Department of Social Work Field Program

Manual for Student Interns & Field Instructors

Fall 2016
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This manual is a guideline for undergraduate social work field placements. The purposes of the manual are to:
(a) orient students, agency Field Instructors, 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-Whitewater Department of Social Work website found at: http://www.uww.edu/cls/social-work

### SOCIAL WORK FACULTY CONTACT INFORMATION

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<th>Office Phone</th>
<th>Email</th>
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### FIELD PLACEMENT PROCESS

Students are required to begin the placement process while in Social Work 473, and, unless previously approved otherwise, students must enroll in Social Work 473 the semester immediately prior to field to ensure a smooth placement process. The professors in these classes will provide students with an overview of the field process, their application, and other information necessary for them to begin selecting their field placement site.

All social work courses must be completed with a grade of a C or better, and you must have a 2.25 overall grade point average before you can begin your placement.
INTRODUCTION

The Department of Social Work at the University of Wisconsin-Whitewater (UWW) offers a bachelor 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.

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 UW-Whitewater. Field education is an integral component of social work education and as such it is anchored in the mission, goals, and the program competencies. It is the point where students must demonstrate successful integration of academic content with the demands of the work environment. Under the supervision of experienced practitioners, 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-Whitewater 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 (undergraduate research, student organization, 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.

CSWE website and EPAS can be found at: http://www.cswe.org/Accreditation/EPASRevision.aspx
SPECIFIED COMPETENCIES OF OUR EDUCATIONAL PROGRAM

In accordance with CSWE, graduates of our baccalaureate social work program will be able to demonstrate the following competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior**

1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

1.4 use technology ethically and appropriately to facilitate practice outcomes

1.5 use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences

2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

4.1 use practice experience and theory to inform scientific inquiry and research

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

5.2 assess how social welfare and economic policies impact the delivery of and access to social services

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1 select and use appropriate methods for evaluation of outcomes
9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
COURSE REQUIREMENTS IN SOCIAL WORK

LIBERAL ARTS BACKGROUND AND PREREQUISITE COURSES

- GENED 130  Individual and Society
  - PREREQ. FOR SOCWORK 311 & SOCWORK 371
- POLISCI 141  American Government & Politics (Policy)
  - REREQ. FOR SOCWORK 462
- BIOLOGY 120  Biological Foundations
  - GRADUATION REQUIREMENT*
  - *Must be completed successfully before taking the social work placement
- 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
  - PREREQ: GENED 130 and SOCWORK 311
- SOCWORK 312  Human Behavior and the Social Environment II
  - PREREQ: SOCWORK 311
- SOCWORK 371  Social Work Practice I
  - PREREQ: GENED 130, SOCWORK 102, JUNIOR Status, and 2.25 Combined Cumulative GPA;
    COREQ: SOCWORK 311
- SOCWORK 372  Social Work Practice II
  - PREREQ: SOCWORK 371 and 2.25 Combined Cumulative GPA
- SOCWORK 402  Social Work Research
  - PREREQ: SOCWORK 371
- SOCWORK 462  Social Welfare Policy
  - PREREQ: SOCWORK 371 and POLISCI 141
- SOCWORK 473  Social Work Practice III
  - PREREQ: SOCWORK 372 and 2.25 Combined Cumulative GPA
- SOCWORK 493  Social Work Experience (3-12 credit blocks)
  - PREREQ: All other social work classes, unique requirements [see above], and 2.25 Combined Cumulative GPA
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.

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 methods, statistics, and computer usage to develop competence in evaluating research practice and program evaluation.

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") [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

- Please note you need a C or better in your Social Work Classes in order to enroll in Field.
- You need a B or better in all social work classes to achieve advanced standing status with CSWE.
- You need to declare a minor and meet the minor requirements (number of credits/grade point average) in order to successfully graduate from the social work program.
- Need cumulative GPA of 2.25

**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
**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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<tr>
<td>SOCWORK 311 Human Behavior &amp; Social Environment I</td>
<td>SOCWORK 371 Social Work Practice</td>
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<tr>
<td>SOCWORK 312 Human Behavior &amp; Social Environment II</td>
<td>SOCWORK 372 Social Work Practice II</td>
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<tr>
<td>BIOLOGY 120 OR PEPROF 271</td>
<td>SOCWORK 473 Social Work Practice III</td>
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<tr>
<td>GENED 130 Individual &amp; Society</td>
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<th>SOCIAL WELFARE POLICY &amp; SERVICES</th>
<th>RESEARCH</th>
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<tr>
<td>SOCWORK 102 Introduction to Social Welfare</td>
<td>SOCWORK 402 Social Work Research</td>
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<td>SOCWORK 462 Social Welfare Policy</td>
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<tr>
<td>POLISCI 141 Political Science</td>
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<th>FIELD WORK</th>
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<tr>
<td>SOCWORK 493 Social Work Experience</td>
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<tr>
<th>ELECTIVES IN THE PROGRAM</th>
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<tbody>
<tr>
<td>1. SOCWORK 301 Assertiveness Training in the Helping Professions</td>
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<td>2. SOCWORK 235 Child Welfare</td>
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<td>3. SOCWORK 325 Social Work with Children and Adolescents</td>
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<td>4. SOCWORK 302 Grief Management in the Helping Professions</td>
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<td>5. SOCWORK 321 Immigration Today</td>
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<td>6. SOCWORK 337 Introduction to Social Gerontology</td>
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<td>7. SOCWORK 303 Managing Stress and Burnout in the Helping Professions</td>
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<td>8. SOCWORK 360 Community Based Learning</td>
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<td>9. SOCWORK 380 Race, Ethnicity, and Social Justice: Issues for Helping Professionals</td>
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<td>10. SOCWORK 341 Sexuality for Professional Growth</td>
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<td>11. SOCWORK 330 Legal Issues in Social Work Practice</td>
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<td>12. SOCWORK 350 Psychopharmacology for the Helping Professions</td>
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<td>13. SOCWORK 498 Independent Study in Social Work</td>
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Although this listing provides an abbreviated way of viewing the program, it is important to recognize that preparation for practice, by its very nature, requires an integration of curriculum content, somewhat blurring the distinction between areas. For example, the field experience portion of the curriculum is expected to integrate all of the areas. 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
FIELD PLACEMENT FORMATS

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

1. 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 hours. Final evaluation will take place during the last weeks of your placement.

   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.

2. A two-semester placement in which the intern spends two days (16-20 hours per week) at an agency 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, students need to complete 240 hours each semester).

   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. During your second semester your final evaluation will be scheduled during the last weeks of your placement.

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 UW-Whitewater Department of Social Work webpage: [http://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students](http://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students)

Examples of agencies accepting students for field placement are:

- Adult Services
- Alcohol and Other Drugs
- Corrections and Juvenile Justice
- Health Care
- Individuals with Disabilities
- Mental Health Care
- Veterans
- Aging and Gerontology
- Children and Family Services/Child Welfare
- Domestic Violence and Sexual Assault
- Homeless and Transitional Living
- Information and Referral
- Policy and Research
- Schools and Alternative Learning Environments
FIELD AGENCY SITES

The UW-Whitewater Department of Social Work Field Program has relationships with agencies located primarily in Southeastern Wisconsin and Chicago/Northern Illinois. The majority of field agencies are located within a **75-mile** radius of the UWW campus. A complete list of field agencies can be found on the “List of Field Agencies” at: [http://blogs.uww.edu/field/](http://blogs.uww.edu/field/)

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

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

AGENCIES NOT ON FIELD AGENCY LIST
Sometimes students identify an agency that is of great interest that may not be on the “List of Field Agencies.” This may be due to volunteerism at an agency or involvement in an agency through other opportunities.

Students may identify an agency for field placement that is not on the “List of Field Agencies.” In this instance, the assigned Faculty Liaison or Field Coordinator will determine if the agency is an appropriate placement and may explore feasibility of the agency as a Field Agency Site.

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

FIELD PLACEMENT AREAS
The UWW Department of Social Work Field Program has relationships with agencies in Wisconsin and Northern Illinois/Chicago area. The majority of these agencies are located within 75-mile radius of the UWW campus.

OUT OF STATE FIELD PLACEMENT AREAS
The Field Program does not have relationships with agencies outside of Wisconsin or Northern Illinois/Chicago areas. Therefore, students will only be placed in agencies located in the respective field placement areas. In rare instances, an expectation may be granted by the Field Coordinator. In the case where students are allowed out of the field placement area, the student will be expected to assist the Field Coordinator in locating an agency and ensuring proper supervision/oversight is in place.

