. 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.
   b. 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.
   c. 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).
   d. 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.
   e. 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:
a. 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 supervisor 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 supervisor 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.

b. 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:
1. Problem occurs.
2. Within 14 calendar days, discuss it with the person whose actions are in question. (informal)
3. If no satisfaction, within 7 calendar days, talk it over with the chair or supervisor of the person. (informal)
4. Chair/supervisor will attempt to resolve within 14 calendar days. (informal)
5. 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)
6. Within 14 calendar days, the dean or director will attempt resolution or make the final decision. (formal)

STUDENT GRADE APPEALS
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:
a. 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.

b. 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.

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

d. 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:

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

b. The Department Grade Appeals Committee will:
   i. 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.
   ii. 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.

c. 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.

d. 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
**UNIVERSITY OF WISCONSIN-WHITEWATER, DEPARTMENT OF SOCIAL WORK**

**SOCIAL WORK FIELD PLACEMENT - EVALUATION OF STUDENT PERFORMANCE**

Name of Student: _____  
Date: _____

Evaluation Period: [ ] Midterm  [ ] Final  
Hours Completed to Date: _____/480

Agency Name: _____  
Supervisor Name: _____

Agency Address: _____

Agency Type:  [ ] Direct Practice  [ ] Policy  [ ] Research

**Background:** The Council on Social Work Education (CSWE), the accrediting body on social work education, requires bachelor’s level social work (BSW) students demonstrate competency in 10 areas. Associated with these competencies are a set of 41 practice behaviors. The social work field placement is an area in which the student is expected to demonstrate competency of the practice behaviors. To ensure the student develops the requisite practice behaviors, field supervisors are asked to evaluate the student at the mid-point and final week of the field placement.

**DIRECTIONS**

The following pages contain the 10 competency areas (listed at the top of each page) and corresponding set of 41 practice behaviors (indicated in the first column of each table). The practice behaviors have been refined to reflect observable indicators, which are identified under the second column labeled *assessed indicators*.

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 practice behavior listed in the second column labeled *assessed indicators*. The evaluation tool takes about 20-25 minutes to complete.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Categories</th>
<th>Definition of Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor</td>
<td>The student is functioning significantly below expectations for students in this area.</td>
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<tr>
<td>2</td>
<td>Fair</td>
<td>The student is functioning somewhat below expectations for students in this area.</td>
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<tr>
<td>3</td>
<td>Good</td>
<td>The student has met the expectations for students in this area.</td>
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<tr>
<td>4</td>
<td>Very Good</td>
<td>The student is functioning somewhat above expectations for students in this area.</td>
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<tr>
<td>5</td>
<td>Excellent</td>
<td>The student has excelled in this area.</td>
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<tr>
<td>NA</td>
<td>Not applicable</td>
<td>Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area.</td>
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</tbody>
</table>

**Comments** may be made under any competency, if desired. Please be sure to indicate the area(s) in which you think the student is particularly strong, as well as the area(s) that require improvement. Additionally, please explain any behaviors marked “NA.”
**Evaluation Statement:** This evaluation is intended to give the student feedback about his/her performance. The faculty liaison has the responsibility of assigning the grade for the course; however, the field supervisor’s rating of these items will factor into the student’s assigned grade. The grade assigned will be based on: (1) the field supervisor’s evaluation of the student (65%); and activities evaluated by the faculty liaison including (2) written logs (10%), (3) seminar participation (5%), and (4) two papers (20%). If you prefer to use another evaluation system in addition to this form to evaluate a student’s performance, please discuss this with the faculty liaison.
**COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
<th>Assessed Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Good</th>
<th>5</th>
<th>Excellent</th>
<th>NA</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>1. Advocate for client access to the services of social work.</td>
<td>- Advocate for clients to help them obtain needed services.</td>
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<td>- Address barriers to help clients get needed services.</td>
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<td>- Address other issues to help clients get needed services.</td>
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<td>2. Practice personal reflection and self-correction to assure continual professional development.</td>
<td>1. Show personal reflection through areas such as supervision meetings or daily logs.</td>
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<td>2. Correct practice mistakes once they are recognized.</td>
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<td>3. Attend to professional roles and boundaries.</td>
<td>1. Effectively carry out social work roles.</td>
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<td>2. Practice within professional boundaries set forth by the social work profession.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>1. Demonstrate professional social work behavior.</td>
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<td>2. Dress appropriately for the professional social work environment.</td>
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<td>3. Act professionally when verbally communicating with clients.</td>
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<td>4. Act professionally when verbally communicating with other professionals.</td>
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<td>5. Engage in career-long learning.</td>
<td>5. Participate in professional development opportunities.</td>
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<td>6. Use supervision and consultation</td>
<td>a. Use supervision appropriately.</td>
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<td>b. Consult with supervisor regarding clients.</td>
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**Comments (e.g. examples of specific activities accomplished):**
COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
<th>Assessed Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>4. Identify how personal values can affect social work practice.</td>
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<td>8. Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.</td>
<td>5. Manage personal values when assisting clients.</td>
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<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
<td>3. Demonstrate making ethical decisions when working with clients.</td>
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<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>2. Resolve ethical conflicts.</td>
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<td>3. Recognize potentially negative ethical situations.</td>
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<td>5. Employ effective coping strategies to resolve ethical dilemmas.</td>
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<td>6. Seek out supervision as appropriate when dealing with ethical issues.</td>
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Comments (e.g. examples of specific activities accomplished):
### COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
<th>Assessed Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
<th>5</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td>4. Use professional literature to guide practice.</td>
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<td>5. Critically appraise professional information to guide practice.</td>
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<td></td>
<td>7. Use evidence based practices to guide work with clients.</td>
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<td></td>
<td>4. Target appropriate support services for clients.</td>
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<td>5. Conduct on-going evaluation with clients.</td>
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<td>6. Identify appropriate support services for clients.</td>
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<td>7. Inform clients about benefits of recommended services.</td>
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<tr>
<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>8. Connect clients with needed support services.</td>
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<td>4. Demonstrate effective oral communication skills with individual clients.</td>
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<td>5. Use oral communication skills effectively with families or groups.</td>
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<td>6. Use oral communication skills effectively with other professionals.</td>
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<td>7. Demonstrate effective written communication skills.</td>
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<td>8. Prepare well-written client case notes.</td>
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<td>9. Create well-written client reports.</td>
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<td>10. Assist agency staff with preparing well-written materials.</td>
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</tbody>
</table>

