MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION:

The School of Social Work, Field Education Program, and I would like to welcome students, agency supervisors and their organizations, community professionals, academic and support staff, advisors, school and community committees, and faculty for continuing to support the mission of social work education and for the continued success of the UW-Madison Field Education Program. It is hoped that the contents of this handbook are useful for learning about the mission, structure, components, policies and operation of the Field Education Program. The School’s Part-Time MSW Program has a separate field handbook.

I encourage readers to give special attention to the mission statements, particularly the School of Social Work’s mission statement. These statements are consistent with the primary mission of the social work profession: to enhance human well-being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW Code of Ethics, 1996). They are the basis for educational decisions, including those regarding course content, integration of content with field and other experiences, and outcome evaluations. For example, the School’s commitment to a generalist framework for practice is consistent with preparing students to consider individual well-being in a social context and to “…promoting change at all levels ranging from the individual to national policy” (School’s mission).

Following the mission statements, the Handbook is organized as follows: Frequently asked questions about the Field Education Program; Section I, Competencies, Practice Behaviors, and Guidelines, and Roles in the Field Program; Section II, Social Work Field Unit and Field Faculty Information; Section III, Field Program Operational Policies; and Appendices. Depending on the role(s) or interests of the reader, some or all of the sections will be of use.

Students are encouraged to read the entire Handbook and use it as a reference throughout their time in the Field Education Program. Examples of sections and how they may be helpful are: Section I in developing learning plans; Section II in determining preferences for field units; Section III in understanding policies that guide the operation of the Program.

Current and prospective agency supervisors and their organizations will find that Sections I and III contain helpful information regarding general and specific guidelines for generalist and advanced practice year field placements, educational roles and responsibilities, and operational policies. Section III is also useful for students, agency supervisors, Field Faculty, advisors, and/or the Field Education Committee in addressing educational issues.

Once again, I welcome you to the UW-Madison School of Social Work and the Field Education Program. We look forward to an exciting and successful year with each of you.

Muthoni Imungi, Ph.D.
Clinical Associate Professor &
Director of Field Education
(608) 263-4813
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University of Wisconsin System Mission

The mission of the UW System is to develop human resources, to discover and disseminate knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

In addition, the University of Wisconsin has a statement for the core mission of the doctoral cluster (University of Wisconsin-Madison and the University of Wisconsin-Milwaukee), in which each University shall:

a. Offer degree programs at the baccalaureate, master’s, and doctoral levels;

b. Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels;

c. Conduct organized programs of research;

d. Promote the integration of the extension function, assist the University of Wisconsin Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity;

e. Encourage others in the System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions;

f. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff; and

g. Support activities designed to promote the economic development of the state.
University of Wisconsin - Madison Mission

The primary purpose of the UW-Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of this and future generations and improve the quality of life for all. The University seeks to help students develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical, and human development.

It also seeks to attract and serve students from diverse social, economic, and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the University must:

a. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels;

b. Generate new knowledge through a broad array of scholarly, research, and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society;

c. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning;

d. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the University's designated land-grant status;

e. Participate extensively in statewide, national, and international programs and encourage others in the UW System, at other educational institutions, and in state, national, and international organizations to seek benefit from the University's unique educational resources, such as faculty and staff expertise, libraries, museums and research facilities;

f. Strengthen cultural understanding through opportunities to study languages, cultures, the arts, and the implications for social, political, economic, and technological change and through encouragement of study, research, and service off campus and abroad;

g. Maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance; and

h. Embody, through its policies and programs, respect for, and commitment to, the ideals of all pluralistic, multiracial, open, and democratic society.
University of Wisconsin-Madison College of Letters and Science Mission