INTERNATIONAL FIELD PLACEMENT SITES
The Field Program does not have or offer international placement placements at this time.
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 placement.
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 faculty field liaison and the field Instructor 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 INSTRUCTORS**

Field Instructors must have at least a bachelor level social work degree (BSW) from an accredited CSWE school. Individuals who hold only a master degree in social work (MSW) from an accredited CSWE school are also eligible to serve a field Instructor. Field Instructors must also demonstrate an interest in serving in a teaching role with students. Agency staff persons desiring to serve as a field Instructor are selected following a review of their interest, training, experience, academic preparation, and ability to provide appropriate supervision for students. Agency administrators should participate in this selection process.

In instances where the field instructor does not hold 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 Instructors 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 Instructor'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)
GENERAL AIMS OF UNDERGRADUATE FIELD PLACEMENT

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 are the core of social work practice and are 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 instructor 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.
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 is indicated on the Department of Social Work Website: http://www.uww.edu/cls/departments/social-work

REQUEST FOR A PLACEMENT: NEW PLACEMENT SITE

If a student is interested in an agency that is not 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 Instructor. If appropriate, the field coordinator may also visit the field placement in person.

PAID PLACEMENTS

Students sometimes inquire whether they can have a paid placement. 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. In some cases, the answer may be “Yes.” The policy for this is found in the UWW Field Manual on page 69.
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 field coordinator orients each of the field instructors regarding expectations and individual student needs. (Much of this orientation is accomplished by the orientation meetings for field instructors.) There is periodic visitation by the faculty field liaison during the semester in which intern strengths and deficiencies are discussed. At the end of the semester, the intern and the field instructor meet with the faculty field liaison to discuss positive learning experiences, shortcomings (as seen by either intern or Instructor), 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. In addition, students are encouraged to plan financially for their placements. Placements are a 12 credit course. Students who want to complete an placements in the summer, need to talk with financial aid to ensure they will have financial aid available. (Of note, the financial aid year goes from August through August).

- During the semester prior to their field placement, students attend a field orientation meeting, which is held during the Social Work Practice III 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. 25, 67) and “Expectations of Interns” (Field Manual p. 24) forms 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 liaison.

- Initially, students are asked to identify top agencies in which they would like to complete their placement when filling out their field forms; however, students need to be aware that faculty cannot ensure an placement placement at those sites. It is also important to note, that when a student lists a specific agency, the student is committing to an placement at the agency if one comes open. Therefore, it is important for students to thoroughly research placement/placement options.

- The faculty field liaison 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 Instructors may ask the students to send, or bring along, a resume illustrating course preparation, work and volunteer experiences, and career interests.) If, after the interview, both the
agency and student view the prospective placement positively, the student’s placement at that agency is arranged. If either the agency or the student has serious reservations, then the student interviews at a different agency.

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

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 instructor, a prior meeting will usually have been held for orientation purposes and to review the role responsibilities of the agency Instructor, of the faculty Instructor, and of the student. The majority of agency instructors are social workers with at least two years of experience. Occasionally, an instructor 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 instructor, and the faculty field 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 Instructor 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 represent 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 supervision session 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 field liaison. 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 faculty field liaison, the field placement itself based on consistency with the program competencies.
11) Inform the assigned faculty field liaison whenever it appears that a potential or actual conflict or problem situation in the field placement arises.
EXPECTATIONS OF FACULTY FIELD LIAISON

The University faculty field liaison 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 field liaison are to:

1) Participate in the process of having students interview for field placement assignments. The faculty instructor 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 instructors, and faculty instructor 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 instructor, and individual meetings with the intern.

5) If an intern at a placement has a limitation that needs attention, the faculty field liaison and the agency field instructor should jointly develop a program with the 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 instructor, and faculty field 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 faculty field liaison to the “Standards & Support” Committee for further review.

   a) Students who unsuccessfully complete placement at the designated agency will work with the faculty field liaison to secure an alternate placement. Faculty field liaisons are only obligated to assist the student with securing one alternate placement.

   b) Students who fail to successfully complete the placement at an alternate/second placement site will receive a failing grade.

11) The faculty field liaison should ensure that the student completes all evaluation forms prior to receiving final grade.

12) After grades are submitted in, the faculty field liaisons are requested to share with the field instructors the results of the students’ evaluation of the field agency.

EVALUATION CRITERIA

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

1. Dress appropriately according to the nature of the field setting.
2. Be prompt for field placement.
3. Demonstrate professionalism in all correspondence (phone, email, face-to-face contact) with field setting.
4. Participate fully in planned activities including conferences, seminars, work assigned, etc.
5. Use initiative and creativity in their field placement.
6. Call the agency if unable to report to work. Plans for making up the time must be made with the agency field instructor within two weeks of the absence. Good attendance is an expectation for students. Frequent absence/tardiness can result in the student losing their placement.
7. Holidays: College holidays and vacations will normally be observed.
8. Provide or make arrangements for transportation connected with field placement.
9. Complete and submit daily logs of field experiences to faculty Instructor.
10. Ask questions of agency Instructor in a timely manner when uncertain, confused, or frustrated.
11. Become involved in social work educational experiences.
12. We all learn by trying new things. Field placement provides students a unique opportunity to further develop their social work skills and techniques. Students are expected to take risks and assume new responsibilities.
13. Follow confidentiality guidelines established by the agency and adhere to professional ethics. To ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate confidentiality, intellectual property policies, or video/audio recording rules will be removed from their placement and referred to university administration for appropriate action.
14. Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
15. Attend and participate in periodic field seminars scheduled by faculty field liaisons. The time spent in field seminars does count towards the students required 480 placement hours.
16. Write the integration assignments and submit them to your faculty field liaison.
17. 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.
18. Be aware of the agency’s mission, function, and purpose prior to beginning placement. (Organizational chart/job descriptions if available)
19. Adhere to all agencies policies, procedures and, expectations.
20. No personal use of computers (e.g. searching the web, Facebook or emailing) unless approved by your Instructor.
21. Appropriate use of cell phones (this means not taking personal phone calls/ text messaging while at your placement) unless approved by your field instructor.
22. Stay away from office politics/turf wars, interdepartmental conflicts, and office romances.
23. Do not assume sick days will be counted towards your 480 hours. This needs to be approved by your field Instructors.
24. If you wish to take off during the semester for personal reasons such as a vacation you need to get this approved by your Instructor.
25. Obtain a copy of the Field Manual prior to field placement and review the contents, paying particular attention to expectations.
26. Students must have reviewed and signed all the “Application for Field Placement Forms” including the “Social Work Field Placement Code of Conduct.”
POLICY ON WITHDRAWING/TERMINATION FROM FIELD PLACEMENT

The Council on Social Work Education (CSWE) refers to field education as the “signature pedagogy” in social work education (Educational Policy 2.3).

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

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

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

NO-FAULT TERMINATION

**No-Fault: Student Initiated Withdrawal from Field Placement**

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

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

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

In the event that the student would not be able to return to the same field placement, then the field instructor in consultation with the faculty field liaison should decide whether or not to count the hours that the student has already accrued in the placement will towards the total clock hours required for field. The student can be given an incomplete. When their circumstance has resolved to the point in which they feel they can start a new placement. They should set up a meeting with the field coordinator to discuss finding a placement.

**No-Fault: Agency Initiated Termination**

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

The faculty field liaison and field coordinator will make reasonable efforts to locate another placement and to facilitate the student’s completion of the placement during the same semester. The hours accrued in the first placement will be credited toward the total clock hours required for field.

**No-Fault: Faculty Field Liaison Initiated Termination**

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

Student Initiated Request to Change Their Field Placement

Note: A student who withdraws from their field placement without following this process shall receive a failing grade in field.

When a student accepts a field placement, the student is expected to fulfill the Learning Plan Agreement they have made with the organization. Students should also be aware that changing placements has serious implications.

Implications Include:

- An acceptable alternative placement may not be available and the student could end up waiting another semester.
- In most circumstances the hours accrued in the first placement cannot be credited to the second field placement.
- Finally and most importantly, students need to be aware that this will constitute one of their two opportunities to pass field.
- Therefore failure to pass the second attempt will result in termination from the UWW social work program.

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

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

- The student should first meet with their field instructor, express their concerns and attempt to resolve the situation.
- If this fails the student should contact their faculty field liaison and request a meeting be set up with the field instructor and faculty field liaison. At this meeting the student, field instructor, and faculty liaison should explore the issues leading to the request for a change in placement and discuss avenues of resolution. If no resolution is found, then the placement will be stopped.
- The student then may then initiate a formal request to their faculty field liaison to change their placement.

