UNIVERSITY OF WISCONSIN WHITEWATER

Department of Social Work BSW Field Program

Manual for Students, Field Coordinator, Faculty Field Liaisons, and Field Instructors

Fall 2019 – Spring 2020

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FORWARD

This manual is a guideline for undergraduate social work field education for the Social Work Program at the University of Wisconsin-Whitewater. The purposes of this manual are to:

(a) orient students, agency Field Instructors, and new faculty to the structure and process of the field education experience, and

(b) outline the policies and procedures of participating field placement agencies, Field Instructors, Field Coordinator, and Faculty Field Liaisons relative to their role, responsibilities, and expectations in providing an educationally productive field experience for undergraduate social work students.

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

A copy of this manual can be downloaded from the University of Wisconsin-Whitewater Department of Social Work website found at: http://www.uww.edu/field-program

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INTRODUCTION

The Department of Social Work at the University of Wisconsin-Whitewater (UWW) offers a bachelor's degree in social work (BSW). The program is accredited by the Council on Social Work Education (CSWE). The UWW Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by CSWE[1].

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level generalist 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

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CSWE website and EPAS can be found at: http://www.cswe.org/Accreditation/EPASRevision.aspx

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, students must demonstrate their ability to meet the specific competencies of the practicum as well as the expectations of agency, school, and profession.

MISSION STATEMENT OF THE SOCIAL WORK DEPARTMENT

The University of Wisconsin-Whitewater 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.

SOCIAL WORK DEPARTMENT GOALS

1. Through coursework, advising, and other programming (undergraduate research, student organizations, etc.), students will acquire the necessary knowledge, values, and skills to graduate as culturally competent beginning generalist social workers.

2. Consistent with the National Association of Social Work (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.

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 or
PSYCH 211   Introduction to Psychology
- PREREQ. FOR SOCWORK 311 & SOCWORK 371

POLISCI 141   American Government & Politics (Policy)
- REREQ. FOR SOCWORK 462

BIOLOGY 120   Biological Foundations (or higher level Biology courses)
- GRADUATION REQUIREMENT*
*Must be completed successfully before taking the Social Work Field Experience course

REQUIRED SOCIAL WORK COURSES

SOCWORK 101   Introduction to Social Work Profession
- PREREQ: Restricted to Social Work majors; COREQ: SOCWORK 102

SOCWORK 102   Introduction to Social Welfare and Social Work
SOCWORK 311   Human Behavior and the Social Environment I
- PREREQ: GENED 130/Psych 211 and Social Work 102, only one of which can be taken concurrently

SOCWORK 371   Social Work Practice I
- PREREQ: Admission to the Social Work Professional Program; SOCWORK 101 and SOCWORK 102; GENED 130/Psych 211; 2.5 Combined Cumulative GPA; COREQ: SOCWORK 311

SOCWORK 372   Social Work Practice II
- PREREQ: SOCWORK 311, SOCWORK 371, and 2.5 Combined Cumulative GPA

SOCWORK 402   Social Work Research
- PREREQ: SOCWORK 102 and SOCWORK 311

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 489   Senior Seminar in Social Work

- PREREQ: SOCWORK 372; COREQ: SOCWORK 473

SOCWORK 493   Social Work Field Experience (6-12 credit blocks)
- PREREQ: All other social work classes, unique requirements [see above], and 2.5 Combined Cumulative GPA

REQUIRED SOCIAL WORK COURSE DESCRIPTIONS

SOCWORK 101 INTRODUCTION TO THE SOCIAL WORK PROFESSION [1 CREDIT]
This course is required for all social work majors as it introduces social work majors to the social work department, social work profession, code of ethics, critical thinking and social work writing skills.

SOCWORK 102 INTRODUCTION TO SOCIAL WELFARE [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 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I [4 CREDITS]
This course is designed to provide students with an understanding of the processes of bio-psycho and socio-cultural development from infancy to old age. Material is also presented on the social systems (families, groups, organizations, and communities) 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 [4 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 489 SENIOR SEMINAR IN SOCIAL WORK [1 CREDIT]
The course prepares students for future options within the field of social work. Portfolio preparation (including resume) and presentation is emphasized as an essential element of making the transition to careers in the private and public sectors, as well as graduate studies.

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 to the Profession, Intro to Social Welfare, HBSE I, Practice I, Practice II, Research, Policy, Senior Seminar, and Practice III) with a grade of "C" or above.

Field experience offers students the opportunity to test and demonstrate their generalist 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 to enroll in Field.
- You need a B or better in all social work classes to achieve advanced standing status in a graduate social work program with CSWE.
- You need to declare a minor (or have a double major) and meet the /double major requirements (number of credits/grade point average) to successfully graduate from the social work program.
- You need cumulative GPA of 2.5 to be enrolled in the Social Work Professional Program and field.

HUMAN BEHAVIOR

YOU NEED:
1. Introduction to Social Welfare (SOCWORK102) AND
2. Individual and Society: GENED 130 or Introduction to Psychology: PSYCH 211
You may take only one of the above courses at the same time as Human Behavior (SOCWORK 311)

Practice I
You need:
1. Human Behavior (which you can take also at the same time as Practice I). All prerequisites for Human Behavior must be completed before Practice I may be taken.
2. Completion of 60 credits.
3. A cumulative grade point average of 2.5, 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. Admission to the Professional Social Work Program.

PRACTICE II
You need:
1. Practice I.
2. Admission to the Professional Social Work Program.

RESEARCH
You need:
1. May enroll concurrently with Practice I.

POLICY
You need:
1. Practice I.
2. Political Science 141

PRACTICE III
You need:
1. Practice II.
2. Admission to the Professional Social Work Program.
3. Must enroll concurrently with Senior Seminar (beginning Spring 2018).

SOCIAL WORK EXPERIENCE

You need:

1. Successful completion of all required social work courses.
2. Consent of Field Coordinator.
3. Admission to the Professional Social Work Program.

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 (following CSWE EPAS):

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

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:

HUMAN BEHAVIOR & SOCIAL ENVIRONMENT

SOCWORK 311 Human Behavior & Social Environment I

GENED 130 Individual & Society or Psych 211

BIOLOGY 120 OR BIOLOGY 141 or Waiver

SOCIAL WORK PRACTICE

SOCWORK 371 Social Work Practice I

SOCWORK 372 Social Work Practice II

SOCWORK 473 Social Work Practice III

SOCIAL WELFARE POLICY & SERVICES

SOCWORK 102 Introduction to Social Welfare

SOCWORK 462 Social Welfare Policy

POLISCI 141 Political Science

RESEARCH

SOCWORK 402 Social Work Research

FIELD WORK

SOCWORK 493 Social Work Experience

ELECTIVES IN THE PROGRAM

SOCWORK 235 Child Welfare

SOCWORK 250 Social Work Statistics

SOCWORK 301 Assertiveness Training in the Helping Professions

SOCWORK 302 Grief Management in the Helping Professions

SOCWORK 303 Managing Stress and Burnout in the Helping Professions

SOCWORK 321 Immigration Today

SOCWORK 325 Social Work with Children and Adolescents

SOCWORK 330 Legal Issues in Social Work Practice

SOCWORK 337 Introduction to Social Gerontology

SOCWORK 341 Sexuality for Professional Growth

SOCWORK 350 Psychopharmacology Basics for the Helping Professional

SOCWORK 360 Community Based Learning

SOCWORK 375 Social Work Case Management

SOCWORK 380 Race, Ethnicity, and Social Justice: Issues for Helping Professionals

SOCWORK 440 Advanced Stress Management

SOCWORK 498 Independent Study in Social Work

SOCWORK 498R Independent Study in Social Work – Undergraduate Research

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
- Culturally Competent Social Work Practice
- Promotion of Human Rights, Social, Economic, and Economic Justice

GENERAL AIMS OF UNDERGRADUATE FIELD PLACEMENT

1. Field placements are designed to promote professional competence which build on the student's prior social work coursework. As the signature pedagogy, field placements are to provide field students with supervised generalist 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 field students with opportunities for the development of an awareness of self in the process of intervention.

3. Field placements are designed to help field students integrate knowledge of social work practice to actual work situations that help to foster the integration of empirical and practice-based knowledge. This segment of the curriculum is designed to facilitate the integration of classroom knowledge (including but not limited to: human behavior, human development, diversity, social justice, interviewing skills, assessment skills, intervention skills, etc.) and theoretical discussions with the actual delivery of social work services with individuals, families, groups, organizations, and communities. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.

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

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

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

7. The field student should relate to both clients and agency staff in order to test and develop techniques and skills necessary for practice in the social welfare field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The student should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work student should be given case responsibilities including the opportunity to develop in-depth working relationships with clients. This objective may be the most important; skills and techniques developed through forming professional relationships are the core of social work practice and are generalizable to most other social work practice areas.

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

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

10. The field student should be able to assess his/her own potential as a professional social worker. This includes insight into their own satisfactions and dissatisfactions as well as professional motivations and frustrations.