The mission of the College of Letters and Science is to support education of the complete person for citizenship, for a productive life, and for life-long learning. L&S provides core undergraduate, graduate, and professional teaching, research, and outreach programs in the arts and humanities, natural sciences, and social sciences. Letters and Sciences also provides the foundation for UW Madison initiatives such as cultural diversity and education for global citizenship. Within the overall mission of the University, the responsibility of the College of Letters and Science is to:

a. Provide an intellectual community in which students and faculty can discover, examine critically, integrate, preserve, and transmit knowledge, wisdom, and values;

b. Foster undergraduate and graduate education and research in the liberal arts, encompassing the humanities, the arts, the social sciences, the physical sciences and the biological sciences;

c. Provide a supportive educational and employment environment for a community of students, faculty, and staff characterized by diversity;

d. Serve the liberal arts curricular needs of applied and professional schools and colleges of the University;

e. Encourage interdisciplinary linkages throughout the University;

f. Respond to the citizens of Wisconsin through focused programs of outreach; and

g. Manage human and material resources in a manner both to sustain the College and to enhance public support of higher education.
**University of Wisconsin-Madison School of Social Work Mission**

The mission of the UW Madison School of Social Work is to enhance human well-being and promote human rights, social and economic justice for people who are disadvantaged to achieve an equitable, healthy and productive society. The School aims to:

- Create, advance, strengthen, and integrate interdisciplinary knowledge for students and the profession through research, scholarship, teaching, and practice.

- Educate students to become highly skilled, culturally competent and ethical practitioners who will provide effective leadership for the profession of social work within the State of Wisconsin, nationally and internationally.

- Promote change at levels ranging from the individual to national policy, including empowering communities and populations that are disadvantaged and developing humane service delivery systems.

- Create and disseminate knowledge regarding the prevention and amelioration of social problems.

*Adopted 1999, Revised 2003-04, 2012*
FREQUENTLY ASKED QUESTIONS ABOUT THE FULL-TIME FIELD EDUCATION PROGRAM

How do I obtain a field unit and a field placement?
We hold a Field Forum (see Appendix E) where incoming students meet with faculty who teach our field units, learn more about the various units, and receive a brief overview of the field placement sites (e.g. agencies, programs). We ask you to submit a Student Field Unit Preference Form (Appendix F) in which you designate three field units (see Section II of Handbook for description of units) that are of interest to you and for which you are eligible (generalist or advanced practice year units). In the narrative section, please explain why you chose these units. Using this information, the Director of Field Education determines field unit assignments. Advanced Practice Year (also referred to as Concentration Year) students are usually assigned to their first choice of field units. For the Advanced Practice year, there are some field units that are tied to an area of focus i.e., Children, Youth and Family Welfare (CYFW); Health, Aging and Disabilities (HAD); and Mental Health (MH) within the Advanced Generalist Concentration. Prior to registration, all students will receive information regarding which field unit you have been placed in and the Field Faculty for that unit.

Subsequent to receiving the field unit assignment, the Field Faculty for that unit will contact you with information about the field unit and how their specific field placements will be made. Field Faculty do not all begin the placement process at the same time but each has agencies or programs with which s/he has a relationship and specific field placement slots. Each of the field placements, in conjunction with the integrative seminar, provides generalist practice opportunities for the development, integration, and application of the key competencies that are met through measureable practice behaviors. Although the competencies are the same for the Generalist and Advanced Practice Years, the practice behaviors for the Advanced Practice Year are specific to the Advanced Generalist Concentration (see Section I). Field Faculty and the Field Supervisor will work with you to identify, to the degree possible, the individualized assignments, activities and other methods that measure practice behavior progress and achievement of the competencies. Students will include the assignments, activities and methods in their learning plan. Additional guidelines for field placements for each year are also found in Section I.

How much time do I spend at field placement?
Generalist Practice Year (BSW and First-year MSW) students must acquire a minimum of 256 hours per semester which includes their field placement and integrative seminar. This averages out to about 14 hours per week (for 16 weeks) in field placement and two hours per week in their field unit integrative seminar. Advanced Practice Year (second-year MSW and advanced standing) students must acquire a minimum of 320 hours per semester which includes their field placement and integrative seminar. This averages out to about 18 hours per week (for 16 weeks) in field placement and 2 hours per week in their field unit integrative seminar. Students remain in the same field placement for 2 semesters.
How many credits is the field placement and integrative seminar?
BSW students register for 5 credits (SW 400 in fall & SW 401 in spring), while first-year MSW students register for 4 credits (SW 400 in fall & SW 401 in spring). Second-year MSW students register for 5 credits for SW 800 in fall and 6 credits SW 801 in spring).