Comments (e.g. examples of specific activities accomplished):
**COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
<th>Assessed Indicators</th>
<th>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Very Good</th>
<th>5 Excellent</th>
<th>NA Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>3. Adopt a strengths perspective in their interventions with marginalized client populations.</td>
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<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>4. Explore his/her own cultural biases when serving clients unlike him/herself.</td>
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<td>16. Recognize and communicate an understanding of the importance of difference in shaping life experiences.</td>
<td>• Demonstrate a commitment to culturally competent practice.</td>
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<td></td>
<td>• Practice ethnic sensitive social work practice.</td>
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<td>17. View selves as learners and engage those with whom they work as informants.</td>
<td>10. Treat clients with dignity.</td>
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<td>11. Act courteously towards clients.</td>
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<td>12. Treat clients fairly.</td>
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<td></td>
<td>13. Actively engage clients in the problem solving process.</td>
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</table>

Comments (e.g. examples of specific activities accomplished):
COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
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<th>1</th>
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<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Advocate for client access to the services of social work</td>
<td>10. Demonstrate an understanding of the role diversity such as race, gender, sexual orientation, religion, or age plays in oppression.</td>
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<td></td>
<td>11. Show an understanding of the role diversity such as race, gender, sexual oriental, religion, or age plays in discrimination.</td>
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<td></td>
<td>15. Model a commitment to economic justice.</td>
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<tr>
<td>20. Engage in practices that advance social and economic justice</td>
<td>• Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments.</td>
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<td></td>
<td>• Show an understanding of client characteristics as factors that limit access to resources.</td>
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</table>

Comments (e.g. examples of specific activities accomplished):
### COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

<table>
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<th>4</th>
<th>5</th>
<th>Excellent</th>
<th>NA</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>21. Use practice experience to inform scientific inquiry.</td>
<td>• Share information with colleagues regarding the effectiveness of services used with clients.</td>
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<td>• Develop practice questions that might be addressed by research.</td>
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<tr>
<td>22. Use research evidence to inform practice.</td>
<td>12. Use the professional social work literature to identify appropriate support services or interventions for clients.</td>
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<td>13. Continuously evaluate client outcomes to inform ongoing practice.</td>
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<td>14. Draw upon the knowledge of colleagues to identify appropriate support services for clients.</td>
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Comments (e.g. examples of specific activities accomplished):
**COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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<tbody>
<tr>
<td>24. Critique and apply knowledge to understand person and environment.</td>
<td>27. Apply human development theory in the intervention process.</td>
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<td>13. Identify the impact of various systems on clients’ lives.</td>
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<td>14. Demonstrate an understanding of the effect of the environment on clients.</td>
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<td>15. Use person-environment to develop appropriate client plans.</td>
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Comments (e.g. examples of specific activities accomplished):
### COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

<table>
<thead>
<tr>
<th>Practice Behavior Specified by CSWE</th>
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</thead>
<tbody>
<tr>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>6. Identify internal agency policies that affect service delivery.</td>
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<td>7. Identify social policies that affect service delivery.</td>
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<td>8. Demonstrate an understanding of the interplay between social policy and service delivery.</td>
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<td>9. Offer recommendations for addressing social policies to positively affect service delivery practices.</td>
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<td>10. Make recommendations for addressing internal agency policies to positively affect service delivery.</td>
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<tr>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
<td>3. Support policy initiatives as directed by the agency.</td>
</tr>
</tbody>
</table>

**Comments (e.g. examples of specific activities accomplished):**
**COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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<th>Very Good</th>
<th>Excellent</th>
<th>NA</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>1. Demonstrate ability to adapt skills when working with clients when there are changes in the social environment.</td>
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<td>2. Demonstrate proficiency with technology.</td>
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<td>3. Use technology effectively in practice.</td>
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<tr>
<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>1. Perform tasks on his/her own without direction.</td>
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<td></td>
<td>2. Provide constructive feedback to other agency workers.</td>
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<td>3. Give constructive feedback to agency supervisor.</td>
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Comments (e.g. examples of specific activities accomplished):
### COMPETENCY 10A-D: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### 10A: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

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<th>NA Not Applicable</th>
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<tbody>
<tr>
<td>29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.</td>
<td>3. Show preparedness for interactions with clients.</td>
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<td>30. Use empathy and other interpersonal skills.</td>
<td>4. Demonstrate preparedness for interactions with groups.</td>
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<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>1. Collaborate with clients in developing goals.</td>
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<td>2. Involve client in the decision making process.</td>
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Comments (e.g. examples of specific activities accomplished):
### 10B: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

<table>
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<tr>
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<th>4 Very Good</th>
<th>5 Excellent</th>
<th>NA Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>32. Collect, organize, and interpret client data.</td>
<td>1. Adhere to agency policy regarding data collection.</td>
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<td>2. Use agency data appropriately.</td>
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<td>33. Assess client strengths and limitations.</td>
<td>1. Demonstrate an ability to identify client strengths.</td>
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<td>2. Demonstrate an ability to identify client limitations.</td>
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<td>34. Develop mutually agreed-on intervention goals and objectives.</td>
<td>1. Collaborate with clients to develop mutually agreed upon goals.</td>
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<td></td>
<td>2. Collaborate with clients to identify mutually agreed upon interventions.</td>
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<td>35. Select appropriate intervention strategies.</td>
<td>1. Recommend appropriate interventions for individual clients.</td>
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<td>2. Recommend evidence-based interventions when working with clients.</td>
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**Comments (e.g. examples of specific activities accomplished):**
10C: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Initiate actions to achieve organizational goals.</td>
<td>1. Employ self-direction in conducting work to meet organizational goals.</td>
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<tr>
<td>Implement prevention interventions that enhance client capacities.</td>
<td>1. Discuss prevention strategies to assist clients with avoiding future problems.</td>
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<tr>
<td>Help clients resolve problems.</td>
<td>1. Utilize problem solving skills to address client issues.</td>
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<tr>
<td>Negotiate, mediate, and advocate for clients.</td>
<td>1. Employ negotiation skills to enhance clients’ well-being.</td>
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<td>2. Employ mediation skills to enhance clients’ well-being.</td>
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<td>3. Employ advocacy skills to enhance clients’ well-being.</td>
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<tr>
<td>Facilitate transitions and endings.</td>
<td>1. Effectively use transition skills to move clients from intake to termination.</td>
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<td>2. Terminate client relationships effectively.</td>
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Comments (e.g. examples of specific activities accomplished):
10D: EVALUATION.

