Manual for Social Work

Interns and Supervisors

in Field Instruction

Social Work Department
University of Wisconsin-Whitewater
2010-2011

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FORWARD

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

The social work faculty wishes to emphasize that criticisms and suggestions for revision of this manual are welcome.

NOTE: You can download this Manual at: http://academics.uww.edu/socwrk (left side-click on field placement→field placement manual.)

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The primary objective of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level social work positions. In meeting this objective, a quality field placement experience is an essential part of baccalaureate social work preparation. Field placement is designed to provide students an opportunity to learn within an agency setting, and to employ the knowledge, skills, and values acquired through their on-campus course work.

Undergraduate social work education is considered a *professional* educational program and as such, field education is the capstone experience for students in the social work program at UWW. Field education is an integral component of social work education and as such it is anchored in the mission, goals, and the program objectives. It is the point where students must demonstrate successful integration of academic content with the demands of the work environment. Under the supervision of experienced practitioners, interns must demonstrate their ability to meet the specific objectives of the practicum as well as the expectations of agency, school and profession.

Mission Statement of the Social Work Department

The Baccalaureate Social Work program at the University of Wisconsin-Whitewater has an emphasis on the strengths of client systems and a commitment to enhancing human well-being and helping meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. Recognizing that people are an integral part of their environment, the program utilizes an ecological model of human behavior, with an additional emphasis of preparing social work professionals who are committed to the profession's core values of service, social and economic justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Our program has a long-standing commitment to faculty and student involvement which contributes to the well-being of the region through service learning and a strong social work student organization.

Given these commitments, the mission of our program is to prepare social work students to become competent and effective professionals, obtaining the knowledge and skills necessary for beginning generalist social work practice in urban and rural areas with diverse client systems. Our program also endeavors to develop social work knowledge and to provide leadership in the development and evaluation of service delivery systems.

Our program's commitment to enhancing human well-being and helping meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty is congruent with the social work profession's commitment to social justice and practice in the context of diverse cultures.

Our emphasis on the strengths of client systems and preparing social work students to become competent and effective professionals, obtaining the knowledge and skills necessary for beginning generalist social work practice in urban and rural areas with diverse client systems reflects our profession's purpose to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

Our program efforts to develop social work knowledge, utilizing an ecological model of human behavior, reflect the social work profession's purpose to develop and use research, knowledge and skills that advance social work practice.

Finally, our program's efforts to provide leadership in the development and evaluation of service delivery systems and our long-standing commitment to faculty and student involvement in the well-being of the region through service learning and a strong social work student organization is central to our profession's purpose to formulate and implement social policies, services and programs that meet basic human needs and support the development of human capacities and advocacy efforts that promote social and economic justice. The Social Work Student Organization continues to embody many of the purposes of the social work profession embedded in our program's mission.

Program Goals

1)   To prepare social workers for strengths based, competent, generalist social work practice with individuals, families, groups, organizations, and communities.

2)   To prepare social workers for generalist practice who participate in leadership activities involving the planning, formulation, and implementation of social policies, services, resources and programs needed to meet basic human needs and support the development of human capacities.

3)   To prepare social workers for generalist social work practice who participate in the development and application of professional social work knowledge and skills.

4)   To prepare social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

5)   To prepare social workers to alleviate poverty, oppression, and other forms of social injustice.

6)   To prepare social workers to recognize the global context of social work practice.

7)   To prepare social workers to formulate and influence social policies and social work services in diverse political contexts.

8)   To prepare social workers to evaluate the processes and effectiveness of practice.

Specified Objectives of our Educational Program

Graduates of our baccalaureate social work program must be able to:

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

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

C.   Demonstrate the professional use of self.

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

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

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

G.   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).

H.   Analyze the impacts of social policies on client systems, workers, and agencies.

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

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

K.   Use supervision appropriate to generalist practice.

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

M.   Develop effective writing skills for social work practice

COURSE REQUIREMENTS IN SOCIAL WORK

Liberal Arts Background and Prerequisite Courses:

GENED 130 Individual and Society

BIOLOGY 120 Biological Foundations or PEPROF 271 Structure & Functions of the Human Body (HBSE)

POLISCI 141 American Government & Politics (Policy)

Required Social Work Courses:

SOCWORK 102   Introduction to Social Welfare and Social Work

SOCWORK 311   Human Behavior and the Social Environment I

SOCWORK 312   Human Behavior and the Social Environment II

SOCWORK 371   Social Work Practice I

SOCWORK 372   Social Work Practice II

SOCWORK 402   Social Work Research

SOCWORK 462   Social Welfare Policy

SOCWORK 473   Social Work Practice III

SOCWORK 493   Social Work Experience

Required Social Work Course Descriptions

SOCWORK 102 Introduction to Social Welfare and Social Work [3 credits]

This course is an introduction to the history and philosophy of social welfare, to the social work profession, and to social institutions so that the students may enlarge their liberal arts education, gain understanding of contemporary social welfare problems and services, and begin to evaluate their personal values and convictions about social welfare issues. Required for all social work majors.

SOCWORK 311/511 Human Behavior and the Social Environment I [3 credits]

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

SOCWORK 312/512 Human Behavior and the Social Environment II [3 credits]

This course is designed to provide the student with an understanding of the processes of bio-psycho and socio-cultural development from middle adulthood through old age. Material is also presented on the social systems (mezzo and macro) in which individuals live.

SOCWORK 371 Social Work Practice I [3 credits]

This course presents contemporary theoretical approaches to social work practice with individuals, groups, families, organizations and communities. This course uses a competency approach to assess and develop student interviewing and interpersonal skills, emphasizing social work practice with individuals.

SOCWORK 372 Social Work Practice II [3 credits]

This course is designed to provide knowledge and skills needed to engage in generalist social work practice, including further development of interviewing and interpersonal skills. The course has an emphasis on social work practice with groups and communities.

SOCWORK 402/602 Social Work Research [3 credits]

This course is designed to familiarize the student with basic concepts of social work research methodology and statistics, computer usage, to develop competence in evaluating research literature and to develop beginning skills in evaluating social work practice.

SOCWORK 462/662 Social Welfare Policy [3 credits]

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

SOCWORK 473/673 Social Work Practice III [3 credits]

This course will cover advanced problem solving approaches for intervention with individuals, families, groups, organizations, and communities. The class will utilize simulated practice situations. The course has an emphasis on social work practice with families and organizations.

SOCWORK 493 Social Work Experience ("Field Placement Internship") [12 credits]

To be assigned a field placement you must have successfully completed all required social work courses (Intro, HBSE I, HBSE II, Practice I, Practice II, Research, Policy, and Practice III) with a grade of "C" or above.

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

Three distinct options exist for field placement (all require the same number of hours **(480)** in the practicum and same demonstration of skills and learning). These options are:

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

    Doing 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.

    Please Note: When doing a two-semester placement the midterm evaluation (please see Field Evaluation Form in Appendix) will take place during your first semester; at that time your midterm integration paper (page 28) will be due. During your second semester your final evaluation will be scheduled during the last weeks of your placement; at which time the final integration paper (page 29) is due.

2. A block field placement in a regular semester (fall or spring) in which an intern spends four full days at an agency (32 hours per week) earning 12 credits that semester (total hours required: 480).
    Please note: When doing a block placement your midterm evaluation is scheduled when you reach 200 hundred hours; at that time your midterm integration paper will be due. Final evaluation will take place during the last weeks of your placement; at which time the final integration paper is due. We generally encourage students to take the block field placement. In a block field placement you are at an agency 4 to 5 days per week, you tend to get more involved, have a greater commitment to your placement, become more aware of what goes on at an agency during each week, and you are much more available to see clients.

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

Because of the number of prerequisite courses, students enroll in field placement in their senior year in college. Students are placed at an agency within a seventy-five mile radius of this campus. Examples of agencies accepting students for field placement are:

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

SEQUENCING AND PREREQUISITES FOR SOCIAL WORK COURSES:

Human Behavior I

You need:

1. Introduction to Social Welfare and Social Work (SOCWORK102) <u>AND</u>

2. Biological Foundations (BIOLOGY 120) <u>OR</u> Structure and Function of the Human Body (PEPROF 271) from the HPER Dept. <u>AND</u>

3. Individual and Society: GENED 130

(You can take <u>one and ONLY ONE</u> of the above courses at the same time as Human Behavior I (SOCWORK 311)

Human Behavior II

You need:

1. Human Behavior I

Practice I

You need:

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

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

     3.   Social Work majors only.

Practice II

You need:

1.   Practice I

2.   Human Behavior II (which you can take at the same time as Practice II).

Research

Social Work majors only.

You need:

1.   Practice I

Policy

You need:

1.   Practice I

2.   Political Science 141

3.   Policy and Practice I <u>CANNOT</u> be taken concurrently.

Practice III

You need:

1.   Practice II

2.   Social Work majors only.

Social Work Experience

You need:

1.   Successful completion of all required social work courses.

2.   Consent of instructor.

3.   Social Work majors only.

Overview of the Design of the Social Work Curriculum

The Social Work Department notes that social work courses are built upon, and integrated with, the liberal arts content outlined earlier. In addition, the department emphasizes the interrelationships among human behavior, social policy, research, practice, and field placement

content. The basic thrust of the curriculum is to prepare students for generalist practice. The social work program has adopted the following definition of generalist social work practice:

"Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice."