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

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

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

Upon receiving the request, the faculty field liaison will arrange a meeting with the field coordinator in order to review the material and the situation. A copy of the request will be shared with the student's field instructor.
If the request for the change of placement is approved, the faculty field liaison will contact the student and the field Instructor.

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

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

**Agency Initiated Termination**

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

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

The intern and faculty should be informed by the field instructor and/or key agency personnel involved in the placement of the concerns regarding the student’s behavior or performance.

A meeting with all should be set up to discuss the expectations regarding behavior change and the time frame for these changes to occur. It is recommended that expectations for corrective action plan be written with copies provided to the student, the field instructor, key agency personnel involved, and the faculty field liaison.

If the student’s response to the corrective action plan is unsatisfactory or the agency seeks termination of the placement based on one or more of the termination criteria (See reasons for termination), the field instructor will give the faculty field liaison a written statement specifying the grounds and outlining the circumstances for the termination.

The field coordinator, in consultation with the faculty field liaison, will review the statements of all parties, obtain further information as necessary, make findings, and determine if there is a less severe resolution possible. All parties will be informed of the decision in writing.

The student will be provided up to five calendar days to respond to the statement. The response must be in writing and sent to both their faculty field liaison and field coordinator

If the student is dissatisfied with the decision they may appeal the decision.

See: Appeals Process

The termination request including the field Instructor’s statement, the student’s response, and the findings of the faculty field liaisons /field coordinator will be placed in the student’s academic file.

Hours from the first placement may or may not be transferred into the next placement. The field instructors, faculty field liaison, and field coordinator will determine how many hours are to be credited from the previous placement based on educational achievements during that placement. Students terminated from the field placement will be subject to further action by the UWW Department of Social Work. See Below
POLICY ON RE-ENTERING FIELD

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

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

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

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

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

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

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

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

The field coordinator will conduct a review, with the option to consult the former faculty field liaison and faculty, and will make the decision.

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

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

**Note:** Only in exceptional cases would a student be allowed to resume the field in the next semester following termination. This would only occur after the field coordinator consults with the faculty field liaison and all social work faculty members. If all parties agree the student has demonstrated improved readiness to perform adequately in a field placement, then the student would be allowed to start another placement the next semester.
CRIERIA FOR AUTOMATIC TERMINATION

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

1. Excessive absenteeism or tardiness.

2. Repeated failure to provide reasonable notice of an absence from the field placement or failure to appear as scheduled for three or more consecutive days without approval of the field instructor and the faculty field liaison.

3. Withdrawal from a placement by the student without following prescribed procedure.

4. Serious or repeated violations of the NASW Code of Ethics.

5. Serious or repeated violations of the agency's policies and procedures.

6. Sustained low level of performance unresponsive to corrective action.

7. Reporting to the field placement site under the influence of drugs or alcohol.

8. Student's behavioral issues manifesting itself at the placement to the extent that they are unable to perform the requirements of the placement.

9. Any of the following: abusing a child, elder, or dependent person under his or her care; domestic violence conviction; criminal acts; or current substance abuse or dependence.

10. Failure to maintain generally accepted professional boundaries and behavior in respect to agency clients and staff.

11. Any sexual relationship with an agency client.

12. Failure to disclose critical background information in application forms, pre-placement and placement interviews and criminal background checks.

13. Failure to meet academic and behavioral standards specified in the Field Manual, Standards and Support the university catalog and student handbooks.
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 Instructor or faculty field 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. In addition, in order to ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate intellectual property policies, confidentiality, or video or audio recording rules will be removed from their field placement and referred to university administration for appropriate action.

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.

Center for Students with Disabilities 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
REQUIRED ASSIGNMENTS FOR FIELD STUDENTS

You will be required to write five short papers during your field placement. Assignments #1-4 should be 2-4 pages and Assignment #5 should be a minimum of 5 pages. These assignments are to be placed in the respective dropbox on D2L. Dates for each assignment will be determined by your faculty field liaison. It is strongly recommended that you ask your field supervisor for feedback on how to answer these questions. These questions are worth 20 points of your total grade.

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

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (1 Point)
   - Describe how you are behaving as a professional social worker in your placement.
   - Describe the culture of the organization and your role in the organization as a generalist social worker.
   - To what degree does the organization follow/embody their mission statement? Please provide one specific example.

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1 Point)
   - Based on your conversation with social workers at your agency, what are potential boundary conflicts that you might encounter?

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

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (1 Point)
   - Describe the different types of diversity that you view in your agency (age, race, sexual orientation, etc.).
   - How does your agency integrate diversity in the work environment? Provide examples related to assessing, working with, advocating for, agency policies, etc. with diverse groups.
   - On a scale of 1 -10 (10 being the most competent), rate and assess the cultural competency of staff in the organization. Explain and give examples of practices with greater/lesser cultural competence.

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (1 Point)
   - Describe how your agency advocates for social, economic, and/or social justice.

3.2 Engage in practices that advance social, economic, and environmental justice. (1 Point)
   - Does your agency incorporate factors such as race, culture, ethnicity, gender, or lifestyle in assessments or other agency tools? Describe
   - Describe how your agency addresses client characteristics as factors that limit access to resources.

**Assignment # 3:** (3 points)
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (1 Point)
- Describe how you have used a multidisciplinary framework in working with a client/constituency at your agency. Examples include the biopsychosocialspiritual framework, person-in-environment perspective, ecological systems theory, etc.

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (1 Point)
- Identify other professionals at your workplace that you collaborate with and describe how this collaboration occurs.
- Provide any examples of individuals you collaborate with outside of your agency (ex: other agencies or service providers)
- Describe a situation in which you had to collaborate closely with your supervisor.
- Have you had to address any ethical issues in your supervision meetings?

8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies. (1 Point)
- Describe how employees and your agency and you have had to negotiate, mediate and advocate for your clients or your agency.

Assignment # 4: For this assignment, you may want to get input from your field supervisor. (3 points)

5.1 Identify social policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services. (1 Point)
- Identify a local, state and federal policy that impacts your clients (ex: city ordinances, the state budget, federal policies).

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services. (1 Point)
- How do the policies identified in 5.1 impact the care your clients receive? Does the policy support or not support your agency’s goals? Provide examples to illustrate whether the policy supports or does not support your agency’s goals.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (1 Point)
- Is there a change you would advocate for in regards to one of the policies identified in 5.1?
- Are there any new policies you feel would be important to implement to improve the lives of individuals you are serving at your agency?

Assignment # 5: (9 points)
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals. (1 Point)
   - What steps have you taken to terminate your relationship with your supervisor and co-workers?
   - What steps have you taken to terminate your relationship with your clients?
   - Describe a time you/your agency terminated with a client. How do you help them achieve his/her goal(s)? Did the client and agency/you both agree with the termination? Why or why not?

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (1 Point)
   - How does your agency evaluate the outcomes of their practice? (ex: direct questioning of clients, evaluation tools, recidivism rates).
   - How do they apply a theoretical framework in this evaluation of outcomes?

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (1 Point)
   - Describe a specific intervention that your agency regularly employs (ex: education, cognitive behavioral interventions, motivational interviewing, providing resources/referrals, groups, etc.). How is this intervention working? How do you know it is successful? Do you have any way of tracking the success of this specific intervention?

9.4 Apply evaluation findings to improve practice effectiveness at the micro and macro levels. (1 Point)
   - How does your agency define “effectiveness”? If they do not measure effectiveness, what way(s) would you recommend that they measure their agency?

Student identifies as a professional social worker and conducts himself/herself accordingly. (5 Points)
   - What have you learned about yourself as a social worker during your time in the agency? What have you learned about yourself as a person? Provide examples for both lessons learned.
   - How have your perceptions of a social worker changed in the time you have been in field? What will you need to be a competent social worker five years from now?
LEARNING AGREEMENT

Within the first two weeks of the semester, interns are required to complete a learning agreement (see Appendix pg57). This should be done conjointly with your field instructor.

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 field 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 field liaison for review each week. Students are to code or disguise clients’ names to preserve client confidentiality.

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

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

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

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

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

2. Each field placement uses a variety of acronyms specific to their genre of generalist social work. Students are encouraged to be acquainted with acronyms associated in their field of interest. Lists of commonly used acronyms can be found on the Department of Social Work Website: http://www.uww.edu/cls/social-work

3. 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.

4. 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 Instructor. The faculty wants students to be at agencies when the optimal learning experiences are likely to occur. Because of this, evening or weekend hours may well be advisable at some agencies.

5. The field instructor 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 field liaison. Since the faculty Instructor 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.

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

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

PLACEMENT EVALUATIONS/MEETINGS AND FORMS

At midterm, and again at the end of each placement, agency Instructors are asked to complete a copy of the “Evaluation of Student Performance” form (see Appendix Manual). Field Instructors are encouraged to share and discuss these evaluations with their assigned interns.