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

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

13. Field students should be provided opportunities to use oral and written professional communication(s) which are consistent with the argot of the practicum setting and of the profession.

By the end of the field placement, field students should be ready to assume the responsibilities of 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 Field Faculty Liaison should develop a program with the student designed to rectify the limitation.

FIELD PLACEMENT PROCESS

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

Criteria for Admission into Field Education:

1. **All** social work courses must be completed with a grade of a C or better, and student must have a 2.5 overall grade point average before they can begin the field placement. There are no exceptions to this rule. If you have an incomplete in a social work course, the student will need to complete it prior to starting their field placement.

Students Orientation to Field Placement

1. Students begin their orientation to field placement the semester prior to actually entering the field. At this point, the Field Coordinator and the Faculty Liaisons meet with students at the Field Orientation Meeting to explain the entire practicum process. Students are provided information on expectations held by all parties. This includes the students reading and signing a "Field Placement Agreement Form" which lists the academic/nonacademic expectations regarding field placement (See Field Manual). In addition, students are required to read and sign a "Code of Conduct Form" pertaining to professional and ethical behaviors while in their placement. Both forms can be found in the Field Manual.

2. In addition, they are oriented to the placement process, the experiences available in each agency, liability issues, and other professional matters. Students are asked to make a tentative choice of three agencies. We ask students to explore the agencies they are interested in, related to their specialization, by going on the internet or setting up a time (if the agency agrees) to job shadow for a day. Students discuss their interests further with a faculty liaison to see if it's a "good fit." Once the student and field liaison have agreed upon an agency, the liaison contacts that agency to explore its interest in having a placement. After an agency agrees to pursue the possibility further, the student has an interview with the prospective field instructor. This interview helps orient the student to the placement and to identify his/her specific interests

and learning objectives. An interview satisfactory to both parties usually results in a placement in the succeeding semester or summer.

Selecting Field Placements:

1. Field students are required to begin the placement process while in the Social Work 489 Senior Seminar in Social Work class.
    a. Students are not to set up field placements on their own; all field placements are set up by the social work department.
    b. Students need to wait until their Social Work 489 Senior Seminar class to start the field placement process.

2. The Field Coordinator and the Instructor of the Social Work 489 Senior Seminar in Social Work class will complete an orientation to the field experience and provide support during the field placement application process.

3. The field student will be required to complete the Electronic Request for Field Placement forms, a link can be found online at the Social Work Department Website or on D2L (please see Appendix page 52).
    a. As part of this process, students are to identify three areas/field of social work (ex: child welfare, geriatric, economic support, etc.) and potential agencies. Faculty Field Liaisons work hard to find students field placements in one of the students preferred areas.
        i. Students need to be aware that faculty cannot ensure a placement at those sites. It is also important to note, that when a student lists a specific agency, the student is committing to a placement at the agency if one comes open. Therefore, it is important for students to thoroughly research placement options.
    b. Note that it is important to include any reasonable modifications that the student may need to be successful in their field placement. This may include any supports they may have received from the Center for Students with Disabilities that may also be helpful in successfully completing their field placement.
    c. Students are required to share any current, pending, or past criminal charges. It is important to know this legal information to ensure the success of the field placement process.
    d. The field student must notify the Field Coordinator on the Request for Field Placement form if the field placement is going to be a block of two-semester placement.

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

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

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

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

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

9. The Faculty Field Liaison contacts the prospective agency Field Instructor to determine if the agency is interested in interviewing one or more students for the upcoming semester. If the agency is interested, the student is asked to call the Field Instructor to arrange for an interview. (Prior to this interview agency Field Instructors may ask the students to send, or bring along, a resume illustrating course preparation, work and volunteer experiences, and career interests.) If, after the interview, both the agency and student view the prospective placement positively, the student's placement at that agency is arranged. If either the agency or the student has serious reservations, then the student interviews at a different agency.
   a. Students are not allowed to interview at several agencies. Typically, when 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.

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

11. Some field placement sites may request additional requirements for the field placement process (for example completing an application, completing a background check, providing documentation of medical records, providing references, or completing a drug screen). It is the responsibility of the student to complete and be financially responsible for the additional requirements requested for the field placement.

12. When the field placement is confirmed, the field student will fill out the online Field Placement Face Sheet (please see Appendix page 54) indicating the Field Instructor information and documenting the start date of field placement.
    a. This online form must be completed as soon as possible once the placement is set so we can ensure there is a current contract with the agency and that the Field Instructor gets the training materials before the field student begins their placement.

13. The field student is required to be enrolled in Social Work 493 Social Work Experience prior to starting the field placement. Social Work 493 Social Work Experience is a 6-12 credit course.
    a. You will receive an email from the ADA with instructions for registering for the correct section of SOCWORK 493 once you have been given permission in WINS to enroll.

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 a student 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 (please see Field Evaluation Form Appendix page 61) 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 student 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 students 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 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 a student 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

EXAMPLES OF GENERALIST AGENCIES ACCEPTING STUDENTS FOR FIELD PLACEMENT ARE:

Addictions and Physical Dependence/AODA	Global and International
Administration	Healthcare: Integrative Health & Mental Health
Advocacy	Immigration and Refugee Work
Aging and Gerontology	LGBTQ
Child Welfare	Military Social Work
Community Development	Occupational or Rehabilitation
Community Mental Health	Post-Traumatic Stress Disorder/Veterans
Corrections and Criminal Justice	Program Evaluation
Developmental Disabilities	Public Assistance and Welfare
Displaced Persons and Homeless	School Social Work
Domestic Violence or Violence	Social Policy
Family Services	Other

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/.

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 Field 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 then 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 SITE LOCATION

The UWW Department of Social Work Field Program has relationships with agencies in Wisconsin and Northern Illinois/Chicago area. Most of these agencies are located within 75-mile radius of the UWW campus. The Field Coordinator will make exceptions to field placements outside the 75-mile radius.

OUT OF STATE FIELD PLACEMENT SITES

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 placements at this time.

CRITERIA FOR SELECTING FIELD PLACEMENT SITES

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 generalist social work learning experiences representing the breadth of social work practice and are designed to promote professional competence. Agencies are also expected to support the Field Instructors who provide this service to the profession. Prospective field agencies will be evaluated in terms of their consonance with our social work program's goals, competencies, and mission; their

appropriateness for specific learning experiences; their ability to provide educationally directed field instruction; and their clear articulation of student learning in proposed tasks to be assigned. Agencies also are expected to adhere to the following policy:

FIELD PLACEMENT SITE POLICY

1. The field agency must be committed to social work education and demonstrate effectiveness in providing a relevant field experience.

2. The field agency reinforces identification with the purpose, values and ethics of the social work profession.

3. The field agency should provide students with an appropriate orientation to the agency as well as training for the required duties assigned during their field placement.

4. The field agency supports students to ensure the development of competencies through in-person contact, which includes face-to-face contact with clients or constituents (either in person or using digital technologies).

5. The field agency's function should be compatible with the values and ethics of the social work profession, and with the UW-Whitewater Department of Social Work and Field Program's mission statements.

6. The program services should provide opportunities for students to develop and enhance their professional social work competencies.

7. The field agency has a willingness to include students in appropriate staff meetings, in-service activities, and community service activities.

8. The field agency has suitable space and working facilities should be available for students. The School recognizes that students may have to share space/desks because of the lack of space.

9. The field agency is willing to sign the Field Agreement form and to fill out the Field Data Form.

10. 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.

11. The field agency will be encouraged to evaluate the Faculty Field Liaison performance through a survey sent via email at the end of the student's field placement by the program coordinator.

ADDITIONAL EVALUATIVE CRITERIA

The student will evaluate the Faculty Field Liaison, Field Instructor, and Field Site at the end of the semester as part of the required social work program exit survey.

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 Field Liaison; and in still other cases, more frequent meetings between student and Faculty Field 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:

FIELD INSTRUCTOR POLICY

1. Ability to reinforce the student's 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 as a role model for students in terms of the sharing of knowledge and skills, a positive attitude toward issues in the profession, and identification with student needs and interests.
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. The credentials of the Field Instructors will be documented on the Learning Agreement. The Field Instructor will sign a statement confirming their degree and credentials. The Field Coordinator will verify the criteria of each Field Instructor by reviewing this information. Please see the Appendix for the Learning Agreement page 55.
10. Agree to complete the Field Instructor's Orientation Training (materials provided via email).
11. Field Instructors will be evaluated by the field student upon completion of the field placement via questions on the required social work department exit survey. Please see Appendix page 96 with questions.

AGENCY-SCHOOL CONTRACT

The primary competencies of field placement are outlined in the attached contract. A copy of the formal agreement between the Department of Social Work and field placement agencies follows:

AGREEMENT BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON BEHALF OF THE UNIVERSITY OF WISCONSIN-WHITEWATER

FOR THE CONDUCT OF A FIELD EDUCATION PROGRAM

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

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

THE UNIVERSITY AGREES:

1. That each school or college of the University wishing to participate in a field placement program with the Facility will annually provide the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to send representatives to review the University's program; the number of students to be assigned, the qualifications of those students and the schedules of those students; and/or any other matters pertaining to the specific program proposed by the department.