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

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

In order 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

SOCWORK 312 Human Behavior & Social
                       Environment II

BIOLOGY 120 OR PEPROF 271

GENED 130 Individual & Society

Social Welfare Policy & Services

SOCWORK 102 Introduction to Social Welfare

SOCWORK 462 Social Welfare Policy

Social Work Practice

SOCWORK 371 Social WorkPractice I

SOCWORK 372 Social Work Practice II

SOCWORK 473 Social Work Practice III

Research

SOCWORK 402 Social Work Research

POLISCI 141 Political Science

Field Work

SOCWORK 493 Social Work Experience

Electives in the Program

SOCWORK 301 Assertiveness Training in the Helping Professions

SOCWORK 235 Child Welfare

SOCWORK 325 Social Work with Children and Adolescents

SOCWORK 302 Grief Management in the Helping Professions

SOCWORK 337 Introduction to Social Gerontology

SOCWORK 303 Managing Stress and Burnout in the Helping Professions

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

SOCWORK 341 Sexuality for Professional Growth

SOCWORK 330 Legal Issues in Social Work Practice

SOCWORK 350 Psychopharmacology for the Helping Professions

SOCWORK 498 Independent Study in Social Work

Although this listing provides a shorthand way of viewing the program, it is important to recognize that preparation for practice, by its very nature, requires an integration of curriculum content, somewhat blurring the distinction between areas. For example, the field experience portion of the curriculum is expected to integrate all of the areas. The ability to write and speak competently is required in all areas since these skills are important in all areas of social work practice. Ethical considerations are also applicable to all social work courses including research and social policy. Of course, research cannot be divided from theory or practice, and policy and practice are likewise related. In addition, practice is dependent upon knowledge of human behavior in the social and physical environment and so it goes. As you can see, the dividing lines are not as sharp as one might suppose. As your course work progresses, many of these relationships will become clearer and your comprehension of the integrative nature of social work education will improve.

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

- Social Work Values and Ethics

- Diversity

- Promotion of Social and Economic Justice

- Populations-at-Risk

Linkages Between Program Objectives and Curriculum Objectives

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

Objective	Courses
A	HBSE I and II; Practice I, II, & III; Policy; Research; Field
B	All required courses
C	Practice I, II, & III; Field
D	All required courses
E	Intro; Policy; and Field
F	HBSE I; Practice I, II, & III; Policy; Field
G	HBSE I & II
H	HBSE I & II; Policy; Field
I	Practice I, II, & III; Policy; Research; Field
J	Practice I, II, & III; Field
K	Practice III; Field
L	Practice III; Policy; Field
M	All required courses

These program objectives are specified in the course objectives section of the respective course syllabi. In addition the course outlines in the syllabi list topical content related to the program and curriculum objectives. Finally, evaluative mechanisms (such as exams, written assignments, role plays, and class exercises) have been developed for each course to ascertain the extent to which students have mastered the program and curriculum objectives.

CRITERIA FOR SELECTING FIELD AGENCIES

The Department of Social Work selects agencies to serve as field placement sites when it believes the agency will reinforce students' identification with the purposes, values and ethics of the profession. In addition the agency offers the potential for providing high quality field experiences for students. Agencies are expected to provide a variety of learning experiences representing the breadth of social work practice and are designed to promote professional competence. Agencies are also expected to support the field instructors who provide this service to the profession. Prospective field agencies will be evaluated in terms of their consonance with our social work program's goals, objectives, and mission; their appropriateness for specific learning experiences; their ability to provide educationally directed field instruction; and their clear articulation of intern learning in proposed tasks to be assigned. Agencies also are expected to adhere to the following policy:

Policy:

1.   The agency must be committed to social work education and demonstrate effectiveness in providing a relevant field experience.
2.   The agency reinforces identification with the purpose, values and ethics of the social work profession.
3.   Field agencies should provide students with an appropriate orientation to the agency as well as training for the required duties assigned during their field internship.
4.   The agency's function should be compatible with the values and ethics of the social work profession, and with the UW- Whitewater Department of Social Work mission statement.
5.   The program services should provide opportunities for students to develop and enhance their professional social work competencies.
6.   Willingness to include students in appropriate staff meetings, in-service activities, and community service activities.
7.   Suitable space and working facilities should be available for students. The School recognizes that students may have to share space/desks because of the lack of space.
8.   Willingness to sign the Field Agreement form and to fill out the Field Data Form
9.   At the time of the final field visit, the field liaison and the field supervisor should meet to evaluate the field placements based on their consistency with program objectives.

Criteria: For evaluating an agency's effectiveness in providing field instruction
          Student Evaluation of Field Placement Form (Field Manual, p. 42).

CRITERIA FOR SELECTING FIELD SUPERVISORS/INSTRUCTORS

Field supervisors are expected to have at least one degree in social work and have a demonstrated interest in serving in a teaching role with students. Agency staffs desiring to serve in this capacity 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. **Please**

note: In instances where the field instructor does not does not hold a CSWE-accredited baccalaureate or master's social work degree. The program can exercise

several options depending upon the need. In programs where a field instructor does not have a BSW/MSW co-supervision by a BSW/MSW and the non-social work field instructor may be established. Assignment of the student to a BSW/MSW for a portion of the field experience or for specific learning experiences may be accomplished. In other instances, the agency may maintain a file of the student's work for periodic review and feedback from the faculty liaison; and in still other cases, more frequent meetings between student and faculty liaison are required. In all cases, the social work program assumes responsibility for reinforcing a social work perspective. The focus is on providing students with professional modeling and supervision appropriate to social work practice.

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

Policy:

1.   Ability to reinforce the students' identification with the purposes, values and   ethics of the profession
2.   Willingness to assist the student with the integration of acquired empirical and practice-based knowledge into their field experience
3.   Ability to organize learning tasks and serve in a teaching role.
4.   Time to devote to the student, at least 1 hour of supervision per week.
5.   Ability to serve in a role model for students in terms of the sharing of knowledge and skills, a positive attitude toward issues in the profession and identification with student needs and interests.
6.   Adherence to the NASW Code of Ethics.
7.   A BSW/MSW degree in Social Work. Field instructors should have been working in a social work position for at least 2 years post graduation.
8.   In those placement situations where MSW/BSW supervision is not directly available, but an individual possesses the personal qualifications for field supervision, arrangements must be made for a qualified BSW/MSW person to assume basic planning and evaluation of the field experience. Preferably this individual would come from the field agency but could be in a similar setting.
9.   Agree to attend the Field Supervisor's Orientation Meeting.

Formal Agreements Between Program and Agencies:

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

AGENCY-SCHOOL CONTRACT

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

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

FOR THE CONDUCT OF A FIELD EDUCATION PROGRAM

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

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

THE UNIVERSITY AGREES:

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

2. To recognize within the extent and limitations of Secs. 895.46(1) and 893.82, Wis. Stats., that the State will pay judgements 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)

GENERAL AIMS OF UNDERGRADUATE FIELD PLACEMENT

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

2.   Field placements must provide interns with opportunities for the development of an awareness of self in the process of intervention.
3.   Field placements are designed to help social work interns build bridges between academic and actual work situations which help to foster the integration of empirical and practice-based knowledge. This segment of the curriculum is designed to facilitate the integration of classroom knowledge and theoretical discussions with the actual delivery of social work services. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.
4.   The social work intern should gain an understanding of the agency's formal organizational structure, its functions, and its methods of operation. This includes the social problems treated, characteristics of clients served, source of agency's funds, its relationship to other agencies in the community, and the community forces which affect the agency's organization and operation. If possible, it is desirable for interns to observe and gain an understanding of some of the informal dynamics of the decision making processes at work. This might include salary negotiations, how agency's policies to benefit clients (or staff) are changed, and how to influence political decision-makers and the broader community.
5.   Interns should gain an initial understanding of the community and how it is affected by sociological, economic, and political variables. Interns should gain a deeper understanding of the impact of social problems (e.g. delinquency, inadequate housing, family breakdown, and mental illness) upon individuals, families, and communities. Students need experience with, and exposure to, as great a diversity of clientele as possible. This means that the intern should be provided the opportunity to work with clients and staff representing different cultural, ethnic, and racial groups. Additionally, to the extent possible, students should have the opportunity to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation, race, and ethnicity. (Such groups are populations-at-risk.)
6.   The social work intern should gain an understanding of the role of a social worker in the social agency, including the methods of change intervention used and the social worker's responsibilities and tasks.
7.   The social work intern should relate to both clients and agency staff in order to test and develop techniques and skills necessary for practice in the social welfare field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The intern should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work intern should be given case responsibilities including the opportunity to develop in-depth working relationships with clients. This objective may be the most important; skills and techniques developed through forming professional relationships is a core of social work practice and is generalizable to most other social work practice areas.
8.   Interns should become aware of and analyze their own value orientations and feelings about clients and their problems.
9.   Interns should engage in research in which they assess the effectiveness of their own interventions. Interns should also have involvement in other research activities within the agency.
10. The intern should be able to assess his/her own potential as a professional social worker. This includes insight into their own satisfactions and dissatisfactions as well as professional motivations and frustrations.
11. Interns should be provided opportunities for critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

12. Interns are required to have professional supervision (from the agency and from our social work department) to enhance learning.
13. Interns should be provided opportunities to use oral and written professional communication(s) which are consistent with the argot of the practicum setting and of the profession.