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<tbody>
<tr>
<td>41. Critically analyze, monitor, and evaluate interventions.</td>
<td>1. Critically appraise recommended interventions before suggesting to clients.</td>
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<td>2. Analyze the effectiveness of interventions prior to recommending.</td>
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<td>3. Monitor clients’ progress to ensure recommended interventions are appropriate over a period of time.</td>
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Comments (e.g. examples of specific activities accomplished):
OVERALL EVALUATION

Evaluation Period:  Midterm  Final

Please check the category that best reflects the student’s progress for the evaluation period:

☐ This student is performing above the expected level of a bachelor’s level social worker.

☐ This student is performing somewhat above the expected level of bachelor’s level social worker.

☐ This student is performing at the expected level of bachelor’s level social worker.

☐ This student is functioning somewhat below expectations of a bachelor’s level social worker.

☐ This student is functioning significantly below the expectations of a bachelor’s level social worker.

Comments/elaboration:

Supervisor Name: _____  Date: _____

Signature of Supervisor: ________________________________

~ This section to be completed by the student ~

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy.
Please check level of agreement.

☐ I agree with the evaluation

☐ I do not agree with evaluation*

Student Name: _____  Date: _____

Signature of Student: ________________________________

* If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to items included in this evaluation.
Field Supervisor Evaluation of UW – Whitewater Field Program

Please note: this survey will be sent to you via email.

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

Please reflect back on your interactions with the UWW 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 field liaison supported you and suggestions for improving the UWW undergraduate 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.

1. Name of UWW faculty liaison:
   Select

2. Semester/year in which you worked with the UWW field liaison:
   Select

3. Were you provided a copy of the “Manual for Social Work Interns and Field Supervisors”?
   □ Yes
   □ No

4. Did the faculty liaison provide information about expectations for the field supervisor role?
   □ Yes
   □ No

5. Did the faculty liaison provide support to help you successfully carry out the field supervisor role?
   □ Yes
   □ No

6. How often was the faculty liaison available when you needed him/her?
   □ Never
   □ Rarely
   □ Sometimes
   □ Very Often
   □ Always
   □ Not applicable: never needed the faculty liaison

7. How would you rate the level of involvement from the faculty liaison?
   □ Less involvement needed
   □ Involvement was appropriate
   □ More involvement needed
8. What suggestions do you have for improving field instruction at UWW? [If none, please enter “none” in the text box].

9. What aspects of the social work program at UWW could be strengthened to better prepare students for the field experience? [If none, please enter “none” in the text box].
Student Evaluation of Field Faculty Liaison

Please note: this survey will be sent to you via email.

The University of Wisconsin – Whitewater (UWW) faculty liaison has overall responsibility for assuring the field experience is a quality social work learning experience for each student. Two ways to ensure the field experience is beneficial is through monitoring student logs and maintaining contact with individual students.

Please reflect back to your field experience and the role of your assigned faculty liaison, and rate the extent to which he/she contributed to activities that support your field success. Please only complete this survey one time.

This survey is anonymous and takes about five minutes to complete. Final results will be shared with each faculty liaison only after final grades have been posted.

1. Name of faculty field liaison:
Select

2. Semester/year enrolled in field experience:
Select

3. To what extent was your faculty liaison available when you needed him/her?
☐ Never
☐ Rarely
☐ Sometimes
☐ Very Often
☐ Always
☐ Not applicable: never needed the faculty liaison

4. Did you seek assistance from your faculty liaison to resolve a problem/issue?
☐ Yes
☐ No

5. How often did your faculty liaison comment on your daily logs?
☐ Never
☐ Rarely
☐ Sometimes
☐ Very Often
☐ Always

6. How useful were the comments your faculty liaison made on your daily logs?
☐ Very Useless
☐ Useless
☐ Neutral
☐ Useful
☐ Very Useful

7. How often were our logs returned within reasonable time?
☐ Never
8. How comfortable were you talking to your faculty liaison about your placement or any issues/problems that arose?
- Seldom
- About half the time
- Usually
- Always

9. What is your overall evaluation of your faculty liaison?
- Very Uncomfortable
- Uncomfortable
- Neither Uncomfortable or Comfortable
- Comfortable
- Very Comfortable

10. What comments do you have about your faculty liaison? [If none, enter “none” in the text box].

11. What suggestions would you make for improving the role of the field instruction liaison? [If none, enter “none” in the text box].
### Field Placement Information for Future Students

<table>
<thead>
<tr>
<th>Name of Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
</tr>
</tbody>
</table>

Summary of what I did:

My thoughts about what I learned and the merits about this placement:
Student Evaluation of FIELD PLACEMENT (for agency use only)

Please fill out this form and send to your Field Supervisor after the final evaluation meeting of your placement. The purpose of this evaluation is to give your agency feedback about your placement experiences.

My thoughts about what I learned, and the merits of this placement:

The weaknesses of this placement were:

My suggestions for improving this placement:

Please complete: I wish my field supervisor would have done the following to make my placement more educational for me:
I. COURSE DESCRIPTION

The block field placement is a 12-credit course that designed to provide the student with an opportunity to apply the skills learned in the classroom. The student is placed in a community agency under supervision of an experienced social worker and social work faculty member. The placement occurs in settings that reinforces the student's identification with the purposes, values, and ethics of the social work profession. Field placements foster the integration of empirical and practice-based knowledge. The student is expected to develop an in-depth understanding of the agency activities and programs. The student is also expected to assume increasing levels of beginning level social worker responsibilities. As part of this course, the student is expected to work a minimum of 480 hours under the supervision of an agency social worker. A small portion of the hours requires the student to attend two seminar meetings that will be facilitated by the social work department faculty member.