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

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

THE FACILITY AGREES:

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

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

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

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

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

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

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

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

TERM OF AGREEMENT:

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

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

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

All fully executed Program Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

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

_____   _____
Signature of Authorized Official   Date   Signature of Authorized Official   Date

_____   _____
Name and Title (type or print)   Name and Title (type or print)

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 a field student. The department does not have a list of agencies that have paid students in the past.

FIELD PLACEMENTS AT STUDENT'S PLACE OF EMPLOYMENT

Occasionally a student will inquire if 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 90.

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

Preparing Students for Field Placement

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. However, students are not allowed to set up a field placement on their own. All students must wait until the Senior Seminar class to set up field placements or must work with the Field Coordinator if there are extenuating circumstances.

- In addition, students are encouraged to plan financially for their placements. Placements are a 12 credit course. Students who want to complete placements in the summer need to talk with financial aid to ensure they will have financial aid available (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 Senior Seminar class. During this orientation, students are informed of the expectations of field placement and their role as students. 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. 39, 88) and "Expectations of Students" (Field Manual p. 27) 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 and about their roles as field students.

- Students are educated on safety guidelines (see pages 28-33).

Placing and Monitoring Students

When a placement is arranged (the interview has been completed and the agency agrees to take the student), the student is then assigned to a specific agency practitioner who will serve as the Field Instructor (this may or may not be the same person with whom the student interviewed), and who provides direct supervision. In the cases of a new agency placement or a new agency Field Instructor, a prior meeting will usually have been held for orientation purposes and to review the role responsibilities of the agency Field Instructor, of the Faculty Field Liaison, and of the student. The majority of agency Field Instructors are social workers with at least two years of experience. Very rarely, a Field 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.

Students will complete a learning agreement with their agency Field Instructor within the first week of their field placement. This will be submitted to the Social Work office via email (sw-office@uww.edu) or D2L.

The progress of students is monitored through reading student logs, emails, telephone calls, on-site visits and evaluations (either on-site or via phone/WebEx).

If at any time there is concern about student progress, the Field Instructor is advised to reach out to the Faculty Field Liaison to schedule a meeting to process concerns and develop a plan of action. A student may be placed on a standards and support contract at any time during the student's field placement.

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

Evaluating Student Learning

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

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

At the middle and again at the conclusion of the placement, students are evaluated using the Field Evaluation Tool (see appendix pages 61-72). This evaluation instrument is systematically designed and based on the Competencies of our Educational Program (page 4) and is outcome based. It is the criteria by which students demonstrate achievement of the Competencies of our Educational Program. It also allows for identification of specific strengths and areas that need attention for each student.

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

Field Setting Effectiveness

Field setting sites are continually being monitored for effectiveness. The Field Coordinator will determine if any new field sites are appropriate. If at any time the student has concerns about the level of Field Instructor supervision, the student is to reach out to their Faculty Field Liaison. The Faculty Field Liaison is to process these concerns and schedule a meeting as needed. Faculty Field Liaisons are expected to visit the site minimally one time during the student's placement. In addition, the student will evaluate the Faculty Field Liaison, Field Instructor, and Field Site at the end of the semester as part of the required social work program exit survey. If at any time there is a concern by the Faculty Field Liaison about the field site, the Field Coordinator may call or visit the site to have a conversation about the concern. The Field Coordinator may terminate a site at any time due to concerns over effectiveness, ethical issues, or not meeting terms of the contract agreement. The UWW Social Work department celebrates strong field placement settings with an annual Outstanding Field Partner Award at the Department's banquet each spring.

EXPECTATIONS OF FIELD COORDINATOR

The following are the expectations of the Field Coordinator:

1. Administrative oversight of field placement site relationships with UWW and Department of Social Work; includes oversight of logistics to maintain relationships as well as work with legal department and risk management to reduce university, department, and student liability.
2. Administrative leadership of faculty members assuming Faculty Field Liaison role.
3. Assignment of students to Faculty Field Liaisons and assist Faculty Field Liaisons with placing students if needed.
4. Recruitment and development of field placement sites.
5. Development and maintenance of appropriate records and communication with field agencies.
6. Collaboration with faculty to plan and implement Field Instructor training.
7. Development of field education resources.
8. Assessment and evaluation of student and program outcomes.
9. Adherence to and integration of field education accreditation requirements as mandated by Council on Social Work Education (CSWE) and Educational Policy and Accreditation Standards (EPAS).
10. Recruitment and development of Advisory Board Members.
11. Collaboration with faculty members to plan and host bi-annual Advisory Board Meetings.
12. Represent the social work department, as approved by department chair at professional conferences and trainings targeted toward field education.
13. Supervise student project assistant(s) assigned to support Field Coordinator.
14. Provide orientation and field instruction training to field agencies and Field Instructors.
15. Develop policies regarding field placements in an organization in which the student is also employed.

EXPECTATIONS OF FIELD INSTRUCTORS

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

1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:

   a. the functions, policies, and goals of the agency

   b. the clientele served

   c. the relationships of the agency to the community and other agencies

   d. the agency's expectations of the student

2. Afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing and other social work tasks).

3. Arrange for the field student to attend staff and board meetings whenever possible. The student should be encouraged (when appropriate) to participate in such meetings.

4. Select the work load of the student so that it is in harmony with the setting, taking into consideration the student's capacity, interests, past experiences, life patterns and program competencies of the Department of Social Work whenever possible. "Busy work" is not appropriate for the field student. The 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 field student an opportunity to work directly, in-person contact, with individuals, families, groups, and in the community. Appropriate research assignments are also expectations of field placement, especially those that help foster integration of empirical and practice-based knowledge.

6. Arrange for a weekly supervision session when the field student is present at the field setting. Among the various topics covered in conference, attention should be given to:

   a. Helping the student prepare for, and participate in, these conferences.

   b. Explaining the purpose and process of recording where it is required.

   c. Emphasizing the student'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 student to follow in order to improve his/her work. Whenever the student is performing at a substandard level, a copy should be sent in a timely manner to the Faculty Field Liaison. This will avoid a "last minute notification of failure."

8. Participate and complete midterm and final evaluations of the field student.

9. Evaluate the student in accordance with the Field Evaluation Tool, a sample copy of which appears in the appendix this manual on pages 61-72.

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

1. Participate in the process of having students interview for field placement assignments. The Faculty Field Liaison is a "facilitator" and an "information provider" to students and agencies in this process.

2. Orient students and agency Field Instructors to the expectations and mechanics of the field placement program.

3. Promote three-way open communication between field students, Field Instructors, and Faculty Field Liaisons related to such areas as exploring innovative suggestions for improving aspects of the field experience, and to dealing with issues and conflicts associated with the field placement.

4. Monitor the progress of the student in his/her field placement through student logs by giving feedback, telephone contact with the agency Field Instructor, and individual meetings with the field student.

5. If a field student at a placement has a limitation that needs attention, the Faculty Field Liaison and the agency Field Instructor should jointly develop a program with the field student designed to meet this limitation. In rare cases, when it becomes evident that it is very unlikely that a field student will be able to develop those competencies required to fulfill the responsibilities of a beginning level social worker, the Field Instructor, and Faculty Field Liaison should jointly "counsel out" such students.

6. Be present at the agency and participate in the midterm evaluation meeting of the field student (in person).

7. Participate in the final evaluation meeting of the field student (in person, phone meeting, or skype).

8. Provide support for the Field Instructor and field student during the field placement to include scheduling additional in-person meetings or phone conferences as needed.

9. Inform the Field Coordinator of any situations with which the field student, the Field Instructor, or the Faculty Field Liaison may need additional support.

10. 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.

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

12. If a student continually struggles in placement with personal/performance issues, that student should be referred by the Faculty Field Liaison to the Standards & Support Committee for further review.

   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. 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.

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

13. The Faculty Field Liaison should ensure that the student completes all evaluation forms prior to receiving final grade.

14. After grades are submitted, the Faculty Field Liaisons are requested to share with the Field Instructors the results of the students' evaluations of the field agency.

EVALUATION CRITERIA

Students will evaluate the Faculty Field Liaison as part of their required Social Work Program Exit Survey (see Appendix pages 74-75).

EXPECTATIONS OF PLACED FIELD STUDENT

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 Field Liaison.
10. Ask questions of agency Field 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 Liaison. The time spent in field seminars does count towards the student's 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 agency Field Instructor.
21. Appropriate use of cell phones (this means not taking personal phone calls or texting while at your placement) unless approved by your agency Field Instructor.
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 agency Field Instructor.
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 agency Field 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."
27. Complete, participate, and give a copy of a Midterm and a Final Evaluation to the Faculty Field Liaison. The student will receive and Incomplete for the field placement until the Midterm and the Final Evaluations are complete and a copies are given to Faculty Field Liaison. This incomplete could result in the failing of the field placement if the Midterm and the Final Evaluations are not completed.