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

It should be noted that grades in the 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 or potential, but on performance. Lack of success often relates to the inability to, or reticence to, use one’s self appropriately, or difficulty assuming the social work role. As in actual work situations, performance is assessed and evaluated. Such evaluations by professionals in the field, and field instructors, are a substantial part of the bases of grades. You should be aware that grades relate to what you do and how you perform.

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<tr>
<th>Percent of Grade</th>
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<tr>
<td>Faculty Field Liaison’s overall evaluation of the intern's performance in the placement in conjunction with the Field (agency) Instructor’s evaluation</td>
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<tr>
<td>Logs</td>
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<tr>
<td>Seminar participation</td>
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<td>Assignments</td>
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**CRITERIA USED TO EVALUATE SEMINAR PARTICIPATION**

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

**CRITERIA USED TO EVALUATE 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.

**PROFESSIONAL LIABILITY**

You’re studying and working towards a great career in social work, but even field practice can put you at risk of being sued by someone dissatisfied with an outcome. Above and beyond university coverage, NASW does offer additional professional liability coverage. You can learn more about this at: [http://www.naswassurance.org/pli/students/](http://www.naswassurance.org/pli/students/)

**HEALTH INSURANCE/ COUNSELING**

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

The State of Wisconsin passed a Caregivers Act in 1998. You should be aware that this law requires criminal background checks for 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.

You are to fill out and bring your background check form to your field placement interview. The agency will submit it to the state.

There are rare occasions in which the field placement requests that the Department of Social Work run your background check. In such instances you are to bring the background check form to the Department ADA and they will submit it to the state. However, you will be responsible for the $7.00 processing fee.

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

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

SOCIAL WORK MAJOR WITH A CRIMINAL BACKGROUND

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

Can I become a social work major?
At this time we do not have any admission requirements pertaining to criminal convictions that would prevent you from becoming a major.

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

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

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

On the site, click on the caregiver forms. Here you will find a list of the type of agencies that require background checks along with additional information regarding the background check process.
Field Placements
Remember, our agencies take interns on a volunteer basis. So depending on the population that they serve and the nature/severity of your conviction, they can decide not to accept you as an intern. We therefore cannot guarantee that you will be able to get a field placement.

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

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

Can I Become Certified or Obtain a License?
If you graduate as a social work major and wish to apply for certification (BSW) or go on to get a master degree (MSW) and apply for licensure, again a caregiver background check is required.

So as far as obtaining certification/licensure:

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

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

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

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

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

The bottom line is it is possible but you need to understand that there are no guarantees.
GRIEVANCE PROCEDURES

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

Last policy revision: 6/1/94

STUDENT GRIEVANCE PROCEDURES

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

I. DEFINITIONS AND BASIC PRINCIPLES:

a. 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 Instructor of the individual. The student should articulate the concerns and the result of, or lack of, discussion with the primary individual.

- After hearing the student's appeal, the chairperson or Instructor will attempt to mediate the problem to resolution within 14 calendar days.
If this attempt at resolution is unsatisfactory or if all are not willing or able to participate, the student should submit a formal grievance to the dean or director within 7 calendar days of the failure of informal resolution.

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 Instructor of the person. (informal)
4. Chair/Instructor 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 if 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
REQUEST FOR FIELD PLACEMENT

Purpose: This form is to be completed by a student who wishes to enroll in and complete the required social work field placement (SOCWORK 493). Please note: To be assigned a field placement the student must have successfully completed (with a C or higher) all required social work courses (i.e., Intro, HBSE I, HBSE II, Practice I, Practice II, Research, Policy, and Practice III). If you feel you are in danger of not receiving a C or higher in a social work course, please talk with the field coordinator.

Return the completed form to Department of Social Work Field office in Laurentide Hall, Suite 5200 by the due date indicated.

BASIC INFORMATION
Name: ____________________________ Date: ________________
Local Address: ____________________________
UWW Email Address: ____________________________
Home Address (if different from above): ____________________________
Home Telephone: ___________ Cell Phone Number: ___________
Applying for field placement: Fall ☐ Spring ☐ Summer ☐ Year: ______
Number of credits you want to enroll for: 6 ☐ or 12 ☐
Will you have a car available for field placement: Yes ☐ No ☐
Do you have a valid driver's license: Yes ☐ No ☐
Language(s) other than English that you speak fluently: ____________________________

REASONABLE MODIFICATION REQUEST
Are you requesting any special accommodations in your field placement, which would fall under the Americans with Disabilities Act? Yes ☐ No ☐
If yes, what accommodations will you require? ____________________________

Do you have any current/pending/past legal matters? (note: these issues may or may not impact your placement options). Yes ☐ No ☐

GEOGRAPHIC LOCATION
Is there a particular county or geographical area in which you prefer to be placed? Yes ☐ No ☐
If yes, where and why? ____________________________
### SERVICE AREAS DESIRED

Which services areas interest you most? Indicate your first, second, and third choice next to each service category (i.e., 1 = first choice; 2 = second choice; and 3 = third choice).

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Interest Level</th>
<th>Service Area</th>
<th>Interest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions and Physical Dependence/AODA</td>
<td>1</td>
<td>Global and International Health Care</td>
<td>2</td>
</tr>
<tr>
<td>Administration</td>
<td>3</td>
<td>Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Advocacy</td>
<td>2</td>
<td>Immigrant and Refugee Work</td>
<td>1</td>
</tr>
<tr>
<td>Aging and Gerontology</td>
<td>3</td>
<td>LGBTQ</td>
<td>3</td>
</tr>
<tr>
<td>Child Welfare</td>
<td>3</td>
<td>Military Social Work</td>
<td>2</td>
</tr>
<tr>
<td>Community Development</td>
<td>2</td>
<td>Occupational or Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health</td>
<td>1</td>
<td>Post-Traumatic Stress Disorder / Veterans</td>
<td>3</td>
</tr>
<tr>
<td>Corrections and Criminal Justice</td>
<td>2</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>3</td>
<td>Public Assistance and Welfare</td>
<td>1</td>
</tr>
<tr>
<td>Displaced Persons and Homeless</td>
<td>1</td>
<td>School Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Domestic Violence or Violence</td>
<td>2</td>
<td>Social Policy</td>
<td>2</td>
</tr>
<tr>
<td>Family Services</td>
<td>3</td>
<td>Other</td>
<td>Explain:</td>
</tr>
</tbody>
</table>

### AGENCY PREFERENCE (INDICATE AGENCY NAME AND LOCATION)

See list of agency placement sites on the UW-Whitewater Field Program webpage.

1. 
2. 
3. 

**PLEASE REFRAIN FROM CONTACTING DESIRED AGENCIES UNTIL INSTRUCTED TO DO SO BY YOUR FIELD LIAISON**

### VOLUNTEER AND WORK EXPERIENCE

Indicate prior work or volunteer social service experience. Include the agency, dates, and a brief description of your activities and responsibilities.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

### OTHER IMPORTANT INFORMATION

Have you worked with a faculty member to secure a placement?  Yes ☐ No ☐

If yes, who is the faculty member? ________________________________________

### FOR INTERNAL USE ONLY: FACULTY COMMENTS/LIAISON ASSIGNMENT

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Social Work Field Experience Manual 47
PURPOSE
The student Learning Agreement is a written agreement between the student and agency field supervisor that outlines student goals and objectives as well as activities the student will perform to achieve identified goals. The Learning Agreement aligns with CSWE competency requirements. The form will be reviewed with the student and field supervisor during the midterm and final-evaluation meetings.

DIRECTIONS
To ensure a successful field experience the student (“intern”) and field supervisor are encouraged to complete required form during the supervision meeting. It is the student’s responsibility to initiate this process and complete the learning agreement in collaboration with the field supervisor.

The Learning Agreement is due to the faculty field liaison within two weeks (or 64 hours) of commencing the field placement. The student and field supervisor are also encouraged to keep a copy of this agreement.

BACKGROUND INFORMATION
Date: ________________
Student Name: ___________________________        Student ID: ________________________
Student Email: _________________________________________________________
Agency Name: _________________________________________________________
Agency Address, City, State: __________________________________________
Agency Phone: _________________________________________________________
Agency Field Supervisor: ______________________________________________
Field Supervisor Email: _________________________________________________
Faculty Liaison: ________________________________________________________
Semester: Fall ☐      Spring ☐      Summer ☐      Credits: 12 ☐      6 ☐
Expected Weekly Schedule at Agency

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Expected Start/End Date**
Student will begin on ______ (date) and end the field placement on ______ (date)

Note: Please consult with assigned field liaison if dates vary from the UWW semester calendar.