PREREQUISITES

To participate in this course, the student must have successfully completed all required social work courses.

II. COURSE OBJECTIVES

The course objectives indicated below align with the educational policies (EP) and practice behaviors (PB) outlined by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS)\(^2\). The EPAS educational policies and practice behaviors assessed in this course include the 41 PBs, which are subsumed under 10 general competencies:

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly (PBs 1-6).
EP 2.1.2: Apply social work ethical principles to guide professional practice (PBs 7-10).
EP 2.1.3: Apply critical thinking to inform and communicate professional judgments (PBs 11-13).
EP 2.1.4: Engage diversity and difference in practice (PBs 14-17).
EP 2.1.5: Advance human rights and social and economic justice (PBs 18-20).
EP 2.1.6: Engage in research-informed practice and practice-informed research (PBs 21-22).
EP 2.1.7: Apply knowledge of human behavior and the social environment (PBs 23-24).

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\(^2\) Complete EPAS can be found at: [www.cswe.org](http://www.cswe.org).
EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (PBs 25-26).

EP 2.1.9: Respond to contexts that shape practice (PBs 27-28).

EP 2.1.10: 10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (PBs 29-41).

The goal of this course is to help students apply the knowledge, value, and skills of generalist practice social work. Upon completion of this course, students should be able to:

1. Perform the responsibilities of a beginning level, professional baccalaureate social worker (PB 1-41).
2. Apply critical thinking skills within the context of professional baccalaureate social work practice (PB 11-13).
3. Practice within the values and ethics of the social work profession and within an understanding of and respect for the positive value of diversity (PB 14-17).
4. Demonstrate the professional use of self (PB 1-10).
5. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice (PB 18-20).
6. Understand the history of the social work profession and its current structures and issues (PB 27-28).
7. Apply the knowledge and skills of generalist social work to practice with systems of all sizes (PB 29-41).
8. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities) (PB 23-24).
9. Analyze the impact of social policies on client systems, workers, agencies, and institutionalized systems (PB 25-28).
10. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems (PB 21-22).
11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community (PB 29-41).
12. Use supervision appropriate to generalist practice (PB 6 & 10).
13. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change (PB 27-29, & 36).
### III. REQUIRED READINGS/MATERIALS

2. Social work texts required from previous social work courses that are relevant to field placement.
3. Suggested readings from your field supervisor.
4. Web-camera and computer with web-access.
   - If you do not have a web-camera you may borrow one from the UWW-Library. A laptop may also be borrowed. See library website: [http://library.uww.edu/](http://library.uww.edu/)
   - Internet access may be accessed through any one of the UWW campus computer labs. There are several computer labs across campus. See: [http://www.uww.edu/icit/labs/index.html](http://www.uww.edu/icit/labs/index.html).

### IV. COURSE FORMAT

**AGENCY PLACEMENT**

Over the course of the next 15 weeks, the student will work in an assigned field agency, under the supervision of a social worker and complete 480 hours. The student will also work closely with his/her assigned faculty professor/field liaison. The student will maintain frequent contact with the professor through email and telephone, as well as through completion of required logs and other assignments.

**D2L**

Course materials, such as the course syllabus, readings, and sample assignments are available online through Desire2Learn (D2L) technology. If you do not have such access, or you experience compatibility problems, you may use any of the campus computer labs. Campus computer labs are located throughout campus (see: [http://www.uww.edu/icit/labs/index.html](http://www.uww.edu/icit/labs/index.html)).

*Assignments*. All assignments completed for this class must be submitted to D2L. Written work will not be accepted via email. Your instructor will use the plagiarism detector for all written assignments, so please be certain any work you submit is your own. Committing acts of plagiarism (as stated in the below and in the student code of conduct) constitutes a violation of the student code of conduct and may result in dismissal from the program or school.

*Grades*. To ensure privacy, individual grades will be posted on D2L.

**COMMUNICATION & EMAIL**

UWW email is recognized as an official mode of university correspondence. The instructor will use this mode as the main source of communication in this course. Therefore, students are responsible for reading their email for university and course related announcements often. Students are strongly encouraged to check their email daily (Monday-Friday).

To ensure privacy, the students must correspond with the instructor using the UWW assigned email account. The instructor will not respond to emails from an outside email provide (e.g., gmail, yahoo, hotmail).

### V. COURSE REQUIREMENTS

#### 1. ATTENDANCE

Attendance at the field agency is critical and the student is expected to show for the mutually agreed upon schedule. Since this is a 15-credit twelve-week course, students are expected to be at
the field agency a minimum of **32-hours per week.** Because some agencies operate weekend and 24-hour schedules, the hours assigned will vary. Please note: the work schedule should be worked out between the student and agency supervisor. It makes no difference to your instructor when you work, so long as the student completes the required 480 hours. **If you will be on vacation or away from your agency for an extended period of time (e.g., vacation for 1-week), you must let your field liaison know.**

Should the student need to alter the work schedule, he/she should meet and discuss with the agency field supervisor. The student is encouraged to participate in seminars, trainings, or educational sessions offered by the agency. Participation in the activities count toward the required number of field hours; however participation in supplemental activities must be within reason.

Attendance at two seminar meetings that will be facilitated by the faculty liaison is also required. The first meeting will be held at UW-Whitewater campus, with room location to be determined. The second meeting will be held by web-camera. The meeting dates are included in the course outline (found at the end of this document)

### 2. ASSIGNMENTS

Students are expected to complete all assignments, which includes: (a) daily logs, (b) participation in two seminar meetings, (c) a midterm paper, and (d) final paper. Following is a description of each assignment:

**a. LOGS**

The student is expected to keep a log or journal of the day-to-day activities. The log will be approximately one-page in length (single-spaced). A template is provided on D2L and should be used by the student. In the daily-log, the student is expected to (i) document the hours spent at the agency that day, (ii) provide a brief synopsis of activities completed for the day, (iv) provide reactions to the daily experiences, (v) discuss knowledge, value, or skills used, and (vii) share something you learned or pose a question for your liaison. This is an excellent opportunity for the student to think about the learning experience at the agency, and bounce ideas and questions off an outside person.