SAFETY GUIDELINES FOR FIELD STUDENTS

SUPPORTING STUDENT SAFETY

Student safety is a priority in the field program. Students are to receive education regarding safety as part of the orientation process. Students are also encourage to follow the University safety guidelines, including: police crime prevention resources (http://www.uww.edu/adminaffairs/police/crime-prevention), sexual violence, sexual harassment, and intimate partner violence policies (https://www.uww.edu/system-harassment and https://www.uww.edu/student-handbook/system-sexual). In addition, the campus offers ongoing self-defense class and trainings that social work students are encouraged to attend. Students are also encouraged to download the NASW Safety Standards (https://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf).

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, or a social worker at a neighborhood center is working with juvenile gang members to curb criminal activity.

CLIENT SIGNALS OF DANGER

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

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, the field student 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 drugs such as cocaine, PCP, and amphetamines increases 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 field students also attend to their internal responses ("gut feelings"). Field students 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 student'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 students need to access and attend to them. Students should immediately reach out to their agency Field Instructor and/or their Faculty Field Liaison with any concerns about safety.

ASSAULT CYCLE

Most assault occurrences follow a predictable pattern of five phases:
1. <u>Triggering phase</u>: 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. <u>Escalation phase</u>: 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. <u>Crisis phase:</u> 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 field student needs to seek to attend to: his or her own safety, the safety of others, and the safety of the aggressive client.
4. <u>Recovery phase:</u> 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 field student needs to pace interventions in response to the client's cues, and perhaps reassure the client that they will be safe. The student in this phase should avoid disapproving comments and should not as yet seek to explore the reasons for, and consequences of, the behavior.
5. <u>Post-crisis depression phase</u>: 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. Fortunately, here are a variety of options for preventing violence from which a field student can pick and choose.

DE-ESCALATING VERBAL COMMUNICATION

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

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

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

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

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

DE-ESCALATING NONVERBAL COMMUNICATION

The field student 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 field student 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 field student 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 field student to say something like, "It's okay to be angry, but it's not okay to strike out. What can I do to help you feel more in control right now?" Such a statement helps clarify to some potentially violent clients that physical aggression is not acceptable. The tone and wording involved in setting limits should be supportive of the client's worth and should not increase feelings of powerlessness.

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

STAYING CALM AND GENERATING OPTIONS

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

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

TRANSPORTING CLIENTS (FROM NASW SAFETY STANDARDS)

When transporting clients is an expectation of the job, employers should ensure that policies and practices are in place to protect both social workers and clients. At the time of pick up, the social worker should assess:
- the client's level of agitation (if any), use of intoxicants, and the meaning of the appointment to the client
- the possibility that the client has a weapon

■ their own perception of a safety risk.

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

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

MOBILE PHONE USE (FROM NASW SAFETY STANDARDS)

Mobile phones have become a necessity for communication outside the office. Wherever possible, social workers should use agency phones, rather than personal phones, to reduce exposure of their personal information. Although excellent tools for communication, a mobile phone can also potentially escalate an aggressive situation, and the social worker should therefore use it in a sensitive and sensible manner. To increase the safety provided by a mobile phone, social workers should:
  ■ keep the mobile phone fully charged, have a replacement battery on hand for emergencies, and keep a phone charger in the car
  ■ be familiar with limitations of cell phone coverage in areas where they may visit
  ■ ensure that they know how to use the phone properly before going into the field
  ■ keep emergency contacts on speed dial
  ■ keep GPS-enabled mobile phone applications activated at all times while in the field
  ■ agree on and use "code" words or phrases to help social workers convey the nature of threats to their managers or colleagues
  ■ remember to not use handheld mobile phones while driving
  ■ send text messages of knowledge of circumstances, instead of calling, but not while driving
  ■ use the phone discreetly, so as not to inadvertently escalate a potentially volatile situation and to avoid becoming a possible target for robbery

HOME VISITS

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

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

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

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

in the household who might present a risk of violence. Also, the student should seek to determine if there is an aggressive dog in the home or in the yard.

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

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

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

When entering the house, the field student should do a quick visual scan looking for signs of danger, such as weapons or drugs. The student should be watchful of all persons and should ask who else besides the client is at home. If there are signs of danger, the student should promptly and politely postpone the visit, saying something like "I'm sorry, you're going to have to excuse me. I just remembered I'm supposed to be at another meeting. I'll call you this afternoon to arrange another time when we can meet." It's best, at least at first, to stay near the entrance door, in case a quick exit is needed. The bottom line when conducting a home visit is to seek to remain calm, so the student can creatively generate and assess options in regard to safety. Furthermore, the field student needs to trust his or her "gut feelings" in relation to signs of danger.

WEATHER
Field students are expected to attend their field placement during the hours the student has arranged with their Field Instructor. At any time the student does not feel safe driving to the placement, the student is expected to communicate with the Field Instructor to let them know they are not attending field that day and to discuss when their hours will be completed. In the event that it is determined that the Field Instructor's agency or organization will not be open due to inclement weather, the student will not be expected to travel to the agency or organization on that day. It is expected that the student will take the initiative to make up the hours that were scheduled by communicating with the Field Instructor. The hours that were not completed as scheduled due to inclement weather need to be completed by the end of the semester that the student is placed, unless an extension is agreed upon by the Field Instructor and the Faculty Field Liaison. Completing field placement hours while not at the field agency can only be approved under extenuating circumstances by the Field Instructor and the Faculty Field Liaison.

SCHEDULING OF FIELD PLACEMENT HOURS
Field students are expected to schedule their field placement hours during times when they can be supervised by their Field Instructor or other designated Supervisor. Students are not allowed to complete their field hours at an organization alone or at night.

Field students are allowed to start their field placement hours no more than two weeks prior to the semester start. In order to start field hours, students must be registered for the class, and must have approval from the Faculty Field Liaison and the Field Instructor. Field students are not allowed to complete their field hours earlier than three weeks prior to the last day of the semester.

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** to assess their competencies and practice behaviors, but their placements entail professional responsibilities to the agencies, the community, and 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 from 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 you're your 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 Field 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 total clock hours required for field.

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 and field will be delayed a semester.

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 Field 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 ended.

- 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 of you and 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 field student 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 field student and Faculty Field Liaison 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 the Field Coordinator

If the student is dissatisfied with the decision they may appeal the decision (See Grievance Procedures on page 48).

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 <u>following</u> 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 a placement.

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

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

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

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

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

If the Field Coordinator and the faculty do not grant a second opportunity of a field placement, then the student will be directed to follow the University Grievance Procedures (page 48).

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.

CRITERIA 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.

Please note: Students who are automatically terminated from their field setting will be required to participate in a Standards and Support meeting. Additionally, the student will have to wait until, minimally, the following semester to re-start field.

SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

Social Work field students are expected to adhere to the standards/ethics of the profession 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 agency Field 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 which will assist you in integrating classroom learning to 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 agency Field Instructor 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.

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:

3.1 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 sexual orientation in assessments or other agency tools? Describe.
- Describe how your agency addresses client characteristics as factors that limit access to resources.

Assignment # 3:

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in <u>interventions</u> 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 biopsychosocialspitirual 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 work place that you collaborate with and describe how this collaboration occurs.
- Provide any examples of individuals you collaborate with outside of your agency (e.g.: other agencies or service providers).
- Describe a situation in which you had to collaborate closely with your Field Instructor.
- 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 Instructor.

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 (e.g.: 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:

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 Field Instructor 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 <u>evaluation of outcomes</u>. (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 <u>specific intervention</u> that your agency regularly employs (e.g.: 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, field students are required to compete a learning agreement (see Appendix page 55). This should be done conjointly with your Field Instructor.

DAILY LOGS

Throughout the semester, field students are required to keep a **daily** log specifying their activities, impressions, feelings, and questions regarding their practical learning experiences. Student are also advised to describe in some detail how they handled complicated situations. Logging of your hours is also required. Your Faculty Field Liaison may provide a template or guideline for daily logs; please be sure to check with 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 field student, and the Field Instructor to discuss any problems the student is having. In cases of difficulty, the Faculty Field Liaison initiates more frequent contact with the field student and the agency Field Instructor. In addition, it is important to note that if a student has an immediate issue that needs to be addressed, it would be important to contact their Faculty Field Liaison immediately and not wait for them to read the log.

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

Field students 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 PLACED FIELD STUDENTS

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

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.

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

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 Field Liaison cannot be abreast of day-to-day happenings within all agencies, it makes the most sense to deal with concerns or problems within the agency first, and then refer to the Faculty Field 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 lackadaisical 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 the placement your best effort and work to correct problems and meet expectations.

PLACEMENT EVALUATIONS/MEETINGS AND FORMS

At midterm, and again at the end of each placement, the agency Field Instructors are asked to complete a copy of the "Student Field Evaluation" tool (see Appendix pages 61-72). Field Instructors are encouraged to share and discuss these evaluations with their assigned students.