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Student Initials</th>
<th>Field Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency Emergency Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWW Field Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWW Field Evaluation Tool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING AGREEMENT

The Council on Social Work Education (CSWE)1 requires students demonstrate competency in 9 skill areas: (1) Demonstrate Ethical and Professional Behavior; (2) Engage Diversity and Difference in Practice; (3) Advance Human Rights and Social, Economic, and Environmental Justice; (4) Engage In Practice-informed Research and Research-informed Practice; (5) Engage in Policy Practice; (6) Engage with Individuals, Families, Groups, Organizations, and Communities; (7) Assess Individuals, Families, Groups, Organizations, and Communities; (8) Intervene with Individuals, Families, Groups, Organizations, and Communities; and (9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Please review each competency area below, and identify objectives and activities the student will carry out to successfully achieve the pre-specified goal.

I. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Goal: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. Example: Student will demonstrate professional behaviors in interactions with supervisor.</td>
</tr>
<tr>
<td>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). Example: Student will come to prepared to meetings with supervisor.</td>
</tr>
</tbody>
</table>

II. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<table>
<thead>
<tr>
<th>Goal: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. Example: Student will work with client or population at risk of oppression.</td>
</tr>
<tr>
<td>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). Example: Student will interview a client that is different from his/her own background.</td>
</tr>
</tbody>
</table>

1 [http://www.cswe.org/Accreditation.aspx](http://www.cswe.org/Accreditation.aspx)
### III. ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE

**Goal:** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

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

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

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

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

### V. ENGAGE IN POLICY PRACTICE

**Goal:** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

<table>
<thead>
<tr>
<th>Objective(s): i.e., smaller goals to achieve primary pre-specified goal. Example: Student will explore national policies affecting organization.</th>
<th>Activities: i.e., tasks the student will perform or engage in to meet the objective(s). Example: Student will identify one policy that affects a client.</th>
</tr>
</thead>
</table>
### VI. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

**Goal:** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

| **Objective(s):** i.e., smaller goals to achieve primary pre-specified goal. |
| **Example:** Student will practice, or demonstrate, effective interpersonal skills with clients. |

| **Activities:** i.e., tasks the student will perform or engage in to meet the objective(s). |
| **Example:** Student will conduct individual interview that will be observed by field supervisor. |

### VII. ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

**Goal:** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

| **Objective(s):** i.e., smaller goals to achieve primary pre-specified goal. |
| **Example:** Collect, organize, and interpret information from clients and constituencies. |

| **Activities:** i.e., tasks the student will perform or engage in to meet the objective(s). |
| **Example:** Student will participate in a meeting in which goals are made or set with a client. |

### VIII. INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

**Goal:** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

| **Objective(s):** i.e., smaller goals to achieve primary pre-specified goal. |
| **Example:** Negotiate, mediate, and advocate with and on behalf of clients and constituencies. |

| **Activities:** i.e., tasks the student will perform or engage in to meet the objective(s). |
| **Example:** Student will participate in team meetings to discuss how client’s needs are met. |
## IX. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

**Goal:** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

**Objective(s):** i.e., smaller goals to achieve primary pre-specified goal.  
*Example:* Apply evaluation findings to improve practice effectiveness at the micro and macro levels.

**Activities:** i.e., tasks the student will perform or engage in to meet the objective(s).  
*Example:* Student will participate in program evaluation activities at the agency (ex: collecting customer satisfaction surveys or review results of surveys).

---

**Other important information (if none, please enter “none”)**

---

**Student Signature/Date**  
**Field Supervisor Signature/Date**
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 9 areas. Associated with these competencies is a set of 31 behaviors. The social work field placement is an area in which the student is expected to demonstrate competency of the behaviors. To ensure the student develops the requisite behaviors, field supervisors are asked to evaluate the student at the mid-point and final week of the field.

DIRECTIONS

Please reflect back over the evaluation period and evaluate the extent to which the competencies have been met, using the 5-point rating scale indicated below (1=poor to 5=excellent). Indicate your response by placing an “x” in the box that corresponds to the observed behavior listed in the second column labeled assessed indicators. For each competency area, compute the Mean Score by summing all items for each behavior that received a numeric score (1–5) and dividing by the number of items that were scored. Please include comments for items that were marked N.O. Feel free to include additional comments that support ratings in the competency areas. Where the word client or clients is used, it is meant to represent clients, groups, communities, or organizations. Mean Score in Competencies should be completed by the Field Instructor.

<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>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>The student is functioning somewhat below expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
<td>The student is functioning somewhat above expectations for students in this area.</td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
<td>The student has excelled in this area.</td>
</tr>
<tr>
<td>N.O.</td>
<td>Not Observed</td>
<td>Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)</td>
</tr>
</tbody>
</table>
## COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>1. Employ ethical decision making when working with clients.</td>
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<td></td>
<td>2. Adhere to agency policies.</td>
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<td>3. Consider state or federal laws when working with clients.</td>
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<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>4. Show personal reflection through areas such as supervision meetings or daily logs.</td>
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<td>5. Correct practice mistakes once they are recognized.</td>
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<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>6. Demonstrate professional social work behavior.</td>
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<td>7. Dress appropriately for the professional social work environment.</td>
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<td>8. Act professionally when verbally communicating with clients.</td>
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<td></td>
<td>9. Act professionally when verbally communicating with other professionals.</td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>10. Demonstrate professionalism when using non-verbal communication with clients.</td>
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<tr>
<td></td>
<td>11. Demonstrate professionalism when using non-verbal communication with other professionals.</td>
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<tr>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td>12. Demonstrate basic competency in word processing programs.</td>
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<td></td>
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<tr>
<td></td>
<td>13. Use technology effectively to facilitate positive practice outcomes.</td>
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<td></td>
<td>14. Demonstrate professionalism when using technology, such as cell phone, email, or social media.</td>
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<td></td>
<td>15. Abide by specific agency policies regarding use of all technologies.</td>
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<td></td>
<td>16. Use supervision appropriately.</td>
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<td></td>
<td>17. Consult with supervisor regarding clients.</td>
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</tbody>
</table>

### Mean Score in Competency
Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.  
(Remember: N.O. is not a scored item)

### Comments:
### Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>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>N.O.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</strong></td>
<td>1. Demonstrate a commitment to culturally competent practice.</td>
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<td>☐</td>
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<tr>
<td></td>
<td>2. Practice ethnic sensitive social work practice.</td>
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<tr>
<td></td>
<td>3. Treat clients with dignity.</td>
<td>☐</td>
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<td></td>
<td>4. Act courteously towards clients.</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>5. Treat clients fairly.</td>
<td>☐</td>
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<td></td>
<td>6. Actively engage clients in the problem solving process.</td>
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</tr>
<tr>
<td><strong>Present themselves as a learners and engage clients and constituencies as experts of their own experiences</strong></td>
<td>7. Recognize individual biases when serving diverse clients.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>8. Exhibit respectful non-biased behaviors towards diverse client populations.</td>
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<td>☐</td>
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</table>

#### Mean Score in Competency

Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)

#### Comments:
**COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE**

<table>
<thead>
<tr>
<th>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>N.O.</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Demonstrate a commitment to addressing social injustices.</strong></td>
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<td><strong>2. Model a commitment to economic justice.</strong></td>
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<tr>
<td><strong>3. Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments.</strong></td>
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<tr>
<td><strong>4. Show an understanding of client characteristics as factors that limit access to resources.</strong></td>
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</tbody>
</table>

**Mean Score in Competency**

Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)

**Comments:**
### Competency 4: Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>1. Share information with colleagues regarding the effectiveness of services used with clients.</td>
<td>☐</td>
<td>☐</td>
<td>☞</td>
<td>☞</td>
<td>☞</td>
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</tr>
<tr>
<td></td>
<td>2. Develop practice questions that might be addressed by research.</td>
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<td>☐</td>
<td>☞</td>
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<td>☞</td>
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<tr>
<td></td>
<td>3. Evaluate quantitative research studies to guide professional work with clients.</td>
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<td>☐</td>
<td>☞</td>
<td>☞</td>
<td>☞</td>
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</tr>
<tr>
<td></td>
<td>4. Analyze qualitative research studies to guide professional work with clients.</td>
<td>☐</td>
<td>☐</td>
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<td>☞</td>
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<tr>
<td></td>
<td>5. Use professional social work literature to identify appropriate support services or interventions for clients.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>6. Continuously evaluate client outcomes to inform ongoing practice.</td>
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<td>☐</td>
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<tr>
<td></td>
<td>7. Draw upon the knowledge of colleagues to identify appropriate support services for clients.</td>
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</tbody>
</table>

**Mean Score in Competency**

Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.
(Remember: N.O. is not a scored item)

**Comments:**

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Social Work Field Experience Manual

58
### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>1. Identify agency policies that affect client outcomes.</td>
<td></td>
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<tr>
<td></td>
<td>2. Recognize local, state, or federal policies that impact client outcomes.</td>
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</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>3. Assess the extent to which social or agency policies affect the delivery of services to clients.</td>
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</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>4. Advocate for strategies to address social or economic barriers.</td>
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<td></td>
<td>5. Promote activities that center on social justice or equality.</td>
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</tbody>
</table>

#### Mean Score in Competency

Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.