**Students are strongly encouraged to share logs with the field supervisor;** doing so provides points for weekly discussions. The act of writing the log can be a powerful learning experience for you. For that reason, it is very important that the student write a log every night (and not wait until the end of the week).

Daily logs are at due at the following Monday for each week interned. The course will follow a Monday-Sunday work week, so weekly logs are due every Monday by 11:59pm. Logs must be submitted to D2L and placed in respective folder. **Please submit only one document for each week.** Label the submitted file to align with week completed. For example: Week 1 logs, Week 2 log, Week 3 logs, etc.

**b. SEMINAR MEETINGS**

Students will meet as a group, which will be facilitated by the instructor, twice during the summer. Meetings are scheduled for:

- DATE/Location at UW-Whitewater (room TBD)
- DATE/Location at UW-Whitewater (room TBD)
Attendance at these meetings is mandatory. The student should inform the field supervisor as soon as possible of the scheduled seminar meetings and the need to leave early these days. If there is a conflict (e.g., your client has a scheduled court date and you must appear), please let your liaison know. Participation in these meetings counts toward the required number of field placement hours.

As part of the seminar meetings, you will have the opportunity to share your experiences with other students. Your instructor will also provide additional instruction on the mid-term and final paper assignments.

c. **Mid-Term Integration Paper**

The student is required to complete a mid-term integration paper. This assignment is designed to assist the student with: (i) understanding the mission and organizational structure of the field agency, and (ii) for the student to demonstrate the ability to apply the knowledge acquired in course work to practice at the assigned field placement agency.

The paper will be approximately **8-10 pages in length (double-spaced, typed)** and cover the following (APA format required, use header to identify each topical area, include page number, cite references both in-text and references page per current version of APA publications Manual):

1. Present the agency's mission statement (if the agency has one articulated). How prominently displayed is the mission statement? In your opinion, explain to what degree the mission statement influences practice in the agency.
2. Describe the services provided by your placement agency.
3. Provide a description of the organizational structure of the agency. Please describe significant differences between the formal organizational structure and the informal structure.
4. Provide an example of how you applied bio-psycho-social information (learned in HBSE, psychology, sociology, biology classes, etc.) to your understanding of the dynamics within individuals, or within systems, in your field placement.
5. Select a current (published within last 6 years) professional journal article that is relevant to your field placement. Describe the theory, or findings, presented in the article, and explain how this information is useful in your field placement.
6. Describe how social workers (and other professional staff at your agency) evaluate their practice. Also, please describe one or more alternative methods that the professional staff could use in this setting to evaluate their practice.
7. Describe how you are using generalist social work practice in your field placement. If you desire, use an example of a client, or client system, that you worked with.
8. Describe 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?

Paper is due on the on the date indicated in the course outline.

d. **Final Integration Paper**

The student is required to complete a final integration paper. This assignment is designed to assist the student with: (i) attending to policy issues and to macro practice, and (ii) integrating in-class social work content with your field placement. The paper will be approximately **8-10 pages in length (double-spaced, typed)** and cover the following (APA format required, same rules as mid-term paper):

Through interviews of staff at your agency, and through additional research on your part, write a paper that includes the following:

1. What percentage of clients represents minority populations (i.e., race/ethnicity, gender, sexual orientation, social status, etc.)?
2. What are the forms and mechanisms of oppression and discrimination (including institutional discrimination) that you observed during your field placement? These may be policies and practices outside your agency that negatively affect the clients with which you work?
3. What is/are the agency’s funding sources? What are your views on the merits and shortcomings of this funding structure?
4. What are the social work roles performed by workers in this agency?
5. What is the public image of the agency in the community? Hint: you might ask multiple people to get a sense of what the image is-with clients, with other agencies, with the general public.
6. Analyze and describe the impact of one current social welfare policy on clients and workers at your field placement.
7. What policy change, or changes, would you recommend at your field placement agency? Describe your reasons for recommending such changes.
8. Does the agency have a process for evaluating the outcomes of its services? If "yes," what is the process, and what are the outcome results?
9. How has your perceptions of social work and your being a social worker changed since the start of the field placement? To what degree are these encouraging and/or troubling to you as you begin your professional career?
10. What will you need to do to be a very competent professional five years from now who is both growing professionally and also healthy physically and emotionally?
VI. COURSE EVALUATION & GRADING

Final grades will be calculated based on points listed in the table below. **Final grades are not negotiable.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Objectives Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Logs</td>
<td>10</td>
<td>1-13</td>
</tr>
<tr>
<td>b. Two Seminar Meetings</td>
<td>5</td>
<td>1-13</td>
</tr>
<tr>
<td>c. Mid-Term Integration Paper</td>
<td>10</td>
<td>1-13</td>
</tr>
<tr>
<td>d. Final Integration Paper</td>
<td>10</td>
<td>1-13</td>
</tr>
<tr>
<td>e. Agency Supervisor Evaluation (in conjunction with Faculty member)</td>
<td>65</td>
<td>1-13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**FINAL COURSE GRADES** will be computed using the following scale:

<table>
<thead>
<tr>
<th>PERCENT</th>
<th>GRADE</th>
<th>PERCENT</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>59&lt;</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. UNIVERSITY & COURSE POLICIES

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (Note: For details please refer to the Undergraduate and Graduate Timetables; the Rights and Responsibilities section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the Student Academic Disciplinary Procedures [UWS Chapter 14]; and the Student Nonacademic Disciplinary Procedures [UWS Chapter 17]).

While important policies can be found within the bodies of literature identified above, I will restate some of the important policies below, as well as some important *course* policies:

1. **Timeliness of Assignments**
   Assignments are expected to be completed on time. Except for an emergency (e.g., serious injury, illness, or death), **there will be no extension given for any of the assignments.** Logs and papers must be received on the due date outlined. The instructor reserves the right, however, to make an exception based on individual circumstances.