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

GRADING GUIDELINES

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

		Percent of Grade
1.	Faculty Field Liaison's overall evaluation of the student's performance in the placement in conjunction with the agency Field Instructor's evaluation	65%
2.	Logs	10%
3.	Seminar participation	5%
4.	Assignments	20%

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.

Please reference pages76-87 for a complete copy of the syllabus.

PROFESSIONAL LIABILITY

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

HEALTH INSURANCE/ COUNSELING

You may be asked to get a physical or TB shot for your field placement or you may find yourself in need of counseling services. Students may also find the need for ongoing counseling. As a student, you have access to medical and counseling services through the University Health Center until you graduate. You can contact them at 262-472-1300.

CRIMINAL BACKGROUND CHECK

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

You are to fill out and bring your background check form to your field placement interview. The agency will submit it to the state. The background check form can be found on our field program for students webpage: https://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students.

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

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

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

SOCIAL WORK 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?
Currently, the social work program does not have any admission requirements pertaining to criminal convictions that would prevent you from becoming a major. However, in the fourth year of the program, a field placement is required. The placement is conducted at an agency or organization in the community. The Faculty Field Liaison will work with the student to locate a field placement which aligns with the career interests of the student.

Field Placements
The Social Work department does not complete background checks for students when they are completing the field placement process. Field agencies may or may not have the field student complete a background check. Field students must be aware that legal charges and convictions on a student's record, probation status, or parole status may affect whether a student can procure a field placement. The Social Work department will make every effort to find a field placement for a student with a criminal record or a student on probation or parole, but ultimately it may be impossible. Student disclosure of a criminal record, probation status, or parole status will impact field placement options and will be shared with potential field placement agencies. It is the responsibility of the student to research the ramifications of any legal charge or conviction, and the impact that a charge or conviction may have on a student's chances of becoming certified, licensed, or employed in the social work field. The student should determine for themselves early in their social work educational journey whether employment in the social work field is likely.

A form from the Wisconsin Department of Safety and Professional Services is available for completion and submission to determine whether a student will be able to acquire specific social work jobs: https://dsps.wi.gov/Credentialing/General/fm3085.pdf

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.

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. It is 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.

The Grievance Procedures on the following pages were excerpted from the *University Handbook* and *Course Catalog*

STUDENT GRIEVANCE PROCEDURES

(http://uww-public.courseleaf.com/general-information/academic-legal-policies/#grievanceprocedureundergraduatetext)

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

(http://www.uww.edu/policies/grade-appeals)

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

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

I. INFORMAL PROCESS:

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

UNIVERSITY OF WISCONSIN
WHITEWATER
Department of Social Work - Field Program

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 <u>completed</u> (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.

Note: This form is now completed online. You will receive a link to complete the form via email.

BASIC INFORMATION

Name: _____ Student ID Number: _____ 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 ☐

If 6, which semester and year do you plan to finish: _____

Will you have a car available for field placement? Yes ☐ No ☐

Do you have a valid driver's license? Yes ☐ No ☐

Do you have up-to-date car insurance? Yes ☐ No ☐

Do you have any current/pending/past legal matters? Yes ☐ No ☐

      (note: these issues may or may not impact your placement options)

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? _____

_____

GEOGRAPHIC LOCATION

In which county or geographical area would you prefer to be placed? _____

_____

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; & 3 = third choice).

Addictions and Physical Dependence/AODA _____
Administration _____
Advocacy _____
Aging and Gerontology _____
Child Welfare _____
Community Development _____
Community Mental Health _____
Corrections and Criminal Justice _____
Developmental Disabilities _____
Displaced Persons and Homeless _____
Domestic Violence or Violence _____
Family Services _____

Global and International _____
Healthcare: Integrative Health & Mental Health _____
Immigrant and Refugee Work _____
LGBTQ _____
Military Social Work _____
Occupational or Rehabilitation _____
Post-Traumatic Stress Disorder / Veterans _____
Program Evaluation _____
Public Assistance and Welfare _____
School Social Work _____
Social Policy _____
Other _____ Explain: _____

AGENCY PREFERENCE (INDICATE AGENCY NAME AND LOCATION)

See list of agency placement sites on the UW-Whitewater Field Program webpage. List your first three choices using the following format: Agency Name (Location)

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.

_____

_____

_____

FOR INTERNAL USE ONLY: FACULTY COMMENTS/LIAISON ASSIGNMENT

_____

_____

_____

_____

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

Note: This form is now completed online. You will receive a link via email to complete the form and reminder emails until the form has been submitted.

STUDENT INFORMATION

Name: **Student ID Number:**

Email: **Cell or Primary Phone:**

Your Address While   **Field Faculty Liaison:**
Completing Placement:

PLACEMENT INFORMATION   [OFFICE USE ONLY: CONTACT EXPIRATION_____]

Agency Name: **Expected Hours Per Week:**

Agency Site Address: **Placement Start Date:**
(Your site address may differ from main agency address)

Which service area best describes your field placement:

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

13. Global and International
14. Healthcare: Integrative Health and Mental Health
15. Immigration and Refugee Work
16. LGBTQ
17. Military Social Work
18. Occupational or Rehabilitation
19. Post-Traumatic Stress Disorder/Veterans
20. Program Evaluation
21. Public Assistance and Welfare
22. School Social Work
23. Social Policy
24. Other: _____

FIELD INSTRUCTOR INFORMATION (NOT FACULTY LIAISON)

Field Instructor Name:

Field Instructor Email:

Field Instructor Phone:

MISCELLANEOUS
Other important information your liaison should be aware of:

UNIVERSITY OF WISCONSIN WHITEWATER

Department of Social Work - Field Program

LEARNING AGREEMENT

PURPOSE

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

DIRECTIONS

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

The Learning Agreement is due to the Faculty Field Liaison within two weeks (or 64 hours) of commencing the field placement. The student and Field Instructor 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 Instructor:_____

Field Instructor Email:_____

Faculty Field Liaison:_____

Semester: Fall ☐   Spring ☐   Summer ☐   Credits: 12 ☐   6 ☐

Expected Weekly Schedule at Agency

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Expected Start/End Date

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

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

Weekly Supervision

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

Policies and Confirmation

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

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

LEARNING AGREEMENT

The Council on Social Work Education (CSWE)[1] requires students demonstrate competency in 9 skill areas: (1) Demonstrate Ethical and Professional Behavior; (2) 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 field student will carry out to successfully achieve the pre-specified goal. Students are to complete the majority of these activities through in-person contact.

I. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

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.*

Objective(s): i.e., smaller goals to achieve primary pre-specified goal. *Example:* Student will demonstrate professional behaviors in interactions with Field Instructor.	**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 Field Instructor.

II. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Goal: *Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.*

Objective(s): i.e., smaller goals to achieve primary pre-specified goal. *Example:* Student will work with client or population at risk of oppression.	**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.

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[1] 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.*

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

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.*

Objective(s): i.e., smaller goals to achieve primary pre-specified goal. *Example:* Student will identify an evidence-based practice approach.	**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.

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.*

Objective(s): i.e., smaller goals to achieve primary pre-specified goal. *Example:* Student will explore national policies affecting organization.	**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.

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 Instructor.

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**

For Field Instructor:

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

_____

Field Instructor Signature   **Date**

_____

Degree(s) of Field Instructor

_____

License/Credential of Field Instructor

_____

Years of Post-Degree Social Work Experience of Field Instructor

UNIVERSITY OF WISCONSIN
WHITEWATER

Department of Social Work - Field Program

STUDENT FIELD EVALUATION

Name of Student: **Date:**

Student ID#:   **Evaluation Period:** ☐Midterm   ☐Final

Faculty Field Liaison: **Hours Completed to Date:**_____ /480

Agency Name: **Field Instructor Name:**

Agency Address:

FOR OFFICE USE ONLY: **CSWE Field Placement Category:**

Background: The Council on Social Work Education (CSWE), the accrediting body on social work education, requires bachelor's level social work (BSW) students 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.*