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

ROLE OF THE INTERN-STUDENT

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

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

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

INFORMATION ABOUT AVAILABLE FIELD PLACEMENTS

Approximately two years prior to their field experience, social work students should begin thinking about which agency they prefer to be placed at. Most students are largely unaware of the field placement opportunities that are available. To assist in informing students about available opportunities the social work department has conducted a survey of most of the agencies we work with that collected the following information on each agency: name, address, telephone number, contact person, brief description of services provided, and brief description of expected responsibilities and learning outcomes of an intern at that agency. This information has been compiled in a folder that is available in the Social Work Department. Students are encouraged to contact either the Field Coordinator or the Department Secretary to review this material.
Our website at: http://academics.uww.edu/socwrk (left side - click on field placement →field placement manual) describes a number of these field opportunities. (In addition there is a list of placements in Field Manual, pp. 60-65).

REQUEST FOR A PLACEMENT NOT ON THE LIST

If a student is interested in a agency that is not on the "List of Field Placements" (see Field Manual, pp. 60-65) he/she should contact the Field Coordinator with the contact information name of agency, contact person, phone number etc. The field coordinator will then contact the agency to see if the field site reinforces the purpose, values, and ethics of the profession. The field coordinator may do this with a phone interview where they will go over the expectations for becoming a field placement site; including the criteria for becoming a field supervisor. If appropriate, the field coordinator may also visit the field placement in person.

PAID INTERNSHIPS

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

FIELD PLACEMENTS AT STUDENT'S PLACE OF EMPLOYMENT

Occasionally a student will inquire whether or not they can do their field placement at their place of employment. The answer is "Yes" But although paid employment and professional education are not inconsistent, there needs to be a clear difference of emphasis between the role of employee and the role of an intern. Therefore, there are guidelines that both the student and agency must follow. The policy for this is found in Field Manual, p. 50.

The major criteria used by the faculty in selecting agencies for placing interns are twofold: the agency must be able to provide experienced social workers (or professionals in related fields) who will be able to supervise the interns; and the agency must be able to provide students with actual "doing" or service types of experiences. This means that the agency must be willing to assume some risk-taking since interns may make mistakes.

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

The process of preparing students for placement is as follows:

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

During the semester prior to their field placement, students are called together to attend a field orientation meeting. At this time, students are informed of the expectations of field placement and their role as interns. It is expected that the field placement will provide a simulated work experience under the close supervision of an agency practitioner. Students are reminded of professional ethics, client confidentiality, work responsibility, and attitudes and expected dress appropriate to the particular type of placement. Grades and the evaluation of student performance are also discussed. In addition, students are given the "Field Code of Conduct" (Field Manual pp. 24, 47) and "Expectations for Field Form" (Field Manual p.   ) that are reviewed and signed by the student. Other aspects of placement are reviewed.

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

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

When a placement is arranged, the student is then assigned to a specific agency practitioner (this may or may not be the same person with whom the student interviewed) who provides direct supervision. In the cases of a new agency placement or a new agency supervisor, a prior meeting will usually have been held for orientation

purposes and to review the role responsibilities of the agency supervisor, of the faculty supervisor, and of the student. The majority of agency supervisors are social workers with at least two years experience. Occasionally, a supervisor does not have a social work degree. In such instances, specific attention is given to assure that the student's activities will be in accordance with social work functions.

At mid-semester a meeting is set with the student, the field supervisor, and the faculty liaison to review the student's progress and to establish objectives of the student's performance for the remainder of the placement time. These learning objectives and the student's performance are reviewed at the end of placement for final evaluation and grading. Suggestions for improvement, advanced courses, and career choices may also be covered as appropriate.

EXPECTATIONS OF AGENCY SUPERVISORS

The Department of Social Work looks to agency supervisors to provide a variety of learning experiences for their interns. This process will be enhanced if the field instructor will:

1. Introduce the intern to staff members and provide an orientation to the field setting, familiarizing the intern with:
   a. the functions, policies, and goals of the agency
   b. the clientele served
   c. the relationship of the agency to the community and other agencies
   d. the agency's expectations of the intern
2. Afford the intern the opportunity to observe other staff members at work in specific situations (such as interviewing and other social work tasks).
3. Arrange for the intern to attend staff and board meetings whenever possible. The intern should be encouraged (when appropriate) to participate in such meetings.
4. Select the work load of the student so that it is in harmony with the setting, taking into consideration the intern's capacity, interests, past experiences, life patterns and program objectives of the Department of Social Work whenever possible. "Busy work" is not appropriate for the intern. The jobs assigned need to be meaningful in which he/she makes a contribution to the agency while learning and which represents a broad exposure to social work roles and responsibilities.
5. Give the intern an opportunity to work with individuals, families, groups, and in the community. Appropriate research assignments are also expectations of field placement. Especially those that help foster integration of empirical and practice-based knowledge.
6. Arrange for a weekly supervisory conference when the intern is present at the field setting. Among the various topics covered in conference, attention should be given to:
   a. Helping the intern prepare for, and participate in, these conferences.
   b. Explaining the purpose and process of recording where it is required.
   c. Emphasizing the intern's application of basic social work concepts, values, and skills in the field assignments.
   d. Raising the student's awareness of the steps, skills, and knowledge that he/she has used in performing each assignment, and the attitudes and feelings experienced during that time and afterwards.
7. Prepare an outline of steps for the intern to follow in order to improve his/her work. Whenever the student is performing at a substandard level, a copy should be sent in a timely manner to the faculty supervisor. This will avoid a "last minute notification of failure."
8. Participate in the midterm and final evaluations of the intern.

9.	Evaluate the student in accordance with the Field Evaluation Instrument, a sample copy of which appears in this Manual.
10.	Evaluate, in conjunction with the field liaison, the field placement itself based on consistency with the program objectives.
11.	Inform the assigned faculty liaison whenever it appears that a potential or actual conflict or problem situation in the field placement arises.

EXPECTATIONS OF FACULTY LIAISON

The University faculty liaison person has overall responsibility for assuring the field experience
	is a quality social work learning experience for each student.
	The functions and responsibilities of the faculty supervisor are to:
1.	Participate in the process of having students interview for field placement assignments. The faculty supervisor is a "facilitator" and an "information provider" to students and agencies in this process.
2.	Orient students and agency field instructors to the expectations and mechanics of the field placement program.
3.	Promote three-way open communication between interns, agency supervisors, and faculty supervisor related to such areas as exploring innovative suggestions for improving aspects of the field experience, and to dealing with issues and conflicts associated with field placement.
4.	Monitor the progress of the student in field placement through student logs, telephone contact with the agency supervisor, and individual meetings with the intern.
5.	If an intern at a placement has a limitation that needs attention, the faculty supervisor and the agency supervisor should jointly develop a program with the intern designed to meet this limitation. In rare cases, when it becomes evident that it is very unlikely that an intern will be able to develop those competencies required to fulfill the responsibilities of a beginning level social worker, the field supervisor, and faculty liaison should jointly "counsel out" such students.
6.	Be present at the agency and participate in the evaluation of each intern at both midterm and the end of each field placement.
7.	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.
8.	Provide a grade to each student at the end of the semester. The final grade is based upon the field instructor's evaluation, the logs filled out by the intern, meetings held with the intern during the placement, and the integration assignments written by the intern. The grade is also based on the student's demonstration of skills, application of knowledge, and satisfactory display of professional social work behavior.
9.	 If a student continues to struggle in placement with personal/performance issues that student should be referred by the liaison to the "Standards & Support" Committee for further review.
10.	 The liaison should ensure that the student fills out all evaluation forms prior to receiving final grade
11.	 After grades are turned in, the liaisons are requested to share with the field supervisors the results of the field evaluation

Criteria: For evaluating Faculty Liaison
	1)	Student /Field Instructor Evaluation of Field Liaison Form (Field Manual, p. 40).

The expectations for students in field internships are:

1. Dress appropriately according to the nature of the field setting.
2. Be prompt for field placement.
3. Participate fully in planned activities including conferences, seminars, work assigned, etc.
4. Use initiative and creativity in their field placement.
5. Call the agency if unable to report to work. Plans for making up the time must be made with the agency supervisor within two weeks of the absence.
6. Holidays: College holidays and vacations will normally be observed.
7. Provide or make arrangements for transportation connected with field placement.
8. Complete and turn in logs of field experiences to faculty supervisor.
9. Ask questions of agency supervisor in a timely manner when uncertain, confused, or frustrated.
10. Become involved in social work educational experiences.
11. We all learn by trying new things. Field placement provides interns a unique opportunity to further develop their social work skills and techniques. Interns are expected to take risks, and assume new responsibilities.
12. Follow confidentiality guidelines established by the agency, and adhere to professional ethics.
13. Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
14. Attend and participate in periodic field seminars scheduled by Faculty Liaisons.
15. Write the integration assignments and turn them in to your faculty supervisor.
16. Remember that a successful placement (in grades and learning) is a result of the skills and behaviors you exhibit, the knowledge you employ, and the initiative you demonstrate.
17. Students should be aware of the agency's mission, function and purpose **prior** to beginning placement. (Organizational chart/job descriptions if available)
18. Students are expected to adhere to all agencies policies, procedures and   expectations
19. No personal use of computers e.g. searching the web, face book or emailing unless approved by your supervisor.
20. Appropriate use of cell phones (this means not taking personal phone calls/ text messaging while at your placement) unless approved by your supervisor.
21. Students are expected to stay away from office politics/turf wars, interdepartmental conflicts and office romances
22. Do not assume that Holidays or sick days will be counted towards your 480 hours. This needs to be approved by your field supervisors.
23. If you wish to take off during the semester for personal reasons such as a vacation you need to get this approved by your supervisor
24. Prior to placement students are required to obtain a copy of the Field Manual and review the contents paying particular attention to expectations.
25. Students must have reviewed and signed all the "Application for Field Placement Forms" including the "Social Work Field Placement Code of Conduct" (Found in Field Manual, pp. 24, 47, 49).

SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

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

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

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

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

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

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

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

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

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

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

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

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

Statement of Understanding

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

_____   _____
Student Signature   Date

MIDTERM INTEGRATION ASSIGNMENT FOR INTERNS

This exercise is designed: (a) to assist you (the intern) in understanding the mission and organizational structure of your agency, and (b) for you to demonstrate your ability to apply the knowledge base acquired in course work to your practice at your field placement agency.

In a paper that is about 8-10 pages in length (double-spaced, typed) cover the following:

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

FINAL INTEGRATION ASSIGNMENT FOR INTERNS

This exercise is designed to: (a) assist you (the intern) in attending to policy issues and to macro practice, and (b) assist you in integrating "in-class" social work content with your field placement. Through interviews of staff at your agency, and through additional research on your part, write a paper on the following:

1. What percentage of clients are people of color, women, gays or lesbians, elderly, or members of other at-risk populations? (If possible, please give a percentage for each at-risk population).
2. What are the forms and mechanisms of oppression and discrimination (including institutional discrimination) that you observed during your field placement (these may be policies and practices outside your agency that negatively affect the clients with which you work)?
3. What are the agency's funding sources, and what are your views on the merits and shortcomings of this funding structure?
4. What are the social work roles performed by workers in this agency?
5. What is the public image of the agency in the community (ask multiple people to get a sense of what the image is-with clients, with other agencies, with the general public)?

6. Analyze and describe the impact of one current social welfare policy on clients and workers at your field placement.
7. What policy change, or changes, would you recommend at your field placement agency? Describe your reasons for recommending such changes.
8. Does the agency have a process for evaluating the outcomes of its services? If "yes," what is the process, and what are the outcome results?
9. How has your perceptions of social work and your being a social worker changed since the start of the field placement? To what degree are these encouraging and/or troubling to you as you begin your professional career?
10. What will you need to do to be a very competent professional FIVE YEARS FROM NOW who is both growing professionally and also healthy physically and emotionally?

The paper should be about 8-10 pages in length, double-spaced, typed. This paper is due at, or before, the time of the final evaluation. This assignment will comprise 10 percent of your final grade. Failure to complete this assignment, however, will result in a failing grade for the placement.

LOGS

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

The logs allow the faculty supervisor to monitor the student's growth and concerns. The faculty member may suggest additional readings; may meet with the student to discuss problems; and may arrange a meeting with the agency, the intern and the field instructor to discuss any problems the student is having. In cases of difficulty, the faculty supervisor initiates more frequent contact with the intern and the agency supervisor.

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

Interns should write in their logs daily, since it's difficult to later reconstruct what happened in any particular day. The log is important not only for what the student did in any particular day, but also for the thoughts, ideas, feelings, and reflections that he/she is having while going through these experiences. Failure to turn in these logs to the faculty supervisor will result in a failing grade for the placement.

IMPORTANT NOTES TO INTERNS

The most frequent request made by agency supervisors of students is that the interns should ask more questions, be more assertive, and take more initiative. When students do not understand why something was or was not done, or why something was done in a particular way, they should ask; when students want to take on more responsibility, they should ask; when students are unhappy or dissatisfied about something, they

should first bring it to the attention of their agency supervisor, etc. Open three-way communication is necessary among students, field instructors, and faculty supervisors. A placement that does not have some frustrations and discontent in all probability is not a challenging, learning experience.

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

Since some agencies don't operate on an 8-5 schedule, the hours students are expected to be at the agency may vary. This schedule should be worked out between the student and the agency supervisor.

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

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

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

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

INTERNSHIP EVALUATIONS/MEETINGS AND FORMS

At midterm, and again at the end of each placement, agency supervisors are asked to complete a copy of the "Rating Scale for Evaluation of Field Performance" form (Field Manual, pp. 33-38). Field supervisors are encouraged to share and discuss these evaluations with their assigned interns. Faculty Liaisons are required to visit agencies at midterm and at the end of the placement in order to participate in the evaluation of the placement, and in the evaluation of the student's performance. The final evaluation received on this form becomes a part of the student's permanent file in the Social Work Department.

GRADING GUIDELINES

It should be noted that grades in the field practicum relate to how students develop skills, their actual performance, how they translate knowledge into skills and interactions, and generally how they use themselves in a productive and professional manner. Success is not based solely on good intentions, of potential, but on performance. Lack of success often relates to the inability to, or reticence to, use one's self appropriately, or difficulty assuming the social work role. As in actual work situations, performance is assessed and evaluated. Such evaluations by professionals in the field, and field supervisors, are a substantial part of the bases of grades. You should be aware that grades relate to what you do and how you perform.(A copy of the "Rating Scale for Evaluation of Field Performance" can be found in Field Manual, pp. 33-38).

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

Criteria Used to Evaluate Seminar Participation

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

Criteria Used to Evaluate Integration Assignments

1. Sufficient quality content is provided in your answers to the assignment questions to demonstrate that you have acquired the necessary knowledge, values, and skills in these areas.
2. The papers should be typewritten, double-spaced; be grammatically correct, written in proper English, and free of misspellings, typos, and similar errors.

CRIMINAL BACKGROUND CHECK

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

GRIEVANCE PROCEDURES

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

Last policy revision: 6/1/94

Student Grievance Procedures

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

I.   DEFINITIONS AND BASIC PRINCIPLES:

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

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

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

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

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

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

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

II.   STEPS IN A GRIEVANCE:

    A.   Informal Process:

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

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

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

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

    B.   Formal Process:

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

Within 14 calendar days, the dean or director can attempt further resolution or make the final decision. The student and employees should be notified of the final decision in writing.

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

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

Problem occurs.

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

If no satisfaction, within 7 calendar days, talk it over with the chair or supervisor of the person. (informal)

Chair/supervisor will attempt to resolve within 14 calendar days. (informal)

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

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

Student Grade Appeals

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

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

I. INFORMAL PROCESS:
   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

Rating Scale for Evaluation of Field Placement Performance

Midterm o   **Final** o

Name of Intern _____ **Date** _____

Instructions for Rating Interns on the Twelve Objectives in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The twelve objectives that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each objective statement are several items that we ask that you rate according to the following criteria.

(1)	The intern has excelled in this area
(2)	The intern is functioning above expectations for interns in this area
(3)	The intern has met the expectations for interns in this area
(4)	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
(5)	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
(na)	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any objective, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: **the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation (65%); intern logs (10%); seminar participation (5%); two papers (10% each—20% total).**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Objective #1: Applies critical thinking skills within the context of professional social work practice.

1.1	Has good assessment skills	1 2 3 4 5 na
1.2	Has good problem solving skills	1 2 3 4 5 na
1.3	Has good data gathering skills	1 2 3 4 5 na
1.4	Analyzes complex material well	1 2 3 4 5 na
1.5	Has good critical thinking capacities	1 2 3 4 5 na
	Comments:	

Objective #2: Practices within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

2.1	Has a commitment to promoting the well-being of clients	1 2 3 4 5 na
2.2	Respects the right of clients to self-determination	1 2 3 4 5 na
2.3	Is perceptive and attentive to cultural diversity	1 2 3 4 5 na
2.4	Follows agency's guidelines on confidentiality	1 2 3 4 5 na
2.5	Has the capacity to communicate well with a variety of diverse groups	1 2 3 4 5 na
2.6	Treats all clients with dignity, courtesy and fairness	1 2 3 4 5 na
	Comments	

Objective #3: Demonstrates the professional use of self	
3.1 Presents self as a professional social worker	1 2 3 4 5 na
3.2 Has a high level of self awareness	1 2 3 4 5 na
3.3 Dress and appearance are consistent with agency standards	1 2 3 4 5 na
3.4 Is self-confident	1 2 3 4 5 na
3.5 Maintains poise and control in stressful situations	1 2 3 4 5 na
3.6 Conveys an interest in helping others	1 2 3 4 5 na
3.7 Has good interviewing skills	1 2 3 4 5 na
3.8 Formulates realistic contracts with clients (including goals and planned intervention) and follows through, as appropriate to the agency setting	1 2 3 4 5 na
3.9 Has ability to utilize group dynamics therapeutically	1 2 3 4 5 na
3.10 Has ability to observe a group and make accurate assessments	1 2 3 4 5 na
3.11 Has ability to co-facilitate or facilitate a group effectively	1 2 3 4 5 na
Comments:	

Objective #4: Understands the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.	
4.1 Treats diverse clients with dignity and respect	1 2 3 4 5 na
4.2 Has considerable awareness of the forms and mechanisms of oppression and discrimination	1 2 3 4 5 na
4.3 Is committed to advancing social and economic justice for individuals and groups who are subjected to discrimination	1 2 3 4 5 na
4.4 Uses pertinent information to assess clients, including attending to cultural/ethnic influences, gender roles, diversity of lifestyle, and access to resources	1 2 3 4 5 na
4.5 Has an understanding of the impacts of various environmental conditions on individuals, groups, families and communities (such as poverty and discrimination)	1 2 3 4 5 na
Comments:	

Objective #5: Understands the history of the social work profession and its current structures and issues.	
5.1 Is knowledgeable about the agency's mission—its history, goals, and functions in the community	1 2 3 4 5 na
5.2 Is knowledgeable about current social problems	1 2 3 4 5 na
5.3 Is knowledgeable about community resources	1 2 3 4 5 na
5.4 Demonstrates resourcefulness in identifying and using resources not commonly known	1 2 3 4 5 na
5.5 Has a good understanding of existing social welfare programs	1 2 3 4 5 na
Comments:	

Objective #6: Applies the knowledge and skills of generalist social work to practice with systems of all sizes.