(Remember: N.O. is not a scored item)

### Comments:

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Social Work Field Experience Manual 59
### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</strong></td>
<td>1. Identify the impact of systems on clients' lives.</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td></td>
<td>2. Understand how the environment affects clients.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>3. Use the person-in-environment perspective to develop client plans.</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td></td>
<td>4. Show empathy when engaging with clients.</td>
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<td>☐</td>
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<tr>
<td></td>
<td>5. Demonstrate effective interpersonal skills with clients.</td>
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<tr>
<td></td>
<td>6. Use reflection as a tool to engage clients.</td>
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<td></td>
<td>7. Positively interact with other professionals.</td>
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</tbody>
</table>

### Mean Score in Competency
Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.

(Remember: N.O. is not a scored item)

**Comments:**
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>1. Adhere to agency policy regarding data collection.</td>
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</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>2. Use agency data appropriately.</td>
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</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>3. Use theory to interpret client assessment data.</td>
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</tr>
<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>4. Collaborate with clients to develop mutually agreed upon goals.</td>
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<tr>
<td></td>
<td>5. Work with clients to identify mutually agreed upon interventions.</td>
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<tr>
<td></td>
<td>6. Recommend appropriate interventions for individual clients.</td>
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</tbody>
</table>

**Mean Score in Competency**

Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.  
(Remember: N.O. is not a scored item)

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

<table>
<thead>
<tr>
<th>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>N.O. Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>1. Discuss prevention strategies to assist clients with avoiding future problems.</td>
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</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>2. Utilize theory to recommend appropriate interventions to clients.</td>
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<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>3. Work closely with other professionals (employed internally or externally) to achieve client goals.</td>
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<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>4. Use negotiation skills effectively with clients.</td>
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<tr>
<td></td>
<td>5. Effectively use mediation skills with clients.</td>
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<td></td>
<td>6. Use advocacy skills effectively to enhance client outcomes.</td>
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<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>7. Effectively use transition skills to move clients from intake to termination.</td>
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<td>8. Terminate client relationships effectively.</td>
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</table>

**Mean Score in Competency**  
Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items.  
(Remember: N.O. is not a scored item)

**Comments:**
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</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td><strong>Identify appropriate methods for evaluating client or program outcomes.</strong></td>
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<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td><strong>Use appropriate methods to evaluate client or program outcomes.</strong></td>
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<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td><strong>Utilize theory in the evaluation of client or program outcomes.</strong></td>
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<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td><strong>Analyze the effectiveness of interventions prior to making recommendations.</strong></td>
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<td><strong>Monitor clients’ progress to ensure recommended interventions are appropriate.</strong></td>
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<td></td>
<td><strong>Discuss outcomes with clients.</strong></td>
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<td><strong>Share findings from practice or program evaluations with agency stakeholders.</strong></td>
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</tbody>
</table>

**Mean Score in Competency**

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**Comments:**
<table>
<thead>
<tr>
<th>Mean Competency Scores*</th>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY 1</td>
<td>Demonstrate Ethical and Professional Behavior</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 2</td>
<td>Engage Diversity and Difference In Practice</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 3</td>
<td>Advance Human Rights and Social, Economic &amp; Environmental Justice</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 4</td>
<td>Engage In Practice-informed Research And Research-informed Practice</td>
<td></td>
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<tr>
<td>COMPETENCY 5</td>
<td>Engage In Policy Practice</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 6</td>
<td>Engage With Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 7</td>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>COMPETENCY 8</td>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>COMPETENCY 9</td>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
</tbody>
</table>

* Copy the mean competency scores from the previous pages.

** To compute Overall Mean Score, add mean scores from 9 competency areas and divide by 9.

Comments:

Agency Field Instructor Name: ___________________________ Date: ___________________________

Signature of Agency Field Instructor: ___________________________
~ This section to be completed by the student ~

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

I agree with the evaluation  [ ]
I do not agree with evaluation*  [ ]

Comments:

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 Field Instructor and the Faculty Field Liaison. The disagreement should be specific and should also relate to items included in this evaluation.

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

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

I agree with the evaluation  [ ]
I do not agree with evaluation*  [ ]

Comments:

Faculty Field Liaison Name: ___________________________  Date: ___________________________

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

Please reflect back on your interactions with the UWW faculty field liaison over the past semester and respond to the questions included in the survey on the next page. The questions ask you to rate the extent to which the UWW faculty field liaison supported you and suggestions for improving the UWW 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 field liaison:

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

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

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

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

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

7. How would you rate the level of involvement from the faculty field 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 field 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 field 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:

2. Semester/year enrolled in field experience:

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

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

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

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

7. How often were our logs returned within reasonable time?
   - Never
   - Seldom
   - About half the time
   - Usually
   - Always
8. How comfortable were you talking to your faculty field liaison about your placement or any issues/problems that arose?
- [ ] Very Uncomfortable
- [ ] Uncomfortable
- [ ] Neither Uncomfortable or Comfortable
- [ ] Comfortable
- [ ] Very Comfortable

9. What is your overall evaluation of your faculty field liaison?
- [ ] Poor
- [ ] Fair
- [ ] Average
- [ ] Good
- [ ] Excellent

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

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

<table>
<thead>
<tr>
<th>Name of Agency:</th>
<th></th>
<th>Year:</th>
<th>Fall/Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of what I did:

My thoughts about what I learned and the merits about this placement:
Please fill out this form and send to your Field Instructor 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 Instructor 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 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 reinforce 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 liaison.

PREREQUISITES

To participate in this course, the student must have successfully completed all required social work courses with a passing grade of C or better.

II. COURSE OBJECTIVES

The course objectives indicated below align with the educational competencies and practice behaviors (PB) outlined by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The EPAS educational policies and practice behaviors assessed in this course subsumed under nine general competencies:

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

2 Complete EPAS can be found at: www.cswe.org.
## Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>PB 1.2</th>
<th>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 1.4</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
</tr>
<tr>
<td>PB 1.5</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Final Field Evaluation</td>
</tr>
</tbody>
</table>

## Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>PB 2.1</th>
<th>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.B. 2.3</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Field Assignment #2. Final Evaluation</td>
</tr>
</tbody>
</table>

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th>PB 3.1</th>
<th>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 3.2</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Field Assignment # 4</td>
</tr>
</tbody>
</table>

## Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>PB 4.1</th>
<th>Use practice experience and theory to inform scientific inquiry and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Final Field Evaluation</td>
</tr>
</tbody>
</table>

## Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>PB 5.1</th>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 5.2</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>PB 5.3</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Field Assignment # 4</td>
</tr>
<tr>
<td>Competency 6</td>
<td><strong>Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Assignments</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7</th>
<th><strong>Assess Individuals, Families, Groups, Organizations, and Communities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 7.1</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
</tr>
<tr>
<td>PB 7.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
</tr>
<tr>
<td>PB 7.4</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<td></td>
<td>Assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 8</th>
<th><strong>Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 8.1</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
</tr>
<tr>
<td>PB 8.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
</tr>
<tr>
<td>PB 8.3</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
</tr>
<tr>
<td>PB 8.4</td>
<td>Negotiate, mediate, and advocate with and on behalf of clients and constituencies.</td>
</tr>
<tr>
<td>PB 8.5</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td></td>
<td>Assignments</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 9</th>
<th><strong>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 9.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
</tr>
<tr>
<td>PB 9.3</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
</tr>
<tr>
<td>PB 9.4</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro and macro levels.</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
</tr>
</tbody>
</table>
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. **Apply critical thinking skills within the context of professional baccalaureate social work practice.**
2. Practice within the values and ethics of the social work profession and within an understanding of and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. 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).
8. Analyze the impact of social policies on client systems, workers, agencies, and institutionalized systems.
9. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.
III. REQUIRED READINGS/MATERIALS

1. Manual for Social Work Interns and Supervisors in Field Instruction

2. Social work texts required from previous social work courses that are relevant to field placement.

3. Suggested readings from your field supervisor and field liaison.

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/
   - 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.