2. **Students with Disabilities / Modifications Requests**
   Individual students in need of modification to learning environment or materials should meet with the instructor immediately to discuss individual needs. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily available to the instructor, the student will be referred to *The Center for Students with Disabilities* (see website:...
The CSD arranges, in consultation with instructional staff, to provide appropriate reasonable modifications. Upon referral to CSD, the student will be required to:

- Sign a request for services based on the presence of a disability
- Provide appropriate diagnostic information that establishes she/he is a qualified individual with a disability
- Request in writing the reasonable modification(s) sought to accommodate the qualifying disability

3. RELIGIOUS BELIEFS AND ACCOMMODATIONS
Religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. If you believe you need to be accommodated, please notify your field supervisor and instructor at least 14 days in advance.

4. ACADEMIC MISCONDUCT
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

The student’s work must be in their own words except where appropriately cited. Excerpts from authors may be used judiciously, but direct quotes involving even a few words must include the source and cited appropriately (APA format must be used). Failure to comply with these requirements constitutes plagiarism and is grounds for failure.

5. RESPECT FOR OTHERS
Respect fellow students, you field instructor, and professor is mandatory. Critical discussion is encouraged, but respect differences of opinion.

6. Field agency and Classroom etiquette
Please observe the field agency rules and regulations. If you use a cell phone, please silence or put it on vibrate before you begin your work at the agency or enter the class. Please exit the work environment if you must use your e-device. Using your phone, texting (reading or sending messages) is distracting to everyone and as such, is strictly forbidden at the field agency and in the classroom. If the student is observed using a cell phone to text, talk, or surf the web, he/she will be asked to leave the class or agency field placement. Use of these e-devices for personal
communication in the classroom is impolite and disrespectful. Please refrain from using e-devices in the field agency unless encouraged to do so by your supervisor.

7. INSTRUCTOR RIGHTS
The instructor reserves the right to make changes to the course outline to better serve the class’ needs. Any changes will be announced in via email and posted on D2L in advance.

8. Social Work Standards & Support
The Social Work faculty very much wants to prepare its students for professional social work practice. Field experience is a required course and competency of the required practice behaviors is necessary for all social work students. Occasionally concerns arise, such as in the following areas:

- Being assertive
- Writing skills
- Professional/academic misconduct
- Verbal communication
- Proficiency of the English language
- Professional values
- Emotional self-control
- Attendance/punctuality
- Behaviors inconsistent with the Social Work Code of Ethics

When concerns arise for a student, the faculty member will refer the student to the Standards and Support Committee of the Department. The reason for this referral is to identify areas of concern, develop an individualized plan in which the student will address the issues, and monitor student progress. A description of this Committee and additional areas of concern are presented in the Social Work Student Handbook.
The student’s schedule/week may differ if he/she started the placement earlier or later than semester begin date.

### VIII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Preliminary Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By Start of Internship</td>
<td>3. <strong>Registration &amp; Required Paperwork</strong></td>
<td>3. Register for 12-credits on WINS before start of internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Complete paperwork as directed by your field liaison.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Sun-Sat</td>
<td>3. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Student work with agency supervisor and establish goals and objectives for the semester learn objectives</td>
<td>c. Semester goals &amp; objectives should be included in the logs.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td>WEEK 6</td>
<td></td>
<td>2. <strong>First Student Seminar Meeting</strong></td>
<td>LOCATION UW-WHITEWATER CAMPUS (Room to be determined)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Attendance required</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Sun-Sat</td>
<td>1. <strong>Agency Placement Work (minimum 32 hours)</strong></td>
<td>1. Daily logs, due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <strong>Mid-term evaluation: field agency supervisor completes evaluation form (form on d2l)</strong></td>
<td>2. Midterm evaluation with supervisor and instructor</td>
</tr>
</tbody>
</table>

**DAY 2.** First Student Seminar Meeting

LOCATION UW-WHITEWATER CAMPUS (Room to be determined)

**Attendance required**
| Week 9 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours) | 1. Daily logs, due  
| Week 10 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours) | 1. Daily logs, due |
| | | | |
| Week 11 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours) | 1. Daily logs, due |
| | | | |
| Week 11 | DAY | 2. First Student Seminar Meeting  
LOCATION UW-WHITEWATER CAMPUS (Room to be determined)  
Attendance required | |
| Week 12 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours) | 1. Daily logs, due |
| | | | |
| Week 13 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours)  
3. Final Integration paper | 1. Daily logs, due  
2. Final integration paper due |
| | | | |
| Week 14 | Sun-Sat | 1. Agency Placement Work (minimum 32 hours)  
2. Final evaluation: field agency supervisor completes evaluation form  
3. Final meeting with field agency supervisor & instructor by  
a. UWW field liaison to email field supervisor to schedule meeting. | 1. Daily logs, due  
2. Final evaluation meeting |
| Week 15 | Sun-Fri  
*last day of classes, must complete 480 hrs by DATE | 1. Agency Placement Work (minimum 32 hours)  
2. Complete Field Placement Information for Future Students  
3. Complete Evaluation of Faculty Survey  
3. Complete Field Placement Information for Future Students Form  
4. Complete Evaluation of Faculty Liaison Survey (invitation via email)  
5. Complete Evaluation of Field Supervisor Survey (invitation via email) |
| Final Grades | Grades due, DATE |
SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

Social Work interns are expected to adhere to the standards/ethics of the profession. (Those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field.

Please Note: If at any time during your field placement you find yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your field agency supervisor or faculty liaison.

Commitment to Clients (1.01)
Social workers' primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
(b) Social workers should not take unfair advantage of any professional relationship.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)
Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)
Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Dishonesty, Fraud, and Deception (4.04)
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05)
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor; then the student is to be referred to Center for Students with Disabilities. Upon referral to the Center for Students with Disabilities, the student must:
A. Sign a request for services based on the presence of a disability;
B. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability.
Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

STATEMENT OF UNDERSTANDING

I understand as a field student I am expected to adhere to the values, ethics, and standards of the profession.