6.1	Is effective in providing services to individuals	1 2 3 4 5 na
6.2	Is effective in providing services to groups	1 2 3 4 5 na
6.3	Is effective in providing services to families	1 2 3 4 5 na
6.4	Is effective in macro change efforts in the community (macro change efforts include efforts to develop new services and to improve existing services)	1 2 3 4 5 na
6.5	Has the skills and tact to effectively work toward organizational changes in agencies	1 2 3 4 5 na

Comments:

Objective #7: Applies knowledge of bio-psycho-social variables that affect individual development and behavior, and uses theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations, and communities).

7.1	Effectively uses knowledge of biological variables in assessing clients	1 2 3 4 5 na
7.2	Effectively uses knowledge of psychological variables in assessing clients	1 2 3 4 5 na
7.3	Effectively uses knowledge of sociological variables in assessing clients	1 2 3 4 5 na
7.4	Is knowledgeable about social system theory	1 2 3 4 5 na
7.5	Is effective in using the agency's assessment system	1 2 3 4 5 na
7.6	Uses and integrates information from appropriate assessment tools	1 2 3 4 5 na
7.7	Has a good knowledge of intervention theories and techniques	1 2 3 4 5 na
7.8	Demonstrates ability to establish intervention plans, and then follows through in implementing the plans	1 2 3 4 5 na

Comments:

Objective #8: Analyzes the impact of social policies on client systems, workers, and agencies.

8.1	Is knowledgeable of the field placement agency and its organizational structure	1 2 3 4 5 na
8.2	Is knowledgeable of the relationship between the field placement agency and the larger human service delivery system in the community	1 2 3 4 5 na
8.3	Has the ability to see gaps in the service delivery system and has the ability to suggest appropriate plans for change	1 2 3 4 5 na
8.4	Understands the community and makes use of that understanding in working with clients	1 2 3 4 5 na
8.5	Has an understanding of how social policy issues impact clients and the field placement agency	1 2 3 4 5 na
8.6	Understands the limitations of the field placement agency in regard to financial and material resources and in regard to agency policy, and is able to work effectively within these constraints	1 2 3 4 5 na

Comments

Objective #9: Evaluates research studies and applies findings to practice, and, under supervision, evaluates his or her own practice interventions and those of other relevant systems.

9.1	Has demonstrates an appreciation of the importance of research	1 2 3 4 5 na
9.2	Is interested in reading the results of research studies that are relevant to improving services at this field placement agency	1 2 3 4 5 na
9.3	Has the capacity to evaluate his or her own practice interventions	1 2 3 4 5 na
9.4	Has the capacity to evaluate the services provided by this field placement agency	1 2 3 4 5 na
9.5	Has demonstrated competence in research at this field placement	1 2 3 4 5 na
9.6	Has demonstrated competence in adhering to the documentation and records requirements of the agency	1 2 3 4 5 na

Comments:

Objective #10: Uses communication skills differentially with a variety of client populations, colleagues, and members of the community.

10.1	Is assertive	1 2 3 4 5 na
10.2	Written work communicates ideas clearly	1 2 3 4 5 na
10.3	Has written work completed on time	1 2 3 4 5 na
10.4	Has written work completed in an efficient and accurate manner	1 2 3 4 5 na
10.5	Is able to pull out the most important material/information to incorporate in his/her written work	1 2 3 4 5 na
10.6	Is familiar with and clearly understands the style of writing utilized within the agency (i.e., knows the language, anachronisms, abbreviations, etc.) and makes appropriate use of these in assessments and other written work	1 2 3 4 5 na
10.7	Written work reflects a clear understanding of social worker's role within the agency and service delivery system	1 2 3 4 5 na
10.8	Has good public speaking skills	1 2 3 4 5 na
10.9	Willingly contributes his or her thoughts and opinions in group meetings	1 2 3 4 5 na
10.10	Appropriately adjusts his or her choice of work in communicating with different populations (e.g., communicates well with such diverse populations as children, adolescents, and other professionals)	1 2 3 4 5 na

Comments:

Objective #11: Uses supervision appropriate to generalist practice.

11.1	Is prepared for supervisory conferences	1 2 3 4 5 na
11.2	Has a positive attitude toward supervision	1 2 3 4 5 na
11.3	Is receptive to suggestions	1 2 3 4 5 na
11.4	Is open to new ideas and differing points of view	1 2 3 4 5 na
11.5	Seeks supervision when needed, and asks appropriate questions	1 2 3 4 5 na
11.6	Appropriately informs supervisor of problematic situations	1 2 3 4 5 na
11.7	Follows through effectively on work responsibilities assigned by supervisor(s)	1 2 3 4 5 na
11.8	Handles differences of opinion with supervisor(s) with tact and diplomacy	1 2 3 4 5 na

Comments:

Objective #12: Functions well within the structure of organizations and service delivery systems, and under supervision, seeks necessary organizational change.

12.1	Good attendance and punctuality	1 2 3 4 5 na
12.2	Promptness in completing work assignments	1 2 3 4 5 na
12.3	Good in prioritizing the work that needs to be done	1 2 3 4 5 na
12.4	Dependable	1 2 3 4 5 na
12.5	Is a team player	1 2 3 4 5 na
12.6	Is a self starter	1 2 3 4 5 na
12.7	Has good professional relationships with clients	1 2 3 4 5 na
12.8	Has a commitment to continue to seek out opportunities for professional growth	1 2 3 4 5 na
12.9	Is aware of personal limitations	1 2 3 4 5 na
12.10	Has good time management skills	1 2 3 4 5 na
12.11	Abides by agency's policies and standards	1 2 3 4 5 na
12.12	Is professional in making suggestions for changes	1 2 3 4 5 na

Comments:

Overall Evaluation at <u>MIDTERM:</u>

Please check one of the following at the midterm evaluation. At the final evaluation do <u>NOT</u> complete this section.

☐ This intern is excelling in field placement by performing above expectations for interns.

☐ This intern is meeting the expectations of a field placement intern.

☐ This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.

☐ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

<u>Comments/elaboration:</u>

Signature of Agency Field Instructor_____

Agency _____ Date _____

The following section should be completed by the intern:

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

| I agree with the evaluation ☐ |
| I do not agree with evaluation ☐ |

Intern's Signature _____ Date _____

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation. At the midterm evaluation do <u>NOT</u> complete this section.

☐ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

☐ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

<u>Comments/elaboration:</u>

Signature of Agency Field Instructor_____

Agency _____ Date _____

The following section should be completed by the intern:

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

| I agree with the evaluation ☐ |
| I do not agree with evaluation ☐ |

Intern's Signature _____ Date _____

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.

Field Supervisors Evaluation of <u>FACULTY LIAISON</u>

Faculty Liaison: _____ **Please Return By:** _____

    Circle Term: **Year:**
    Fall   Spring   Summer   20 ___

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1.   Did the faculty liaison provide you with the information and support necessary to achieve the university goals and expectations for field instruction?

          Never   Always
          1   2   3   4   5

2.   Was the faculty liaison readily available when and if you needed him/her?

          Never   Always
          0   1   2   3   4   5

3.   Were you provided a copy of the manual for students and field instructors?

          ☐   Yes   ☐   No

4.   To what extent, if any, would you prefer more or less involvement and availability for consultation on the part of the supervisor/liaison? (check one below)

          ☐   Less Involvement needed
          ☐   Involvement was appropriate
          ☐   More involvement needed

What suggestions would you make for improving field instruction?

What other aspects of the social work program could be strengthened to help prepare students for field placement?

_____   Please return to:
Signature

                                                       Jean Virnig
                                                       Social Work Department
_____   University of WI-Whitewater
Agency   Whitewater, WI 53190

Student Evaluation of <u>FACULTY LIAISON</u>*

Faculty Supervisor: _____ **Please Return By:** _____

    Circle Term: **Year:**
   Fall   Spring   Summer   20 ___

1.   To what extent was your faculty liaison available when you needed him/her?
         Never   Always
         1   2   3   4   5

2.   If you sought your field liaison's help, did your field liaison help you when you needed it?
Never sought   Never   Always
         0   1   2   3   4   5

3.   Did your faculty liaison comment in your log?
         Never   Always
         1   2   3   4   5

4.   Did you find these comments helpful?
         Never   Always
         1   2   3   4   5

5.   Were your logs returned within a reasonable time?
         Never   Always
         1   2   3   4   5

6.   Did you feel comfortable talking to your faculty liaison about your placement and any issues or problems that arose?
         Never   Always
         1   2   3   4   5

7.   What is your overall evaluation of your faculty liaison?
         Poor   Adequate   Excellent
         1   2   3   4   5

What suggestions would you make for improving field instruction liaison?

- The results of this evaluation will be combined with those done by other students and a summary prepared.