Can I be exempted from part of the field placement if I have a BSW degree?
If you received a BSW from an accredited school of social work within 5 years of the date you graduated to the date you enrolled into the MSW Program and attained a grade of B or better in the field course, you can apply to be exempted from the first year of field placement. Please contact the School advisors, or follow the process as outlined in your letter of acceptance from the School of Social Work if needing more information about this.

For those with a BSW more than 5 years old, there is an exemption examination process (see Policy for Exemptions from 1st Year of Field in Section III) which requires that you submit the “Exemption Eligibility Process Request form” to the Field Office by no later than April 17th. This form is available at: https://socwork.wisc.edu/fieldfiles.

Is a caregiver/criminal background check required for field placement?
Yes. The State of Wisconsin requires a caregiver/criminal background check for those working with vulnerable populations. Refer to Section III, Appendix E, and https://scholar.verifiedcredentials.com/?organization=wisc for the due date and additional information on the process and policies on background checks.

Are field placements available during the summer?
The School does not have field placements during the summer. If the need for a summer field placement arises, contact the Field Director.

Is it possible to have a field placement in another state or country?
In the Full-Time Program, there are currently no field placements in other states. Out-of-state placements would be an exception rather than the rule. Students interested in out-of-state placements would need to discuss this with their Field Faculty.

The School offers a limited number of international field placements, usually during the spring semester, and is currently working to expand these opportunities. International placements are generally considered for advanced practice year students; however, generalist practice year students may request consideration. Since these placements require significant advanced planning, students would need to begin the process with Susan Kidd Webster, who coordinates international placements, at least 6 months prior to the anticipated start of the placement. See Section III of the Handbook on the Process for International Field Placements for additional information.

Are block field placements available?
Since our curriculum design calls for concurrent field work, field seminar participation, and course work, block placements (a full-time semester in field), are generally not a field option. Block placements may be considered based on a unique educational opportunity and compelling
student need. Significant advanced planning with the Director of Field Education and faculty is necessary. See Section III for more information on block placements.

Are employment-based field placements available?
The field course is an educational experience. It requires a learning experience and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. Under certain circumstances it may be possible to complete a field placement in an agency where a student is employed. To ensure that field placements in employment settings achieve high educational standards, considerable pre-planning is involved and prior approval for the field placement must be obtained from the Field Director. See the “Field Placement in Employment Settings Policy” (Section III) for more information on the process involved. Step I of the process must be completed no later than April 17th.

What days of the week am I in my field placement?
The School schedules most classes on Tuesdays and Thursdays, leaving significant blocks of time for field placements on Monday, Wednesday and Friday. Field unit integrative seminars meet on Monday, Wednesday or Friday. Students and their agency supervisor should plan a schedule together, taking into account agency and student needs. Field agency placement hours must not conflict with course work.

Do I need a vehicle for a field placement?
Having access to a vehicle is a requirement for many field placements. However, placements that do not require a vehicle are available. In addition, public parking on campus is at a premium and bringing your own vehicle to campus is not recommended. Madison, however, has a very accessible public bus system, and students have access to free bus passes.

What do I do if I have questions, issues or concerns about my field placement?
Periodically, questions arise regarding the continuation of a field placement. Students who have questions, issues or concerns regarding a field placement are expected to immediately discuss these with their Field Faculty so that appropriate and timely steps can be taken to address them. If questions, issues or concerns cannot be resolved after appropriate and timely steps, the Field Faculty and Director of Field Education (Field Coordinator for the Part-Time Program) will determine if the placement is to be terminated and will discuss this with the agency. Under no circumstances will the School of Social Work allow students to terminate a field placement on their own. If a student does not follow the previously identified procedure for addressing questions, issues or concerns regarding a field placement, s/he is not guaranteed a field placement and it is possible that the student will not be able to complete the field program and therefore would not graduate.