IV. COURSE FORMAT

AGENCY PLACEMENT

Over the course of the next 16 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 field liaison. The student will maintain frequent contact with the faculty field 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 on-line 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).

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 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 16-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 counts 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 meetings may be held-in person or by web-camera. The meeting dates are included in the course outline (found at the end of this document).

2. PRE FIELD REQUIREMENTS

Students are required to complete several activities prior to starting the field placement, which includes: (a) Registering for SOCWORK493 – 12 credits on WINS; (b) Completing Student Face Sheet Form.

a. **Registration**

SOCWORK 493 is a closed course. Registration for SOCWORK493 requires a special registration code, which will be sent by email from the department assistant or field coordinator approximately one month before the semester starts. Students must register for 12 credits. Under no circumstance may a student start his/her field placement before registering for the course on WINS.

b. **Student Face Sheet**

The Student Face Sheet is a form that students will complete, in which the student will log his/her contact information as well as his/her field supervisor’s direct contact information. The form must be submitted to the respective dropbox on D2L.

3. ASSIGNMENTS

Students are expected to complete all assignments, which includes: (a) learning plan, (b) Use of Personal Automobile in Field form, (c) daily logs, (d) participation in two seminar meetings, (e) five field assignments, and (f) two evaluation meetings with field supervisor and faculty liaison. Following is a description of each assignment:

a. **Learning Agreement**

The student is expected to complete a Learning Agreement with his/her field supervisor. The Learning Agreement is a written agreement between the student and agency field supervisor that outlines student goals and objectives as well as activities the student will perform to achieve identified goals. The Learning Agreement aligns with CSWE competency requirements. The Learning Agreement is due before the end of the second week of the field placement. The required Learning Agreement template can be found on D2 and must be submitted to the respective dropbox on D2L. Submission of the Learning Plan is required. Students who fail to submit the plan will be unable to count field hours completed past week two and will earn an incomplete or failing grade.
b. **Automobile Form**

The student is expected to complete a Use of Personal Automobile in Field form. The Use of Personal Automobile in Field form documents the requirements and expectations of the student’s personal automobile in the field. The form should be completed by the student and signed by the agency field supervisor. The form can be found on D2L and the completed must be submitted to the respective dropbox on D2L.

c. **Daily Logs**

The student is expected to keep a log or journal of the day-to-day activities and submit them weekly. 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 each day/and total for the week, (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 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.

d. **Seminar Meetings**

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

- Date
- Date

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 faculty liaison will also provide additional instruction on the mid-term and final paper assignments.
e. **FIELD ASSIGNMENTS**

You will be required to write five short papers during your placement. The description and
requirements of what is expected for these assignments can be found under course content on D2L.
Assignments #1-4 should be 2-4 pages and Assignment #5 should be a minimum of 5 pages. These
assignments are to be placed in the respective dropbox on D2L. Dates for each assignment will be
determined by your field liaison. It is strongly recommended that you ask your field supervisor for
feedback on how to answer these questions.

f. **TWO EVALUATION MEETINGS**

The student is required to attend two evaluation meetings with the field supervisor and field faculty
liaison. The meetings shall be conducted in-person (at the agency site) at (a) mid-term or upon
student’s completion of 200 hours, and (b) final week or upon the student’s completion of 420 hours.
Estimated meeting dates are outlined the course schedule below. The field supervisor shall utilize the
Field Evaluation Tool provided by the department to evaluate the student.

Students are strongly encouraged to keep a copy of their midterm and final evaluations for future use
(ex: future employment, licensing, graduate school, etc.)

### 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. Learning Plan (pass/fail)</td>
<td>--</td>
<td>1-13</td>
</tr>
<tr>
<td>b. Use of Personal Auto in field form</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>c. Daily Logs</td>
<td>10</td>
<td>1-13</td>
</tr>
<tr>
<td>d. Two Seminar Meetings</td>
<td>5</td>
<td>1-13</td>
</tr>
<tr>
<td>e. Field Assignments</td>
<td>20</td>
<td>1-13</td>
</tr>
<tr>
<td>f. Field 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>
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<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≤</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 field liaison and field supervisor 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: http://www.uww.edu/csd/index.html). 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 in 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*, which can be found the department website: [http://www.uww.edu/cls/social-work/about-the-program](http://www.uww.edu/cls/social-work/about-the-program)
The student’s schedule/week may differ if he/she started the placement earlier or later than session begin date.

### VIII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1*</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; a. Student work with agency supervisor and establish plan and student learn objectives (see Manual, page 45)</td>
<td>1. Daily logs &lt;br&gt; 2. Ensure you have signed up for graduation</td>
</tr>
<tr>
<td>Week 2*</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; 2. Assignment #1 Due</td>
<td>1. Daily logs &lt;br&gt; 2. Assignment #1 Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
</tr>
<tr>
<td>Week 4</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
</tr>
<tr>
<td>Week 5</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; 2. Assignment #2 Due</td>
<td>1. Daily logs &lt;br&gt; 2. Assignment #2 Due</td>
</tr>
<tr>
<td>Week 6 Midterm</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; 2. Mid-term evaluation: field agency supervisor completes evaluation form &lt;br&gt; 3. Schedule Mid-Term evaluation meeting with Field Supervisor &amp; UWW Instructor &lt;br&gt; 4. Field Meeting will be held on _______. Place to be determined.</td>
<td>1. Daily logs &lt;br&gt; 2. Midterm evaluation with supervisor and instructor</td>
</tr>
<tr>
<td>Week 7 Midterm</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; 2. Schedule Mid-Term evaluation meeting with Field Supervisor &amp; UWW Instructor</td>
<td>1. Daily logs &lt;br&gt; 2. Midterm evaluation with supervisor and instructor</td>
</tr>
<tr>
<td>Week 8</td>
<td>1. Agency Placement Work (minimum 32 hours) &lt;br&gt; 2. Schedule Mid-Term evaluation meeting with Field Supervisor &amp; UWW Instructor &lt;br&gt; 3. Assignment #3 Due</td>
<td>1. Daily logs &lt;br&gt; 2. Midterm evaluation with supervisor and instructor &lt;br&gt; 3. Assignment #3 Due</td>
</tr>
<tr>
<td>Week 9</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
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<tr>
<td>Week 10</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
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</tbody>
</table>
| Week 11 | 1. Agency Placement Work (minimum 32 hours)  
2. Assignment #4 Due | 1. Daily logs  
2. Assignment #4 Due |
<table>
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<tbody>
<tr>
<td>Week 12</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
</tr>
<tr>
<td>Week 13</td>
<td>1. Agency Placement Work (minimum 32 hours)</td>
<td>1. Daily logs</td>
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</tbody>
</table>
| Week 14 | 1. Agency Placement Work (minimum 32 hours)  
2. Assignment #5 Due | 1. Daily logs  
2. Assignment #5 Due |
| Week 15 | 1. Agency Placement Work (minimum 32 hours)  
2. Final meeting with field agency supervisor & instructor | 1. Daily logs  
2. Schedule Final evaluation meeting |
| Week 16 | 1. Agency Placement Work (minimum 32 hours)  
2. Final evaluation: field agency supervisor completes evaluation form  
3. Final meeting with field agency supervisor & instructor  
4. Field meeting TBD | 1. Daily logs  
2. Schedule Final evaluation meeting  
3. Complete *Field Placement Information for Future Students* Form (see *Manual*, page 41, also on D2L)  
4. Complete *Evaluation of Faculty* Form and send to UWW (see *Manual*, page 40, also on D2L), due 5/1 by 11:59pm to Heather Marsch  
*Marschhm12@uww.edu* |
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 Instructor 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.

The Center for Students with Disabilities 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)

These responsibilities include but are 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 Field 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 Field Liaison, Field Instructor, 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 responsible for attending all scheduled field seminars.

f. 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 Field Liaison

__________________________

Date
FIELD EXPERIENCE AT PLACE OF EMPLOYMENT

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

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

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

1. The student is newly employed at the social services or human services organization (2 months or less).
   - OR -
2. The student assumes a different role at the social services or human services agency that is distinctly different from the original job role (e.g., primary role is education and placement role involves case management).
   - OR -
3. The student transitions into a new position within the social services or human services agency at the start of the placement and the new responsibilities are distinctly different from the original job role.

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

4. The agency has a qualified field instructor (BSW/MSW), who is preferably not the student’s regular Instructor, and who is willing to fulfill the responsibilities of field Instructor.
5. The agency is able to meet the course objectives outlined in the section “Program Objective” guidelines.
6. The agency agrees to the terms of Agency/University Agreement furnished by the Field Coordinator.