                               Please return to: Jean Virnig
                                                        Social Work Department
                                                       University of WI-Whitewater
                                                       Whitewater, WI 53190

Field Placement Information for Future Students
Name of Agency:
Name of Student: **Year:**   **Fall/Spring/Summer**

Summary of what I did:

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

Please return to: Jean Virnig
Social Work Department
University of WI-Whitewater
Whitewater, WI 53190

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

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

The weaknesses of this placement were:

My suggestions for improving this placement:

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

SOCIAL WORK EXPERIENCE
SOCWORK 493

Michael D. Wallace   12 credits

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I.   COURSE DESCRIPTION

Students are placed in a community agency under supervision of an experienced social worker and a social work faculty member. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession. Placements' foster the integration of empirical and practice-based knowledge. Students are expected to develop an in-depth understanding of agency activities and programs and will assume increasing levels of responsibility as beginning social workers. Attendance at periodic field placement meetings is expected. This course may be taken as a block placement (12 credits) for one semester or summer, or over two semesters at 6 credits per semester. A minimum of 480 hours in the agency is required in either option.

Prerequisites: Successful completion of all social work required courses.

II.   COURSE OBJECTIVES (Specified Outcomes)

At the conclusion of this course students will 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.

Social Work Department   323 White Hall
University of Wisconsin-Whitewater   262-472-1137
Whitewater, WI 53190

III.   REQUIRED READINGS
1. *A Manual for Social Work Interns and Supervisors in Field Instruction.*
2. The social work texts you have read for the other required social work courses.
3. Any assigned readings from your Field Supervisor

IV.   EVALUATION AND GRADING
(See *Field Placement Manual* for a detailed description of assignments, evaluation processes, and grading criteria and procedures.)
      In regard to the Course Objectives identified in Section II (above), you will be expected to demonstrate the specified outcomes by the time you complete your placement. Midterm and final evaluation instruments will be used to evaluate the above specified outcomes.
      You are expected to use the texts you have read in your prior social work courses as references for: (a) questions that arise in field placement; (b) literature related to the specified outcomes; (c) writing your Midterm Integration Assignment which is due at, or before, the midterm evaluation; and (d) writing your Final Integration Assignment which is due at, or before, your final evaluation.

V.   UNIVERSITY POLICIES
The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory 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. (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]).

VI.   REASONABLE MODIFICATIONS 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, the student must:
A. Sign a request for services based on the presence of a disability;
B. Provide appropriate diagnostic information that establishes she/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.

VII.   COURSE OUTLINE
A. The *Field Placement Manual* covers:
    1.   Options for field placement
    2. General aims of field placement
    3. Expectations of interns
    4. Expectations of field agencies
    5. Expectations of agency field instructors

6.   Expectations of faculty supervision/liaison
7.   Structure and mechanics of field placement
8.   Midterm integration assignment
9.   Final integration assignment
10. Logs
11. Agency-school contract
12. Grievance procedures
13. Evaluations
14. Grading guidelines
Read this manual prior to interviewing for placement.

B.   Because of the wide variations in field placement settings, each field placement is somewhat individualized. At the beginning of the field experience the student and field instructor are encouraged to develop a set of specific learning objectives or goals which will be accomplished during the placement. This planning will allow both the student and supervisor an opportunity to identify learning needs or areas of student interest as well as to design and utilize learning opportunities available within the agency. These learning objectives may be incorporated into the evaluation process. The faculty liaison is available to assist in the process of establishing learning goals.   The following Sample Field Placement Plan illustrates typical expectations in field placement.

Sample Field Placement Plan
Rivercity Rehabilitation Center

Student: John Washington
Supervisor: Suzanne Colt, BSW
Hours Worked: 32 hours per week, Monday through Thursday, from September 1 to December 15, with the work hours being somewhat flexible in order to provide optional educational experiences.

1.   Orientation
    a.   Introduction to social service staff and responsibilities
    b.   Tour of agency and orientation to programs
    c.   Reading Annual Report and other materials furnished by supervisor
    d.   Orientation to forms
2.   Case and Family Intervention
The intern will be assigned several cases, some will be assigned early in placement. Most of the cases assigned will be to work with families who are scheduled to bring their child with a developmental disability to the Center for training, but who are not following through on this commitment. The Center has found there are a variety of reasons for families failing to bring their child. It is expected these cases will enable the intern to take on a variety of roles: enabler, counselor, broker, facilitator, and in some cases an advocate for the family. (Persons with a developmental disability is a population-at-risk.)
3.   Group Work
Two members of the social service staff currently have a weekly group for parents (mostly mothers) whose child is receiving services at the Center. The main objectives are to deal with the parent's concerns, help them to better

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understand their child's disability, serve as a support group, and to discuss ways they may be better able to help their child. The intern is expected to attend and gradually become an active participant in this group. The intern is also expected to attend, and gradually participate, in staff meetings.

4.   **Community Work and Research**

The Center is currently involved in a study to determine what happens to children with a developmental disability after the parents terminate services at this Center. The intern will be expected to participate in this study, particularly by contacting and interviewing fifteen families to identify: (a) parents' thoughts on the effectiveness of services received from the Center, (b) parents' thoughts on suggested changes for services at this Center, (c) what each child is now doing, and (d) what services (if any) parents feel they and their child now need.

5.   **Mandatory Reading**

Pamphlets, books, and other material related to placement will be assigned.

6.   **Visits to Other Agencies**

The intern will be expected to visit a variety of agencies that this Center works closely with. The supervisor will suggest such agencies, and the intern will be expected to make most of the arrangements for touring these agencies.

7.   **Research of Practice Interventions**

The intern will be expected to evaluate some of his/her practice interventions (e.g., through the use of single-subject design).

SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

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

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

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

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

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

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

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

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

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

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

Impairment (4.05)
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others

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

Statement of Understanding

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

_____   _____

Student Signature   Date

**UNIVERSITY OF WISCONSIN-WHITEWATER
DEPARTMENT OF SOCIAL WORK**

FIELD PLACEMENT AGREEMENT

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

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

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

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

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

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

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

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

_____   _____
            Student   Date

_____   _____
       Faculty Liaison   Date

UW-WHITEWATER DEPARTMENT OF SOCIAL WORK

GUIDELINES FOR STUDENTS WHO USE PLACE OF EMPLOYMENT AS FIELD PLACEMENT

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

1.   The student is newly employed (3-6 months) in an agency which would qualify as a field placement and the work assignments meet the objectives of the social work program;

Or

2.   The student is employed in an agency with different divisions or learning assignments which would provide the student with practice experience different from her/his current job description;

And

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

And

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

And

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

UW – WHITEWATER DEPARTMENT OF SOCIAL WORK

EMPLOYMENT BASED FIELD PLACEMENT PROPOSAL

1. Agency name:_____

    Agency address:_____

    Agency phone:_____

    Executive Director/Administrator name:

2. Student's name:

    Length of employment:_____

    Name of student's current supervisor:_____

    Phone_____Email _____

    Student's present employment status/job description:

    _____

    Assignments/work responsibilities student presently has

    _____

---

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

   _____

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

Field Supervisor_____ Date:_____
Student_____
Field Liaison _____
Field Coordinator_____

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

Client Signals of Danger

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, an intern should read a client's records prior to meeting with him or her. Diagnoses of antisocial personality disorder, borderline personality, and schizophrenia have been associated with proneness to violence.
        Another indicator is a history of substance abuse. Alcohol intoxication lowers inhibitions towards violence, and it interferes with a client's judgment. Use of such drugs as cocaine, PCP

and amphetamines increase the risk of violence as they increase the potential for agitation, suspicion, grandiosity, and delusional beliefs.

Signals of Danger

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

Assault Cycle:

Most assault occurrences follow a predictable pattern of five phases:
1. Triggering phase: All persons have a baseline of their normative behaviors. In this triggering phase, an event occurs that serves to ignite the first deviation from these baseline demeanors. The event can be of infinite variety—such as receiving criticism, or receiving a speeding ticket.
2. Escalation phase: The client becomes increasingly emotionally aroused. His speech, behavior, and emotions move further away from his normative expressions. The best time to intervene is early in this cycle. The intervention, for example, may involve active listening, nonjudgmental listening, and problem solving, so as to divert the client's agitation from escalating further.
3. Crisis phase: At this stage the client is so aroused physiologically and psychologically that he is unable (or at least not inclined) to control his angry and hostile feelings. Instead, he becomes verbally or physically aggressive. At this point in time interventions of active listening and problem solving are no longer apt to be effective. Instead, the intern needs to seek to attend to: his or her own safety, the safety of others, and the safety of the aggressive client.
4. Recovery phase: The client begins to return to baseline behaviors; yet, the client is still in a precarious state. If further events occur that are upsetting to him, he may rapidly return to being verbally and physically abusive. To support the recovery, the intern needs to pace interventions in response to the client's cues, and perhaps reassure the client that he will be safe. The intern in this phase should avoid disapproving comments, and should not as yet seek to explore the reasons for, and consequences of, the behavior.
5. Post-crisis depression phase: At this point the client has calmed down and returned to baseline behaviors. He may even be more subdued than his normal baseline behaviors. He may be mentally and physically exhausted. He is apt to have feelings of remorse and shame, which then make him more receptive to social work interventions.

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

Preventing Violence

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

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

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

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

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

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

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

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

Setting Limits: Many angry clients actually fear losing control. For such clients it is useful for the intern to say something like, "It's OK to be angry, but it's not OK to strike out. What can I do to help you feel more in control right now?" Such a statement helps clarify to some potentially violent clients that physical aggression is not acceptable. The tone and wording involved in setting limits should be supportive of the client's worth, and should not increase feelings of powerlessness.