Rating	Categories	Definition of Categories
1	**Poor**	The student is functioning significantly below expectations for students in this are
2	**Fair**	The student is functioning somewhat below expectations for students in this area.
3	**Good**	The student has met the expectations for students in this area.
4	**Very Good**	The student is functioning somewhat above expectations for students in this area.
5	**Excellent**	The student has excelled in this area.
N.O.	**Not Observed**	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
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. Employ ethical decision making when working with clients.	☐	☐	☐	☐	☐	☐
	2. Adhere to agency policies.	☐	☐	☐	☐	☐	☐
	3. Consider state or federal laws when working with clients.	☐	☐	☐	☐	☐	☐
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	4. Show personal reflection through areas such as supervision meetings or daily logs.	☐	☐	☐	☐	☐	☐
	5. Correct practice mistakes once they are recognized.	☐	☐	☐	☐	☐	☐
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	6. Demonstrate professional social work behavior.	☐	☐	☐	☐	☐	☐
	7. Dress appropriately for the professional social work environment.	☐	☐	☐	☐	☐	☐
	8. Act professionally when verbally communicating with clients.	☐	☐	☐	☐	☐	☐
	9. Act professionally when verbally communicating with other professionals.	☐	☐	☐	☐	☐	☐
	10. Demonstrate professionalism when using non-verbal communication with clients.	☐	☐	☐	☐	☐	☐
	11. Demonstrate professionalism when using non-verbal communication with other professionals.	☐	☐	☐	☐	☐	☐
Use technology ethically and appropriately to facilitate practice outcomes	12. Demonstrate basic competency in word processing programs.	☐	☐	☐	☐	☐	☐
	13. Use technology effectively to facilitate positive practice outcomes.	☐	☐	☐	☐	☐	☐
	14. Demonstrate professionalism when using technology, such as cell phone, email, or social media.	☐	☐	☐	☐	☐	☐
	15. Abide by specific agency policies regarding use of all technologies.	☐	☐	☐	☐	☐	☐
Use supervision and consultation to guide professional judgment and behavior	16. Use supervision appropriately.	☐	☐	☐	☐	☐	☐
	17. Consult with supervisor regarding clients.	☐	☐	☐	☐	☐	☐
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:

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
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. Demonstrate a commitment to culturally competent practice.	☐	☐	☐	☐	☐	☐
	2. Practice ethnic sensitive social work practice.	☐	☐	☐	☐	☐	☐
Present themselves as a learners and engage clients and constituencies as experts of their own experiences	3. Treat clients with dignity.	☐	☐	☐	☐	☐	☐
	4. Act courteously towards clients.	☐	☐	☐	☐	☐	☐
	5. Treat clients fairly.	☐	☐	☐	☐	☐	☐
	6. Actively engage clients in the problem solving process.	☐	☐	☐	☐	☐	☐
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7. Recognize individual biases when serving diverse clients.	☐	☐	☐	☐	☐	☐
	8. Exhibit respectful non-biased behaviors towards diverse client populations.	☐	☐	☐	☐	☐	☐
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

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. **Demonstrate a commitment to addressing social injustices.**	☐	☐	☐	☐	☐	☐
	2. **Model a commitment to economic justice.**	☐	☐	☐	☐	☐	☐
Engage in practices that advance social, economic, and environmental justice	3. **Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments.**	☐	☐	☐	☐	☐	☐
	4. **Show an understanding of client characteristics as factors that limit access to resources.**	☐	☐	☐	☐	☐	☐
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:

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Use practice experience and theory to inform scientific inquiry and research	1. Share information with colleagues regarding the effectiveness of services used with clients.	☐	☐	☐	☐	☐	☐
	2. Develop practice questions that might be addressed by research.	☐	☐	☐	☐	☐	☐
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	3. Evaluate quantitative research studies to guide professional work with clients.	☐	☐	☐	☐	☐	☐
	4. Analyze qualitative research studies to guide professional work with clients.	☐	☐	☐	☐	☐	☐
Use and translate research evidence to inform and improve practice, policy, and service delivery	5. Use professional social work literature to identify appropriate support services or interventions for clients.	☐	☐	☐	☐	☐	☐
	6. Continuously evaluate client outcomes to inform ongoing practice.	☐	☐	☐	☐	☐	☐
	7. Draw upon the knowledge of colleagues to identify appropriate support services for clients.	☐	☐	☐	☐	☐	☐
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 5: ENGAGE IN POLICY PRACTICE

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1. **Identify agency policies that affect client outcomes.**	☐	☐	☐	☐	☐	☐
	2. **Recognize local, state, or federal policies that impact client outcomes.**	☐	☐	☐	☐	☐	☐
Assess how social welfare and economic policies impact the delivery of and access to social services	3. **Assess the extent to which social or agency policies affect the delivery of services to clients.**	☐	☐	☐	☐	☐	☐
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	4. **Advocate for strategies to address social or economic barriers.**	☐	☐	☐	☐	☐	☐
	5. **Promote activities that center on social justice or equality.**	☐	☐	☐	☐	☐	☐
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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COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1. Identify the impact of systems on clients' lives.	☐	☐	☐	☐	☐	☐
	2. Understand how the environment affects clients.	☐	☐	☐	☐	☐	☐
	3. Use the person-in-environment perspective to develop client plans.	☐	☐	☐	☐	☐	☐
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	4. Show empathy when engaging with clients.	☐	☐	☐	☐	☐	☐
	5. Demonstrate effective interpersonal skills with clients.	☐	☐	☐	☐	☐	☐
	6. Use reflection as a tool to engage clients.	☐	☐	☐	☐	☐	☐
	7. Positively interact with other professionals.	☐	☐	☐	☐	☐	☐
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							

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1. Adhere to agency policy regarding data collection.	☐	☐	☐	☐	☐	☐
	2. Use agency data appropriately.	☐	☐	☐	☐	☐	☐
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	3. Use theory to interpret client assessment data.	☐	☐	☐	☐	☐	☐
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	4. Collaborate with clients to develop mutually agreed upon goals.	☐	☐	☐	☐	☐	☐
	5. Work with clients to identify mutually agreed upon interventions.	☐	☐	☐	☐	☐	☐
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	6. Recommend appropriate interventions for individual clients.	☐	☐	☐	☐	☐	☐
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

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1. Discuss prevention strategies to assist clients with avoiding future problems.	☐	☐	☐	☐	☐	☐
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	2. Utilize theory to recommend appropriate interventions to clients.	☐	☐	☐	☐	☐	☐
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	3. Work closely with other professionals (employed internally or externally) to achieve client goals.	☐	☐	☐	☐	☐	☐
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	4. Use negotiation skills effectively with clients.	☐	☐	☐	☐	☐	☐
	5. Effectively use mediation skills with clients.	☐	☐	☐	☐	☐	☐
	6. Use advocacy skills effectively to enhance client outcomes.	☐	☐	☐	☐	☐	☐
Facilitate effective transitions and endings that advance mutually agreed-on goals	7. Effectively use transition skills to move clients from intake to termination.	☐	☐	☐	☐	☐	☐
	8. Terminate client relationships effectively.	☐	☐	☐	☐	☐	☐
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 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	N.O. Not Observed
Select and use appropriate methods for evaluation of outcomes	1. Identify appropriate methods for evaluating client or program outcomes.	☐	☐	☐	☐	☐	☐
	2. Use appropriate methods to evaluate client or program outcomes.	☐	☐	☐	☐	☐	☐
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	3. Utilize theory in the evaluation of client or program outcomes.	☐	☐	☐	☐	☐	☐
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	4. Analyze the effectiveness of interventions prior to making recommendations.	☐	☐	☐	☐	☐	☐
	5. Monitor clients' progress to ensure recommended interventions are appropriate.	☐	☐	☐	☐	☐	☐
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	6. Discuss outcomes with clients.	☐	☐	☐	☐	☐	☐
	7. Share findings from practice or program evaluations with agency stakeholders.	☐	☐	☐	☐	☐	☐
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:

OVERALL EVALUATION

Evaluation Period: Midterm ☐   Final ☐

Mean Competency Scores*	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & 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
* Copy the mean competency scores from the previous pages.		
	OVERALL MEAN SCORE**	** 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:_____

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~ 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 Students, Field Coordinator, Faculty Field Liaisons, 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].

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

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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].

WHITEWATER

Department of Social Work
SOCIAL WORK FIELD EXPERIENCE SYLLABUS
Social Work

Instructor:
Office:
Email:
Office #:
Cell #:
Office Hours:
**Due to students being in field placement Office Hours will be flexible to accommodate student's schedule.

I. COURSE DESCRIPTION

The block field placement is a 12-credit course that designed to provide the student with an opportunity to apply the skills learned in the classroom. The student is placed in a community agency under supervision of an experienced social worker (Field Instructor) and social work faculty member (Faculty Field Liaison). The placement occurs in settings that reinforces the student's identification with the purposes, values, and ethics of the social work profession. Field placements foster the integration of empirical and practice-based knowledge. The student is expected to develop an in-depth understanding of the agency activities and programs. The student is also expected to assume increasing levels of beginning level social worker responsibilities. As part of this course, the student is expected to work a minimum of **480 hours** under the supervision of an agency social worker (Field Instructor). A small portion of the hours requires the student to attend two seminar meetings that will be facilitated by the social work department Faculty Field 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)[2]. 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

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[2] Complete EPAS can be found at: www.cswe.org.