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

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

2. When assigned a Faculty Field Liaison, the student will meet with the liaison to discuss the proposed placement plan. Within one week of meeting with the student, the Faculty Field Liaison will review “Request for Field Placement Agreement in Place of Employment” form, assess applicability, and indicate a recommendation (approve, modify, or disapprove) to the Field Coordinator for final decision.
3. The Field Coordinator (or designee) will review the request and notify the Faculty Field Liaison and student whether the field placement is acceptable and/or whether any modifications will be necessary. Notification will be made within two weeks if the agency has already been approved as a field agency, or within six weeks if it has not yet been approved. Copies of the approved placement plan will be sent to the student, faculty field liaison, and the field Instructor. If the field placement in the place of employment is found to be unacceptable, the student must then agree to find another placement approved by the UWW Department of Social Work Field Program.

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

5. It will be the responsibility of the faculty field liaison to determine that the placement remains consistent with the program’s educational objectives and the proposal made by the student. Deviations from the placement plan may result in the student's field placement being terminated.
1. Agency name: ____________________________________________________________

   Agency address: __________________________________________________________

   Agency phone: ___________________________________________________________

   Executive Director/Administrator name: ____________________________________

2. Student's name: __________________________________________________________

   Length of employment: ____________________________________________________

   Name of student's current Instructor: ______________________________________

   Phone ___________________________ Email _________________________________

   Student's current employment status/job description: _________________________

   Assignments/work responsibilities student presently has: _______________________

3. Name of student's Field Instructor: _______________________________________

   Phone ___________________________ Email _________________________________

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

   _______________________________________________________________________

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USE OF PERSONAL AUTOMOBILE IN FIELD

Some Field Placement Agencies (‘Agency’) require students transport clients in their personal vehicles. While the University of Wisconsin-Whitewater Department of Social Work (‘We’) discourages students from using personal vehicles for this purpose, circumstances may dictate the use of the student’s personal vehicle in order to be placed within the Agency. If the student is using a personal vehicle to transport clients, we encourage the student to consult with his/her personal automobile insurer to determine if his/her individual automobile policy will cover him/her when driving Agency clients. In addition, the student may be asked by the Agency to share his/her driver’s license number and/or share Proof of Insurance.

After reading the above, please check the box that may apply to your field placement.

☐ My field placement Agency confirms that they provide coverage for use of my personal automobile as part of my field placement duties.

☐ I will be using my personal automobile to transport clients as part of my field placement duties and am responsible for any liability that may arise from the use of my personal automobile. I have consulted with my personal automobile insurer and understand that my automobile insurance will cover work related use of my vehicle, including carrying clients in my car and my insurance limits meet the agency requirements.

☐ I will be using my personal automobile as part of my field placement duties but will not transport clients.

☐ I will not be using my personal automobile as part of my field placement duties.

I, ________________________________ (print name) understand that the University of Wisconsin-Whitewater does not provide liability or medical coverage for use of my personal automobile as part of my field placement duties.

_________________________________________  ________________
Student Signature  Date

_________________________________________  ________________
Field Instructor Signature  Date

Please submit a copy of the signed form to your Faculty Field Liaison by the date requested.
STUDENT AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS INFORMATION  
(revised 10-20-2008)  

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

(1) Specify the records to be released  
Examples: class registration and grades; financial aid information; student accounts, billing, meal plan, and/or Purple Point information; notes based on observations; general assessment of performance of student in a class or in a field-based experience  

(2) Identify the party or class of parties to whom the records should be released  
Examples: parent, prospective employer, non-UW-Whitewater school official, scholarship committee member  

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

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

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

Directions for UW-Whitewater faculty and staff:  
A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student’s performance with someone other than the student or another person as permitted by the law. The Authorization form must indicate the name of the person(s) or organizations/units to which you will disclose the student’s information.  

Directions for field supervisors (including cooperating teachers, librarians, counselors, etc.):  
A Student Authorization for Release of Education Records Information form, completed and signed by the student, must be in your possession before disclosing education records or discussing the student’s performance with someone other than the student or another person as permitted by the law. The Authorization form must indicate the name of the person(s) or organizations/units to which you will disclose the student’s information.  

Questions regarding FERPA should be directed to the UW-Whitewater Registrar’s Office (Roseman Building room 2032, email registrar@uww.edu or phone 262-472-1570 ).
UNIVERSITY OF WISCONSIN-WHITEWATER

STUDENT AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS INFORMATION

Name of Student ___________________________________________________ ID#: ___________________

Date of Birth: ___________________________ Phone: ___________________________

UW-W E-mail Address: ____________________________________________________________

Mailing Address: __________________________________________________________________

City/State/Zip: __________________________________________________________________

Student: complete all four sections below, sign and date and deliver separate forms in-person to each individual or office that will provide the information.

1. PRINT NAME OF THE UW-W PERSONS/OFFICES THAT YOU AUTHORIZE TO DISCLOSE RECORDS
INFORMATION: ___________________________________________________________________

(Student --you must submit separate forms in-person to each UW-W person/office you authorize)

2. THE FOLLOWING RECORDS MAY BE DISCLOSED (check all that apply):

___ class registration & grades ________________________ ___ residence hall/life
___ academic advising _________________________________ ___ performance observation notes, evaluation instruments
___ financial aid _________________________________ ___ or information
___ tuition/fees _________________________________ ___ general comments about performance in a course or
___ meal plan, Purple Points _________________________________ during a field experience - Field Studies, Student Teaching,
___ UW-W employment _________________________________ Internship, Practicum, etc.
___ other (specify): __________________________________________________________________

3. THE RECORDS MAY BE DISCLOSED TO THE FOLLOWING (check all that apply):

___ individual person (print name): ____________________________________
___ prospective employer(s)
___ school official(s) responsible for admission to educational programs
___ individual(s) responsible for scholarships, grants, etc.
___ other (specify): __________________________________________________________________

4. THE RECORDS MAY BE DISCLOSED FOR THE FOLLOWING REASON(s) (explain):
____________________________________________________________________
____________________________________________________________________

This authorization will remain in effect for one calendar year from the signature date below. The student may request to discontinue the authorization prior to the one year date if s/he files a written request for such with the appropriate office(s) or person(s).

I am willing that a photocopy or fax copy of this form be accepted with the same authority as the original: ___yes ___no

(Student’s Signature) ___________________________ (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

<table>
<thead>
<tr>
<th>SIGNAL TYPE</th>
<th>BEHAVIOR EXAMPLES</th>
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<tbody>
<tr>
<td>Angry Verbalizations</td>
<td>Swearing, threatening statements, complaining, sarcasm</td>
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<tr>
<td>Emotional Distress</td>
<td>Suspicious, hostile, irritable, unhappy, angry</td>
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<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>
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<tr>
<td>Speech</td>
<td>Sharp, loud, pressured speech</td>
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<tr>
<td>Signs of Intoxication</td>
<td>Slurred speech, flushed face, unsteady gait, dilated pupils, lack of coordination</td>
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<tr>
<td>Body Movements</td>
<td>Exaggerated movements, pacing, shifting positions, flailing arms, threatening</td>
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<tr>
<td></td>
<td>gestures, clenched fists, pounding of fists on objects, wringing of hands, tense</td>
</tr>
<tr>
<td></td>
<td>muscles</td>
</tr>
<tr>
<td>Facial Cues</td>
<td>Muscle tension in face and neck, pale, gritting teeth, dilated pupils, glaring,</td>
</tr>
<tr>
<td></td>
<td>scowling</td>
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<tr>
<td>Agitation</td>
<td>Hyperactive, tenseness, ill at ease, overly anxious</td>
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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. Speech, behavior, and emotions move further away from 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 they are unable (or at least not inclined) to control their angry and hostile feelings. Instead, they become 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, they 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 they 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. They may even be more subdued than their normal baseline behaviors, or may be mentally and physically exhausted. They are apt to have feelings of remorse and shame, which then make the individual 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 choose from.

**DE-ESCALATING VERBAL COMMUNICATION**

One way of de-escalating verbal communication is for the intern to facilitate the client in expressing their feelings and thoughts. Such expression may have a ventilating effect for the client. Ventilation can be facilitated by the 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 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 to reflect about the issue, and problem solve the issue.
Encouraging the client to problem solve, and assisting in problem solving is another strategy to de-escalate verbal communication. Violent prone clients have greater difficulty in generating nonviolent solutions to problems. Sometimes suggesting nonviolent options to clients facilitates them in choosing nonviolent courses of action.

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

It is also important for the 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 that their 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 they connect 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, non-authoritarian 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.

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 stay near the entrance door, in case a quick exit is needed. The bottom line when conducting a home visit is to seek to remain calm, so the 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.