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

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

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

Home Visits

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

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

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

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

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

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

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

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

ACRONYMS

A.A.	---------------------	Alcoholics Anonymous
A.D.	---------------------	Adjudicated Delinquent
ADA	---------------------	Assistant District Attorney
A.D.D.	---------------------	Attention Deficit Disorder
A.D.H.D.	---------------------	Attention Deficit with Hyperactivity Disorder
ADL	---------------------	Activities for Daily Living
Admin Review	--------------------	Review of Perm Plan in front of Admin. Panel
A.O.D.A.	---------------------	Alcohol and Other Drug Abuse
AIDS	---------------------	Auto Immune Deficiency Syndrome
A.D.A.	---------------------	American Diabetes Association
At-Risk	---------------------	for not graduating
ASFA	---------------------	Adoption and Safe Families Act
C.C.C.	---------------------	Children's Court Center
CAN	---------------------	Child Abuse & Neglect
CAR	---------------------	Child Abuse Report
CCI	---------------------	Child Caring Institution (Residential Tx Center)
CD	---------------------	Conduct Disorder
CESA	---------------------	Cooperative Educational Service Agency
CHADD	---------------------	Children and Adults with ADD
Chapter 48	---------------------	Wisconsin Children's Code
Chapter 51	---------------------	Involuntary Commitment—mental health
Chapter 55	---------------------	Protective Services
C.P.S.	---------------------	Child Protective Service
C.D.	---------------------	Cognitively Delayed
CF	---------------------	Cystic Fibrosis
C.H.I.P.S.	---------------------	Children in Need of Protection or Services
CP	---------------------	Cerebral Palsy
DD	---------------------	Developmental Delay
D.G.	---------------------	Developmental Guidance
D.V.R.	---------------------	Department of Vocational Rehabilitation
D.P.I.	---------------------	Department of Public Instruction
DHH	---------------------	Deaf and Hard of Hearing
DHS	---------------------	Department of Human Services
EAP	---------------------	Employee Assistance Program
ED	---------------------	Emotionally Disturbed
ESY	---------------------	Extended School Year
Ex Ed	---------------------	Exceptional Education
EEN	---------------------	Exceptional Educational Need
FAPE	---------------------	Free and Appropriate Education
FERPA	---------------------	Family Educational Rights & Privacy Act (1974)
GAL	---------------------	Guardian ad Lietm
GLBT Youth	---------------------	Gay Lesbian Bisexual Transgender Youth
HIPAA	---------------------	Health Insurance Portability and Accountability Act

HIV+/-	----------------------	Human Immune Virus
HMO	----------------------	Health Maintenance Organization
H.V.	----------------------	Home Visit
ICWA	----------------------	Indian Child Welfare Act
IEP	----------------------	Individual Education Program
IDEA	----------------------	Individuals with Disabilities Educational Act
JD	----------------------	Juvenile Delinquent
JIPs	----------------------	Juvenile in need of Protection or Services
LEA	----------------------	Local Educational Agency
LD	----------------------	Learning Disabled
LRE	----------------------	Least Restrictive Environment
MA	----------------------	Medical Assistance
MEPA	----------------------	Multi Ethnic Placement Act
MR	----------------------	Mentally Retarded (now CD)
M-Team	----------------------	Multidisciplinary Team
NA	----------------------	Narcotics Anonymous
NASW	----------------------	National Association of Social Workers
NEEN	----------------------	Non Exceptional Ed. Needs or Non-EEN
OCR	----------------------	Office of Civil Rights (Federal)
ODD	----------------------	Oppositional Defiant Disorder
OH	----------------------	Orthopedically Handicapped
OHI	----------------------	Other Health Impaired
OI	----------------------	Orthopedically Impaired
OT	----------------------	Occupational Therapy
OSERS	----------------------	Office of Special Ed & Rehab Services (Fed)
OSEP	----------------------	Office of Special Education Programs
O.V.	----------------------	Office Visit
PEP	----------------------	Parent Education Program
PEP	----------------------	Program Enhancement Plan
PH	----------------------	Physically Handicapped
PO	----------------------	Probation Officer
POC	----------------------	Plan of Care
PL	----------------------	Public Law……as in PL94-142
PLOP	----------------------	Present Level of Performance
PP	----------------------	Perm Plan
PPR	----------------------	Perm Plan Review
PRN	----------------------	Meds as Needed
PSN	----------------------	Protective Services Report
PT	----------------------	Physical Therapy
RAD	----------------------	Reactive Attachment Disorder
REF/RENF	----------------------	Reasonable Efforts Found or Not Found
SA	----------------------	Student Assistance
SAP	----------------------	School Age Parent
SAAD	----------------------	Students Against Drunk Driving
SDD	----------------------	Significant Developmental Delay
S&L	----------------------	Speech and Language

SNA	---------------------	Special Needs Adoption
SSDI	---------------------	Social Security Disability Insurance
SSI	---------------------	Social Security Income
Section 504	---------------------	of Rehab Act (Federal Rights Law-1973)
SPECIAL ED	---------------------	Special Education
STD	---------------------	Sexually Transmitted Disease
SSW	---------------------	School Social Worker
SSWA	---------------------	School Social Work Association of America
STW	---------------------	School to Work
T-19	---------------------	Medicare
TBI	---------------------	Traumatic Brain Injury
T/C	---------------------	Telephone Call
TPC	---------------------	Temporary Physical Custody
TPR	---------------------	Termination of Parental Rights
VI	---------------------	Visually Impaired
VM	---------------------	Voice Message
VOC ED	---------------------	Vocational Education
WCA	---------------------	Wisconsin Coalition for Advocacy
WSACWIS	---------------------	Wisconsin State-Wide Automated Child Welfare Information System

Adoptions
Adoption Resources, Milwaukee
Bethany Christian Services, Milwaukee
Catholic Charities, Madison
Evangelical Child & Family Agency, New Berlin
Lutheran Social Services, Madison/Milwaukee

AIDS
AIDS Network, Janesville
Madison AIDS Project
Wisconsin House, Milwaukee

Aging/Convalescent Homes/Extended Care
Aging and Disability Resource Center
of Waukesha-Waukesha
Alden Meadow Park Health Care Cntr, Beloit
Beloit Health & Rehabilitation Center, Beloit
Beverly Terrace, Watertown
Catholic Charities Senior Day Cntr, Milwaukee
Cedar Crest, Janesville
Cedar Springs, Cedarburg
Clearview Nursing Home, Juneau
Council on Aging, Janesville
Covenant Oak, Madison
Countryside, Jefferson
Divine Savior Extended Care, Portage
Elder Care of Wisconsin, Madison
Fairhaven, Whitewater
Fort Health & Rehabilitation Center, Fort Atkinson
Four Winds Nursing Home, Verona
Golden Living Nursing Home, Beaver Dam
Hales Corners Care Center, Hales Corners
Hebron Oaks, Madison
Heritage Square, Greendale
Hillside Manor/Comm. Hospital, Beaver Dam
Home Instead Senior Care, Milwaukee
Interfaith Older Adult, Milwaukee
Lakeland Health Care Center, Elkhorn
Linden Grove, Waukesha & New Berlin
Lutheran Homes of Oconomowoc
Luther Manor, Milwaukee
Meriter Retirement Services, Madison
Mount Carmel Nursing Home, Burlington
Muskego Health Care Center, Muskego
Oakwood, Madison
Oregon Area Senior Center, Oregon
Premier Rehabilitation & Skilled Nursing, Beloit
Rock Haven, Janesville
Rock County Council on Aging, Janesville
Rock Co Health Care Center-Geriatrics Unit
Samaritan Home, West Bend
Shorehaven Health Care Cntr., Oconomowoc
Willowfield Nursing & Rehab Center, Delavan

Children/Youth/Family Services
Big Brothers/Big Sisters, Beloit, Racine & Kenosha
Boys & Girls Club, Beloit Janesville, Kenosha, Milw
Central Baptist Family Services, Lake Villa, IL
Children's Community Support Network, Janesville

    & Madison
Children's Outing Association, Milwaukee
Children's Service Society, Madison, Milwaukee, Racine, Waukesha
Christian Family Services, Milwaukee
Community Partnerships, Madison
East Madison Community Center, Madison

Evangelical Child & Family Agency, New
        Berlin & Janesville
Family & Children Services, Illinois
Family Services (FACE), Racine
Head Start, Madison, Janesville & Milwaukee
Hub Center/Hub Club, Beloit
Integrity Family Services, St Francis
Joining Forces for Families, Madison & Stoughton
Kids Hope United, Lake Villa, IL
Kenosha County Children & Family Services
La Casa, Waukesha
Lutheran Social Services, Janesville, Beaver Dam &
       Waukesha
Macfarland Youth Center, Macfarland
Merrill Community Center, Beloit
Neighborhood Intervention Program, Madison
N.E.S.T., Janesville
New Chance, Elkhorn
North Central YMCA, Milwaukee
Northcott Community Center, Milwaukee
Oconomowoc Developmental Training Center
Parent's Place, Waukesha
Penfield Children's Center, Milwaukee
Planned Parenthood, Madison
Rock County Youth Network, Janesville
Rock County Headstart
Runaway and Family Treatment, LSS, Janesville
St. Coletta's, Jefferson
SPRITE (Alternative Outdoor Experiential
       Program for Offenders), Madison
UW-Extension Walworth Co. Elkhorn
UP Connection, Waukesha
Urban League, Madison
Washington Co Youth Treatment, West Bend
Wil-Mar Community Center, Madison
YMCA, Milwaukee Northside
YMCA Rock Co. Janesville

*C.P.S,(Child Protective Services)
Milwaukee Bureau of Child Welfare
Rock County-Child Protective Services