Is the field course graded or pass/fail?
Students receive grades in the field course. The grade reflects performance in both the field agency and in the field unit integrative seminar. Grades are assigned by the Field Faculty member after consultation with the agency supervisor. Since the field course reflects the student’s ability to apply knowledge and skills to actual client situations and aims to enhance professional development, the field course grade is of special significance (See Section III of this
Field Handbook, under Significance of the Field Course Grade, for additional grade-related information).
I. COMPETENCIES, PRACTICE BEHAVIORS, GUIDELINES, AND ROLES IN THE FIELD PROGRAM

The field course, comprised of the field placement and seminar, is distinct from classroom courses in important ways: it requires the development of professionalism and application of social work ethics. It takes into account the student’s total performance as a measure of appropriate completion of the field placement and seminar requirements. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors (see charts on next several pages). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidence-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry level generalist practice. In preparing Advanced Practice Year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of the Advanced Generalist Concentration practice behaviors.

Competencies are met through measurable practice behaviours that are comprised of knowledge, values, and skills. The various assignments, activities, and other methods by which the practice behaviours will be measured are identified and include in a learning plan, which is completed by the student in conjunction with the field supervisor and the Field Faculty. The goal of this outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The competencies, practice behaviors, guidelines, and roles in working with students are delineated on the next several pages to help support generalist field placements and student learning in both the Generalist Practice (BSW and First-year MSW students) and Advanced Practice years. We request the cooperation of all involved in meeting these expectations so field placements provide students with the learning experiences required by the curriculum of the School and to ensure students perform in accordance with high standards of professional practice. We encourage supervisors and students to clarify with Field Faculty any questions or concerns about these guidelines and expectations, especially early in the school year.

Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following practice behaviors for the respective year (generalist or advanced practice):
THE COMPETENCIES AND PRACTICE BEHAVIORS

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

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

<table>
<thead>
<tr>
<th>Generalist (BSW/MSW 1st Yr.) Required Practice Behaviors:</th>
<th>Advanced Generalist Concentration Required Practice Behaviors:</th>
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<tbody>
<tr>
<td>• Advocate for client access to the services of social work.</td>
<td>• Apply knowledge of social services, policies, and programs relevant to the focus area, to advocate with and/or on behalf of clients for access to services.</td>
</tr>
<tr>
<td>• Practice personal reflection and self-correction to assure continual professional development.</td>
<td>• Develop a plan for continuing professional education and development.</td>
</tr>
<tr>
<td>• Attend to professional roles and boundaries.</td>
<td>• Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).</td>
</tr>
<tr>
<td>• Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>• Engage in career-long learning.</td>
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<tr>
<td>• Use supervision and consultation.</td>
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Competency 2.1.2: Apply social work ethical principles to guide professional practice.

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>• Evaluate ethical dilemmas related to problems and issues in the focus area.</td>
</tr>
<tr>
<td>• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.</td>
<td>• Weigh values, principles of ethical decision-making, and the NASW code of ethics and, as appropriate, the International Federation of Social Workers Ethics in Social Work/Statement of Principles in order to address ethical dilemmas related to practice in the focus area.</td>
</tr>
<tr>
<td>• Tolerate ambiguity in resolving ethical conflicts.</td>
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</tr>
<tr>
<td>• Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

### Generalist (BSW/MSW 1st Yr.)
**Required Practice Behaviors:**
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### Advanced Generalist Concentration
**Required Practice Behaviors:**
- Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the focus area.
- Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the focus area.
- Utilize effective communication skills with diverse communities, constituencies, and multi-and inter-disciplinary colleagues when dealing with issues related to the focus area.

### Competency 2.1.4: Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

### Generalist (BSW/MSW 1st Yr.)
**Required Practice Behaviors:**
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate an understanding of the importance of difference in shaping life experiences.
- View selves as learners and engage those with whom they work as informants.

### Advanced Generalist Concentration
**Required Practice Behaviors:**
- Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the focus area.
- Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.
- Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the focus area.