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

Competency 1	**Demonstrate Ethical and Professional Behavior**	
	Measurement	Final Field Evaluation

Competency 2	**Engage Diversity and Difference in Practice**	
	Measurement	Final Field Evaluation

Competency 3	**Advance Human Rights and Social, Economic, and Environmental Justice**	
	Measurement	Final Field Evaluation

Competency 4	**Engage In Practice-informed Research and Research-informed Practice**	
	Measurement	Final Field Evaluation

Competency 5	**Engage in Policy Practice**	
	Measurement	Final Field Evaluation

Competency 6	**Engage with Individuals, Families, Groups, Organizations, and Communities**	
	Measurement	Final Field Evaluation

Competency 7	**Assess Individuals, Families, Groups, Organizations, and Communities**	
	Measurement	Final Field Evaluation

Competency 8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**	
	Measurement	Final Field Evaluation

Competency 9	**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	
	Assignments	Final Field Evaluation

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.

2. Apply critical thinking skills within the context of professional baccalaureate social work practice.

3. Practice within the values and ethics of the social work profession and within an understanding of and respect for the positive value of diversity.

4. Demonstrate the professional use of self.

5. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

6. Understand the history of the social work profession and its current structures and issues.

7. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

8. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

9. Analyze the impact of social policies on client systems, workers, agencies, and institutionalized systems.

10. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.

11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

12. Use supervision appropriate to generalist practice.

13. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

III. REQUIRED READINGS/MATERIALS

1. *Manual for Students, Field Coordinator, Faculty Field Liaisons, and Field Instructors*
   - Found on Department of Social Work Field Program Website:
     https://www.uww.edu/field-program
2. Social work texts required from previous social work courses that are relevant to field placement.
3. Suggested readings from your Field Instructor and Faculty Field Liaison.
4. Web-camera and computer with internet 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/services/ga-labs.

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 (Field Instructor) 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 Liaison through email and telephone as well as through completion of required logs and other assignments.

D2L

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

*Assignment*s. 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 provider.

V. COURSE REQUIREMENTS

1. ATTENDANCE

Attendance at the field agency is critical and the student is expected to show up for the mutually agreed upon schedule. Since this is a twelve-credit sixteen-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 field student and agency Field Instructor. It makes no difference to your Faculty Field Liaison 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 Instructor. 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 Field 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 special permission in WINS, which will be entered by the ADA who will email you registration instructions. Students must register for 12 credits. Under no circumstance may a student may 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 Instructor's direct contact information. The form must be completed online. You will receive an email with the link and reminder emails until you complete the *Student Face Sheet*.

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 Instructor and Faculty Field Liaison. Following is a description of each assignment**:**

a. Learning Agreement

The student is expected to complete a Learning Agreement with his/her Field Instructor. The Learning Agreement is a written agreement between the student and agency Field Instructor that outlines student goals and objectives as well as activities the student will perform to achieve identified goals. The Learning Agreement aligns with CSWE competency requirements. The Learning Agreement is due before the end of the second week of the field placement. The required

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Learning Agreement template can be found on D2L or the department's field webpage (https://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students) and must be submitted to the respective Dropbox on D2L. Submission of the Learning Agreement is required. Students who fail to submit it 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 Instructor. The form can be found on D2L or the department's field webpage (https://www.uww.edu/cls/departments/social-work/field-program/field-program-for-students) 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 Faculty Field 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 Instructor; doing so provides points for weekly discussions. The act of writing the log can be a powerful learning experience for you. For that reason, it is very important that the student write a log every night (and not wait until the end of the week).

Daily logs are at due the following **Monday for each week of field placement completed**. 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 Faculty Field Liaison, twice during the semester. Meetings are scheduled for:

- Date (to be determined)
- Date (to be determined)

Attendance at these meetings is mandatory. The student should inform the Field Instructor 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 Field Liaison will also provide additional instruction on the midterm and final paper assignments.

e. Field Assignments

You will be required to write five short papers during your field 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 Faculty Field Liaison. It is strongly recommended that you ask your Field Instructor for feedback on how to answer these questions.

f. Two Evaluation Meetings

The field student is required to attend two evaluation meetings with the Field Instructor and Faculty Field Liaison. The meetings shall be conducted in-person (at the agency site) at (a) midterm or upon student's completion of 200 hours, and (b) final week or upon the student's completion of 480 hours. Estimated meeting dates are outlined the course schedule below. The Field Instructor 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 (e.g.: 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.**

Assignment	Percent	Objectives Evaluated
a. Learning Agreement (pass/fail)	--	1-13
b. Use of Personal Auto in field form	--	--
c. Daily Logs	10 %	1-13
d. Two Seminar Meetings	5 %	1-13
e. Field Assignments	20 %	1-13
f. Field Instructor Evaluation (in conjunction with Faculty Field Liaison)	65 %	1-13
Total	**100%**	

Final Course Grades will be computed using the following scale:

Percent	Grade	Percent	Grade
94-100	A	76-73	C
93-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	$59\leq$	F

VII. UNIVERSITY & COURSE POLICES

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 Faculty Field Liaison and Field Instructor **immediately** to discuss individual needs. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily available to the instructor, the student will be referred to *The Center for Students with Disabilities* (see website: http://www.uww.edu/csd/). 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 Instructor and Faculty Field Liaison 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 Faculty Field Liaison 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 and texting (reading or sending messages) are distracting to everyone and as such, is strictly forbidden at the field agency and in the classroom. If the student is observed using a cell phone to text, talk, or surf the web, he/she will be asked to leave the class or agency field placement. Use of these e-devices for personal communication in the classroom is impolite and disrespectful. Please refrain from using e-devices at the field agency unless encouraged to do so by your Field Instructor.

7. INSTRUCTOR RIGHTS

The instructor, Faculty Field Liaison for this course, 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 Field Liaison 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 *BSW Student Handbook*, which can be found the department website: http://www.uww.edu/cls/social-work/about-the-program.

9. LEAP
The Social Work Department supports the Liberal Education & America's Promise (LEAP) initiative. LEAP Wisconsin is an initiative of the University of Wisconsin System that seeks to increase understanding of the value and purpose of liberal education for UW students and Wisconsin citizens.

10. RESEARCH
Course assignments/discussions content may be used in assessment / research / refection on student learning. Please note that no names or any form of identifying information will be used in the research. Students who do not want any of their written or verbal comments to be a part of this research have the opportunity to "opt out." Please contact the professor, Faculty Field Liaison, if you do not want to participate in this research.

11. TURNITIN
Your instructor, Faculty Field Liaison, will use the plagiarism detector, Turnitin, for all written assignments, so please be certain any work you submit is your own. Committing acts of plagiarism (as stated 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.

12. INTELLECECTUAL PROPERTY
The content of this course and the course syllabus are the intellectual property of the course instructor, Faculty Field Liaison. Course material may not be replicated and used without permission. Unauthorized use of course materials in written, video, or digital format is strictly prohibited.

13. VIDEO AND AUDIO RECORDING
To ensure a safe learning environment, the use of audio or digital, including, but not limited to, the recording of the instructor's course materials as well as the recording of guest lectures and/or discussion, is strictly prohibited. Students who violate intellectual property policies or video or audio recording rules will be removed from the course and referred to university administration for appropriate action.

14. STATE OF WISCONSIN-EXECUTIVE ORDER # 54
On December 19, 2011, the Governor signed Executive Order #54, which requires that all University of Wisconsin System employees must report incidents of child abuse and neglect. If the instructor, Faculty Field Liaison, learns of abuse or neglect of a student who is under age 18 or that occurred when the student was under the age of 18, the instructor is mandated to report the incident to the campus police and/or Dean of Students. More information about Executive Order #54 can be found on the UW-Whitewater website.

VIII. COURSE SCHEDULE

The student's schedule/week may differ if he/she started the placement earlier or later than the session begin date.

	Date	Topic	Activity Due
Week 1		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs 2. Ensure you have signed up for graduation
Week 2		1. **Agency Placement Work (minimum 32 hours)** 2. **Complete Learning Agreement** 3. **Assignment #1 Due**	1. Daily logs 2. Learning Agreement Due 3. **Assignment #1 Due**
Week 3		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
Week 4		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
Week 5		1. **Agency Placement Work (minimum 32 hours)** 2. **Assignment #2 Due**	1. Daily logs 2. **Assignment #2 Due**
Week 6 Midterm		1. **Agency Placement Work (minimum 32 hours)** 2. **Midterm evaluation: field student, Field Instructor completes Midterm Evaluation** 3. **Schedule Midterm Evaluation meeting with Field Instructor and Faculty Field Liaison** 4. **Field Seminar Meeting will be held on TBD. Place to be determined.**	1. Daily logs 2. Midterm evaluation with Field Instructor and Faculty Field Liaison. Evaluating of Competencies 1-9 by completing Field Evaluation Tool.
Week 7 Midterm		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
Week 8		1. **Agency Placement Work (minimum 32 hours)** 2. **Assignment #3 Due**	1. Daily logs 2. **Assignment #3 Due**
Week 9		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
Week 10		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs

Week 11		1. **Agency Placement Work (minimum 32 hours)** 2. **Assignment #4 Due**	1. Daily logs 2. **Assignment #4 Due**
Week 12		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
Week 13		1. **Agency Placement Work (minimum 32 hours)**	1. Daily logs
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 Student, Field Instructor, Faculty Field Liaison**	1. Daily logs 2. Schedule Final Evaluation meeting
Week 16	*last day of classes, must complete 480 hrs.	1. **Agency Placement Work (minimum 32 hours)** 2. **Final Field Evaluation: Field Student, Field Instructor, and Faculty Field Liaison completes evaluation form** 3. **Final Field meeting with Student, Field Instructor, and Faculty Field Liaison** 4. **Final Field Seminar Meeting TBD**	1. Daily logs 2. Final Field Evaluation with Field Instructor and Faculty Field Liaison. Evaluating of Competencies 1-9 by completing *Field Evaluation Tool* 3. Complete *Field Placement Site Evaluation on Senior Exit Survey* 4. Complete *Evaluation of Faculty Field Liaison on Course Evaluation* **as** instructed by email

SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

Note: This is signed online with the Application for Field Placement

Social Work students 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

UNIVERSITY OF WISCONSIN-WHITEWATER

DEPARTMENT OF SOCIAL WORK

FIELD PLACEMENT AGREEMENT

Note: This is signed online with the Application for Field Placement

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, your 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 agency's policies, procedures and regulations. They may include but may not be limited to T.B. testing, random drug screens, additional criminal background checks, etc. A student's field placement 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:

1. The agency has a qualified Field Instructor (BSW/MSW with 2 years post degree experience), who is not the student's regular supervisor, and who is willing to fulfill the responsibilities of Field Instructor.
2. The agency is able to meet the Competencies of our Educational Program (see Field Manual page 4).
3. 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 Faculty Field Liaison intent to request a placement in the agency of employment during the pre-placement interview. Within the following two weeks, the student must submit the "UW-Whitewater Department of Social Work Employment Based Field Placement Contract" to the Faculty Field Liaison and discuss the proposed placement plan.

2. Within one week of meeting with the student to discuss the proposed plan, the Faculty Field Liaison will review "UW-Whitewater Department of Social Work Employment Based Field Placement Contract," assess applicability, and indicate a recommendation (approve, modify, or disapprove) to the Field Coordinator for final decision.

3. The Field Coordinator will review the request and notify the Faculty Field Liaison and the field student whether the field placement is acceptable and/or whether any modifications will be necessary.

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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.

6. Students who are terminated from their Place of Employment in their non-field placement role, will be terminated from their field placement with the agency. This would be considered equal to the policy on agency initiated termination (see Field Manual page 35).

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

1. Agency name:_____

   Agency address:_____

   Agency phone:_____

   Executive Director/Administrator name: _____

2. Student's name:_____

   Length of employment:_____

   Name of student's current supervisor:_____

   Phone: _____ Email:_____

   Student's current employment status/job description: _____

   Assignments/work responsibilities student presently has: _____

   _____

3. Name of student's Field Instructor: _____

   Phone: _____ Email: _____

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

   _____

   _____

   _____

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

Field Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Field Liaison Signature: _____ Date: _____

Field Coordinator: _____ Date: _____

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UNIVERSITY OF WISCONSIN
WHITEWATER

Department of Social Work - Field Program

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

_____   _____
Agency Field Instructor Signature   Date

Please submit a copy of the signed form to your Faculty Field Liaison by the date requested.

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UNIVERSITY OF WISCONSIN WHITEWATER

BASIC FERPA RULES FOR UWW SCHOOL OFFICIALS – FACULTY, STAFF, & STUDENT WORKERS

- FERPA recognizes a person enrolled at UWW to have certain rights, regardless of that person's age.

- Those rights include access to his/her records and an obligation on the part of UWW school officials (i.e., faculty, staff, student workers, field supervisors, etc.) to maintain confidentiality about the records.

- A parent or guardian does NOT have a legal right to his/her child's education records, even if that child is a minor.

- UWW school officials are deemed to have a legal, legitimate educational interest and therefore have access to student education records for the sole purpose of performing their jobs professionally and responsibly.

- UWW school officials must protect the privacy of education records and not disclose personally identifiable information about a student or permit inspection of the student's records without his or her written consent (Authorization For Release of Records consent form is available at http://www.uww.edu/registrar/ferpa.). The student's written signed consent must contain three elements:

    1) Specify the records to be released
       Examples: grades; 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: prospective employer, non-UW-Whitewater school official, scholarship committee member

    3) Indicate the reason for the release
       Examples: as part of an application for employment, 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.*

- Student directory information, if not restricted, may be released to a non-UWW party without the written consent of the student. Directory information items are:

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

- UWW school officials must verify that a student's directory information is not restricted before releasing it. Students who have restricted their directory information will have a window-shade icon in WINS.

- Official transcripts of student academic records may be released only through the Registrar's Office.

- Posting education records (e.g., grades) using any portion of the student's name, student ID# or social security number violates FERPA.

- In an emergency situation, a student may be reached through the Dean of Students Office (Hyer 200, x1533).

Questions regarding FERPA should be directed to the UW-Whitewater Registrar's Office in Roseman 2032, registrar@uww.edu or 262-472-1570.

UNIVERSITY OF WISCONSIN WHITEWATER

STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORDS

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

STUDENT NAME

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

STUDENT UW-WHITEWATER ID NUMBER

STUDENT DATE OF BIRTH

MONTH (MM)   DAY (DD)   YEAR (YYYY)

STUDENT DAYTIME PHONE NUMBER

STUDENT UW-WHITEWATER E-MAIL ADDRESS

@uww.edu

STUDENT MAILING ADDRESS

STREET ADDRESS

CITY, STATE, ZIP CODE

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

2. To Disclose the following education records (check all that apply):
Note to Student: you must submit separate forms **in-person** to the offices/individuals listed in parenthesis next to the records you check.

☐ Class Registration (Registrar's Office, Roseman)

☐ Grades & Transcript (Registrar's Office, Roseman)

☐ Financial Aid (Financial Aid, Hyer Hall)

☐ Tuition/Fees (Financial Services, Hyer Hall)

☐ Meal Plan (HawkCard Office, University Center)

☐ Purple Points (HawkCard Office, University Center)

☐ UWW Employment (Human Resources, Hyer Hall)

☐ Other (specify): _____

☐ Residence Hall/Life (Residence Life, Goodhue Hall)

☐ Performance Observation Notes, Evaluation Instruments or Information (professor, internship supervisor, cooperating teacher in a field experience)

☐ General Comments about Performance in a Course or during a Field Experience - Field Studies, Student Teaching, Internship, Practicum, etc. (internship supervisor, cooperating teacher in a field experience)

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

☐ Individual Party (print name): _____

☐ Prospective Employer(s)

☐ School Official(s) responsible for admission to educational programs

☐ Individual(s) responsible for scholarships, grants, etc.

☐ Other (specify): _____

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

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 signature_____ Date _____

_____

(Student's Signature)   (Date)

Student Evaluation of Field Site

Please note: these survey questions will be completed in the mandatory senior exit survey that will be emailed to the student.

It is important to evaluate the effectiveness of the field placement site. The following questions will be completed by the student when they complete the mandatory senior exit survey. This email will be sent to the student via email.

Q26 What is the name (and location) of the agency where you completed your field experiences (SOCWORK 493)?

Q27 The following set of questions asks you questions about your experience at your field placement (strongly agree to strongly disagree).

    11a. Provided opportunities for you to demonstrate your core competency skills
    11b. Informed your future career decisions
    11c. Was a valuable use of your time
    11d. Was a valuable learning experience
    11e. Had a manageable amount of work
    11f. Helped you create a professional network
    11g. Challenged you professionally
    11h. Linked theoretical approaches from the classroom
    11i. Linked material learned in the classroom

Q77 12. The following set of questions asks you about your experience with your Field Instructor (strongly agree to strongly disagree).

Your Field Instructor:
    12a. treated you with respect regardless of age, gender, ethnicity, political belief, religion,
    and/or sexual orientation
    12b. valued your opinions regardless of age, gender, ethnicity, political belief, religion,
    and/or sexual orientation
    12c. was respectful of diversity
    12d. Demonstrated interest in your learning
    12e. followed the learning agreement that was mutually agreed upon
    12f. created a safe work environment
    12g. provided real-life social work experiences
    12h. encouraged you to challenge yourself
    12i. put aside time for supervision (met on-on-one, etc.)
    12j. was open to feedback

Q29 Please add any comments, concerns, or suggestions regarding your interactions with your Field Instructor.

Q28 The following set of questions asks you about your experience at your field placement agency (strongly agree to strongly disagree).

Employees at your field agency:
14a. treated you with respect regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
14b. valued your opinions regardless of age, gender, ethnicity, political belief, religion, and/or sexual orientation
14c. were respectful of diversity
14d.demonstrated interest in your learning
14e. created a safe work environment
14f. provided real-life social work experiences
14g. encouraged you to challenge yourself
14h. were respectful of administration

Q78 15. Please provide any comments, concerns or suggestions regarding the employees at your social work field agency.