*Group Homes (Child/Adolescents)
Beginnings Group Home, Janesville
Bockari House, Madison
Coventry House Group Home, Madison
Gateway Group Home, Kenosha
Goshen House, Janesville (boys)
Thoreau House, Madison
Tree House Group Home, Orfordville

*ResidentialTreatmentFacilities (Child/Adolescents
Lad Lake, Dousman
Norris Adolescent Center, Mukwonago
St. Charles, Milwaukee

St. Rose Youth & Family Center, Milwaukee

Cognitive Disabilities (Adult/Child)
Abilities Inc, Whitewater
Avenues to Indepedence, Wheeling, Ill
Bethesda Lutheran Home, Watertown
Brotoloc Health Care System, Whitewater
Center for Students with Disabilities, Whitewater
Central Wisconsin Center, Madison
Countryside ICF-MR, Jefferson
Homes for Independent Living-Fort Atkinson
Kandu Industries, Janesville
Milwaukee Center for Independence
Productive Living Systems, Whitewater
St. Coletta School, Jefferson
United Cerebral Palsy, Madison
Virginia Health & Rehabilitation Center, Waukesha
Volunteers of America, Milwaukee
Wisconsin Early Autism Project, Madison

Community Action
Community Action Inc. of Rock &
          Walworth Counties

Corrections Facilities (Adults)
Fox Lake Correctional
Milwaukee Women's Correctional Center
Thompson Correctional Center-Deerfield
Waupun Correctional Institute-

Correction Facilities (Juvenile)
Ethan Allen School for Boys, Wales
Racine Youthful Correctional Facility, Racine
Southern Oaks Girls School, Racine
WI Correctional Center System, Oregon

Juvenile Justice Alternatives
Delinquency Prevention Council
FOCUS Program, Milwaukee
Green County Courthouse, Juvenile intake
GREAT (Beloit Police Dept.—Summer)
Juvenile Justice Diversion Program, Rock Co.
Kenosha County Sheriff's Dept. Kenosha
Midwest Correctional Services, Rockford
Neighborhood Intervention Program, Madison
New Berlin Police Department
Operation Fresh Start, Deforest & Madison
Phoenix House, Janesville
Rock Co Deferred Prosecution-Janesville
Rock Co Juvenile Probation-Janesville & Beloit
SPRITE, Madison
Youth Job Center-Youth Services

Domestic Violence
Assoc. Prevention of Family Violence, Elkhorn
Beloit Domestic Violence Shelter, Beloit
Dane County Victim/Witness Assistance
Domestic Abuse Intervention Program, Dane Co.
Domestic Violence Intervention Program, Janesville
Milwaukee Women's Center-Milw
People Against Domestic & Sexual Abuse

Jefferson
Sister House, Waukesha
YMCA Alternatives, Janesville
WAVE, Rockford, IL
The Women's Center, Waukesha
Women's Center, Milwaukee

Drug/Alcohol Rehabilitation
ARO Counseling Centers, Elkhorn
Cephas House, Waukesha
Gateway Recovery, Stoughton
House of Hope, Waukesha
Kettle Moraine Outpatient Treatment Center,
      Waukesha
La Casa de Esperanza, Waukesha
Mercy Options Addiction, Janesville
Tellurian, Madison

Eating Disorders
Rogers Memorial, Oconomowoc

Family
Christian Family Social Services, Milwaukee
Dane Co Neighborhood Intervention Program,
      Madison
Healthy Families, Elkhorn
La Causa, Milwaukee
Lutheran Social Services, Janesville
Parents Place, Waukesha
Rice Child & Family Center, Park Ridge, IL

Health Care
Beloit Area Community Health Center
Transitional Care Unit, Agnesian Health Care,
      Fond du Lac

Homeless
A-Net, Milwaukee
ECHO, Janesville
Hebron House of Hospitality, Waukesha
House of Mercy, Janesville
Impact, Milwaukee
Interfaith Hospitality Network, Madison
Porchlight Inc., Madison
Salvation Army, Madison, Milwaukee

Hospice
Beloit Regional Hospice, Beloit
Covenant Home and Hospice Care, Racine
Hospice Alliance, Pleasant Prairie
Hospice Care Inc., Janesville
Rainbow Hospice Care, Jefferson
Star Hospice of Vista Health, Waukegan, IL
Zilber Family Hospice, Wauwatosa

Hospitals
Aurora Burlington Memorial, Burlington
Aurora Medical Center, Hartford
Beloit Memorial
Community Memorial, Edgerton
Community Memorial Hospital, Menomonee Falls
Fort Atkinson Health Care-Subacute

Froedthert Memorial Lutheran Hospital, Milwaukee
Madison Health Service, Madison
Mercy Health System, Janesville
St. Luke's, Racine
St. Luke's South Shore, Cudahy
Trinity Memorial, Cudahy
United Hospital System, Kenosha

Information & Referral
United Way's First Call, Janesville

Job Development & Placement
Diversified Personnel Services, Watertown
Racine Co. Workforce Development, Racine

Legal Services
Legal Aid of Milwaukee Co, Milwaukee
Legal Action, Milwaukee
Public Defender, Milwaukee, Rock Co.

Mental Health
Applied Therapies & Wellness Center, Wauwatosa
ARO Counseling Centers, Whitewater & Elkhorn
Aurora Family Service, Milwaukee
Beloit Area Community Health Center, Beloit
Community Counseling Center, Woodstock, IL
Crossroads Counseling Center, Janesville
Mercy Health Systems/Mercy Hospital, Janesville
Mercy Options, CCI, Janesville (Residential
        Treatment for Ages 7-14)
Mercy Options Program, Janesville
Milwaukee Center for Independence
Oregon Mental Health Services
Rock Co Health Care Center, Janesville & Beloit
Rogers Memorial, (Inpatient) Oconomowoc

Probation & Parole (Adult)
Community Corrections (State Probation &
        Parole, Beloit, Elkhorn, Janesville,
        Jefferson, Madison & Waukesha)

Rape
Rape Crisis Center, Madison (1 yr commitment)

Rehabilitation Centers
Community Living Alliance, Madison
Fort Health and Rehab Center
Heritage Square, Greendale
Kandu Industries, Janesville
Lake Country Health and Rehabilitation
Oconomowoc
Opportunities, Inc., Fort Atkinson
Rock County Health & Rehab Services, Janesville &
        Beloit
Training Center, Waukesha
Vocational Industries, Elkhorn
Volunteers of America, Milwaukee

Research
Children & Family Community
Partneship, Milwaukee

Runaways
Briarpatch, Madison
Pathfinders, Milwaukee
Safe Haven, Racine
Walkers Point, Milwaukee

Schools
Beloit Memorial HS
Craig High School, Janesville
Darien Elementary School
Edgerton Elementary School
Frank Allis Elementary School, Madison
Hackett Elementary School, Beloit
Huegel Elementary School, Madison
Janesville Craig HS
Lad Lake, Milwaukee
Monona Grove HS, Monona
Olympia Brown Elementary School, Racine
Parker HS, Janesville
St. Cecilia School, Mequon
St. Leo's Grade School, Milwaukee
Watertown HS
Westside Elementary School, Sun Prairie
Whitehorse Middle School, Madison

Social Policy
Independent Disability Services (formerly United
          Cerebral Palsy), Janesville
NASW Wisconsin Chapter Office, Madison
Representative Rebecca Young, Madison
Senator Judy Robson, Madison
WI Council on Children & Families-Madison

Social Services
Children Service Society Milwaukee
Bayview Foundation Inc. Madison
Dane County, Madison (Joining Forces for Families)
Dodge County, Juneau
Edgerton Community Outreach
Illinois Dept Child & Family Services (some offices)
Jefferson County, Jefferson
Kenosha County, Kenosha
Love Inc., Burlington
Lutheran Social Services of WI & UP
Ozaukee County, Port Washington
Racine County, Racine & Burlington
Rock County, Janesville
Salvation Army, Sheboygan
Sauk County Dept. of Human Services, Baraboo
S.E.T. Ministry, Milwaukee
Sheboygan County, Sheboygan
Walworth County, Elkhorn
Washington County, West Bend
Waukesha County, Waukesha

Veterans
(Preference given to veterans)
Community Support Program, Madison
Department of Veterans Affairs, Madison
Vet House, Madison
Vet's Place, Union Grove

The following is the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education. This Council is the national accrediting organization for undergraduate and graduate social work programs in the United States. EPAS provides guidelines for the curriculum in undergraduate programs. Our faculty expends extensive efforts in our courses to meet these guidelines.

Council on Social Work Education
Educational Policy and Accreditation Standards

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CONTENTS

PREAMBLE

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement.

While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels.

Accreditation Standards pertain to the following program elements:
• Mission, goals, and objectives
• Curriculum
• Governance, structure, and resources
• Faculty
• Student professional development
• Nondiscrimination and human diversity
• Program renewal
• Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY
1. PURPOSES

1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:
• To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
• To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
• To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
• To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
• To develop and use research, knowledge, and skills that advance social work practice.
• To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2. Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:
- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION
2.0 Structure
Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession.

Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. PROGRAM OBJECTIVES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation.

Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
    B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.[1]
    M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1] Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

3.1 Concentration Objectives
Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. FOUNDATION CURRICULUM CONTENT
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession;

and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research.
Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.
Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression.
Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational

systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT
The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

ACCREDITATION STANDARDS
1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.[2] Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

[2] This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree.
The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post–baccalaureate or post–master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post–baccalaureate or post–master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program.
Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.