Student Signature

Date
I, ______________________, understand that participation in Field Education requires adherence to certain professional standards and responsibilities. I agree that while participating in Field Education, that I will familiarize myself with and adhere to the policies, procedures and expectations for field placement. (See Field Manual) Including but not limited to the following:

a. Students are responsible to register for Field Placement prior to beginning their placement (Please note: If you start a placement without being registered. Your placement will be stopped until you do so and the hours that you have put in will not count towards the required 480 hours)

b. After registering you can request to start your field placement prior to the beginning of the semester. You must get permission from both your Faculty Liaison and the Field Coordinator. You must also inform the Field Coordinator in writing when you plan on starting.

c. If for any reason after starting your placement you decide to withdraw from your field placement, you must immediately inform your Faculty Liaison, Agency Supervisor and the Field Coordinator. Failure to do so could jeopardize your being placed in the future.

d. During field placement students are responsible for turning in weekly logs. (Not turning in your logs on time could result in a lower grade; not turning them in at all will result in a failing grade.)

e. Students are also responsible for doing both the midterm/final integration assignments. (Failure to do either assignment will result in a failing grade for the placement)

f. Students are responsible for attending all scheduled field seminars.

g. In addition to adhering to the Department of Social Work’s policies, procedures, and expectations. Students are expected to adhere to and follow all the host agencies policies, procedures and regulations. They may include but may not be limited to T.B. testing, random drug screens, additional criminal background checks etc. Student's field placements can be terminated by the agency for any violation of their rules and regulations.

____________________________  ______________________
Student                        Date

____________________________  ______________________
Faculty Liaison                Date
GUIDELINES FOR STUDENTS WHO USE PLACE OF EMPLOYMENT AS FIELD PLACEMENT

Paid employment and professional education are not inconsistent, but there is a difference of emphasis between the role of employee and the role of student, and between the goals of educational development and the agency's goals of service delivery to clients. Students are encouraged to discuss the pros and cons of such a placement with their field coordinator. The following guidelines allow for the possibility of fieldwork in the student's place of employment. The student and agency must meet the following instruction:

1. The student is newly employed (3-6 months) in an agency which would qualify as a field placement and the work assignments meet the competencies of the social work program;  
   Or
2. The student is employed in an agency with different divisions or learning assignments which would provide the student with practice experience different from her/his current job description;

   And
3. The agency has a qualified field instructor (BSW/MSW), who is preferably not the student's regular supervisor, who is willing to fulfill the responsibilities of field instructor;

   And
4. The student and agency are able to describe how the employment function will be separate from the learning function and agree upon responsibilities and expectations. A form follows to describe these arrangements;

   And
5. The student submits the following form in a timely fashion for consideration by the field coordinator.

If the place of employment and student situation meets the criteria above, the student may submit a request for employment to be used as field placement. Complete and submit the form on the following page to the Field Coordinator.
UW – WHITEWATER DEPARTMENT OF SOCIAL WORK
EMPLOYMENT BASED FIELD PLACEMENT PROPOSAL

1. Agency name: ____________________________________________
   Agency address: __________________________________________
   Agency phone: ____________________________________________
   Executive Director/Administrator name: ________________________

2. Student’s name: __________________________________________
   Length of employment: ________________________________
   Name of student’s current supervisor: ________________________
   Phone_________________ Email __________________________
   Student’s current employment status/job description: __________
   Assignments/work responsibilities student presently has: __________

3. Name of student’s Field Supervisor: _________________________
   Phone_________________ Email __________________________

4. Describe the field responsibilities/expectations the student will be given in their internship
   (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
   internship.
   ______________________________
   ______________________________
   ______________________________

This agreement meets the approval of the field supervisor, the student, faculty field liaison, and the
field coordinator.

Field Supervisor Signature: ________________________________ Date: ____________

Student Signature: ________________________________ Date: ____________

Field Supervisor Signature: ________________________________ Date: ____________

Field Coordinator ________________________________ Date: ____________
SAFETY GUIDELINES FOR INTERNS

ENVIRONMENTAL SIGNALS OF DANGER

The environmental context has a number of signals that may indicate a potentially violent situation. Certain situations are more potentially violent than others, such as the following. A protective service worker decided to remove a child from a home in which one, or both, of his parents are abusing him. A social worker at a battered women's shelter takes one of the residents to her home (where the batterer may be present) to pick up some of her belongings. A social worker at a police department goes with a police officer to a home in which domestic violence is reportedly occurring. A social worker at a neighborhood center is working with juvenile gang members to curb criminal activity.

CLIENT SIGNALS OF DANGER

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<thead>
<tr>
<th>SIGNAL TYPE</th>
<th>BEHAVIOR EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td>Angry Verbalizations</td>
<td>Swearing, threatening statements, complaining, sarcasm</td>
</tr>
<tr>
<td>Emotional Distress</td>
<td>Suspicious, hostile, irritable, unhappy, angry</td>
</tr>
<tr>
<td>Thinking Difficulties</td>
<td>Confused, disoriented, hallucinations, paranoid ideas</td>
</tr>
<tr>
<td>Bodily Changes</td>
<td>Trembling, heavy breathing, shakes, sweating</td>
</tr>
<tr>
<td>Speech</td>
<td>Sharp, loud, pressured speech</td>
</tr>
<tr>
<td>Signs of Intoxication</td>
<td>Slurred speech, flushed face, unsteady gait, dilated pupils, lack of coordination</td>
</tr>
<tr>
<td>Body Movements</td>
<td>Exaggerated movements, pacing, shifting positions, flailing arms, threatening gestures, clenched fists, pounding of fists on objects, wringing of hands, tense muscles</td>
</tr>
<tr>
<td>Facial Cues</td>
<td>Muscle tension in face and neck, pale, gritting teeth, dilated pupils, glaring, scowling</td>
</tr>
<tr>
<td>Agitation</td>
<td>Hyperactive, tenseness, ill at ease, overly anxious</td>
</tr>
</tbody>
</table>

The best predictor of violent outbursts is a history of violent expressions. Persons with a history of violent reactions have a greater chance of becoming violent again. Therefore, if at all possible, an intern should read a client’s records prior to meeting with him or her. Diagnoses of antisocial personality disorder, borderline personality, and schizophrenia have been associated with proneness to violence.

Another indicator is a history of substance abuse. Alcohol intoxication lowers inhibitions towards violence, and it interferes with a client’s judgment. Use of such drugs as cocaine, PCP and amphetamines increase the risk of violence as they increase the potential for agitation, suspicion, grandiosity, and delusional beliefs.
SIGNALS OF DANGER

In assessing the risk of potential violence, it is crucial that interns also attend to their internal responses ("gut-feelings"). Interns who know themselves well will be better able to identify their feelings and thoughts. They then can utilize these gut feelings to assess the risk of potential violence. However, it should be noted that intuitive feelings can be erroneously affected by the intern’s personal biases, cultural biases, and by misinformation. For example, facial gestures, body language, and verbal expressions may communicate different meanings across cultures (Native Americans, for example, generally find direct eye contact to be rude, and a sign of aggressiveness). In general, however, gut feelings are an important source of information for assessing the risks of violence, and interns need to access and attend to them.

ASSAULT CYCLE:

Most assault occurrences follow a predictable pattern of five phases:

1. Triggering phase: All persons have a baseline of their normative behaviors. In this triggering phase, an event occurs that serves to ignite the first deviation from these baseline demeanors. The event can be of infinite variety—such as receiving criticism, or receiving a speeding ticket.

2. Escalation phase: The client becomes increasingly emotionally aroused. His speech, behavior, and emotions move further away from his normative expressions. The best time to intervene is early in this cycle. The intervention, for example, may involve active listening, nonjudgmental listening, and problem solving, so as to divert the client’s agitation from escalating further.

3. Crisis phase: At this stage the client is so aroused physiologically and psychologically that he is unable (or at least not inclined) to control his angry and hostile feelings. Instead, he becomes verbally or physically aggressive. At this point in time interventions of active listening and problem solving are no longer apt to be effective. Instead, the intern needs to seek to attend to: his or her own safety, the safety of others, and the safety of the aggressive client.

4. Recovery phase: The client begins to return to baseline behaviors; yet, the client is still in a precarious state. If further events occur that are upsetting to him, he may rapidly return to being verbally and physically abusive. To support the recovery, the intern needs to pace interventions in response to the client’s cues, and perhaps reassure the client that he will be safe. The intern in this phase should avoid disapproving comments, and should not as yet seek to explore the reasons for, and consequences of, the behavior.

5. Post-crisis depression phase: At this point the client has calmed down and returned to baseline behaviors. He may even be more subdued than his normal baseline behaviors. He may be mentally and physically exhausted. He is apt to have feelings of remorse and shame, which then make him more receptive to social work interventions.

These five phases provide suggestions of when and how to intervene with communication skills to de-escalate the situation. For example, during the crisis phase, and during the recovery phase, this paradigm suggests that active listening and problem solving should not be used; yet, these techniques should usually be used during the other three phases.

PREVENTING VIOLENCE

The best way to deal with violence is to prevent it from happening in the first place. Usually the most constructive way of doing this is to lessen the perceived threat and the feelings of helplessness. There are a variety of options for preventing violence (fortunately) that an intern can pick and chose from.
**DE-ESCALATING VERBAL COMMUNICATION**

One way of de-escalating verbal communication is for the intern to facilitate the client in expressing his feelings and thoughts. Such expression may have a ventilating effect for the client. Ventilation can be facilitated by the intern 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 intern may also use the technique of disarming where the intern 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 he is more apt to be open to examining the intern’s point of view.

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

Encouraging the client to problem solve, and assisting him 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 awhile. 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 intern to avoid using aggressive, confrontational or macho responses when a potentially violent client is emotionally upset. Such responses increase the likelihood of violence.

**DE-ESCALATING NONVERBAL COMMUNICATION**

The intern should maintain some distance from the client, so that the client does not feel his personal space is being violated. Individuals with a history of violence tend to want a wider territorial space around themselves for personal comfort than do less violent individuals. The intern should avoid touching the client (other than shaking hands), as touching may be perceived by the client as a challenge, or it may psychologically arouse the client if he connects such touching with being physically abused in the past.

Some eye contact with a potentially violent client may be useful as it conveys interest, and it also enables the intern to be watchful. However, sustained eye contact and glaring should be avoided as it may be perceived as hostile, and heighten aggressive arousal.

**SETTING LIMITS**

Many angry clients actually fear losing control. For such clients it is useful for the intern to say something like, “It’s OK to be angry, but it’s not OK 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 intern should set limits in a confident, assertive tone, rather than in an aggressive tone.

**Staying Calm and Generating Options:**
As much as possible, the intern should seek to remain calm. In addition, even if aroused (and frightened) the intern should seek to communicate calmness, both verbally and nonverbally. An even, slow, soft-toned voice and a confident, nonjudgmental, nonauthoritarian approach will somewhat facilitate the client feeling reassured rather than pressured. An intern who becomes agitated, and conveys this agitation, may subtly provoke the client’s aggression. (Interestingly, the same advice is often given when seeking to “stare down” a grizzly bear or some other threatening creature.)

Remaining calm also facilitates the intern 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 intern using relaxation techniques.

**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 intern 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 intern should be accompanied by a police officer.

The intern 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 intern should seek to determine if there is an aggressive dog in the home or in the yard.

As an intern enters a home, she or he should seek to determine the entrances and exits, in case a quick exit is needed. Interns should wear the kinds of shoes that facilitate a rapid exit. Wearing expensive jewelry and expensive clothes should be avoided in deteriorating neighborhoods, as such articles may be perceived by the client as indicating the intern is a member of a different socio-economic class and therefore is unlikely to relate to him or his circumstances. Interns should wear professional attire that presents them as a non-threatening person. Interns 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. Interns should 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 intern may choose to return another time or day—perhaps taking another staff member along.
The intern should park his or her 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 intern should do a quick visual scan looking for signs of danger, such as weapons or drugs. The intern should be watchful of all persons. The intern should ask who else besides the client is at home. If there are signs of danger, the intern 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 say 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 intern can creatively generate and assess options in regards to safety. Furthermore, the intern needs to trust his or her "gut feelings" in relation to signs of danger.
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<td>POC</td>
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