### Competency 2.1.5: Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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<tr>
<th>Generalist (BSW/MSW 1st Yr.) Required Practice Behaviors:</th>
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<tbody>
<tr>
<td>• Understand the mechanisms of oppression and discrimination;</td>
<td>• Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the focus area.</td>
</tr>
<tr>
<td>• Advocate for human rights and social and economic justice.</td>
<td>• Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the focus area.</td>
</tr>
<tr>
<td>• Engage in practices that advance social and economic justice.</td>
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</table>

**Competency 2.1.6: Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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</thead>
<tbody>
<tr>
<td>• Use practice experience to inform scientific inquiry.</td>
<td>• Demonstrate ability to evaluate practice in the focus area.</td>
</tr>
<tr>
<td>• Use research evidence to inform practice.</td>
<td>• Translate practice knowledge in order to contribute to scientific inquiry.</td>
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<tr>
<td></td>
<td>• Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the focus area.</td>
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</table>
Competency 2.1.7: Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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<th>Advanced Generalist Concentration Required Practice Behaviors:</th>
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<tr>
<td>• Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.</td>
<td>• Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention and evaluation most appropriate to the problems/populations of the focus area.</td>
</tr>
<tr>
<td>• Critique and apply knowledge to understand person and environment.</td>
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Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development

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</thead>
<tbody>
<tr>
<td>• Analyze, formulate and advocate for policies that advance social well-being.</td>
<td>• Evaluate, formulate and advocate for policies that advance outcomes relevant to the focus area.</td>
</tr>
<tr>
<td>• Collaborate with colleagues and clients for effective policy action.</td>
<td>• Demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the focus area.</td>
</tr>
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Competency 2.1.9: Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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<th>Generalist (BSW/MSW 1st Yr.) Required Practice Behaviors:</th>
<th>Advanced Generalist Concentration Required Practice Behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in the focus area.</td>
</tr>
<tr>
<td></td>
<td>• Engage in leadership roles in the focus area.</td>
</tr>
</tbody>
</table>
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### Competency 2.1.10(a)–(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

<table>
<thead>
<tr>
<th>Generalist (BSW/MSW 1st Yr.) Required Practice Behaviors:</th>
<th>Advanced Generalist Concentration Required Practice Behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.10a Engage with individuals, families, groups, organizations, and communities:</strong></td>
<td><strong>2.1.10a Engage with individuals, families, groups, organizations, and communities:</strong></td>
</tr>
<tr>
<td>• Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.</td>
<td>• Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of focus.</td>
</tr>
<tr>
<td>• Use empathy and other interpersonal skills.</td>
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</tr>
<tr>
<td>• Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>2.1.10b Assess individuals, families, groups, organizations, and communities:</td>
</tr>
<tr>
<td>2.1.10b Assess individuals, families, groups, organizations, and communities:</td>
<td>• Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the focus area.</td>
</tr>
<tr>
<td>• Collect, organize, and interpret client data.</td>
<td></td>
</tr>
<tr>
<td>• Assess client strengths and limitations.</td>
<td>2.1.10c Intervene with individuals, families, groups, organizations, and communities:</td>
</tr>
<tr>
<td>• Develop mutually agreed-on intervention goals and objectives.</td>
<td>• Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the focus area.</td>
</tr>
<tr>
<td>• Select appropriate intervention strategies.</td>
<td>2.1.10d Evaluation</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals, families, groups, organizations, and communities:</td>
<td>• Apply research skills to analyze, monitor, and evaluate interventions in the focus area.</td>
</tr>
<tr>
<td>• Initiate actions to achieve organizational goals.</td>
<td>• Communicate and disseminate evaluation results to a variety of audiences.</td>
</tr>
<tr>
<td>• Implement prevention interventions that enhance client capacities.</td>
<td></td>
</tr>
<tr>
<td>• Help clients resolve problems.</td>
<td></td>
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<tr>
<td>• Negotiate, mediate, and advocate for clients.</td>
<td></td>
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<tr>
<td>• Facilitate transitions and endings.</td>
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<tr>
<td>2.1.10d Evaluation</td>
<td></td>
</tr>
<tr>
<td>• Critically analyze, monitor, and evaluate interventions.</td>
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</tr>
</tbody>
</table>
GUIDELINES FOR GENERALIST PRACTICE YEAR: SW 400 (Fall) and SW 401 (Spring)

For Student Learning

The Generalist Practice (Sr. Year BSWs and First-Year MSWs) year provides the core values, knowledge, functions, and skills essential for entry level generalist practice roles. The expectation is that students will be able to practice in a variety of direct service roles competently, under direct supervision, with varying sizes and types of systems, using different modalities of practice. Students must be able to demonstrate entry-level practice skills with individuals, families, groups, organizations, and communities. It is also expected that entry-level social work students will be equipped to evaluate their own practice efforts, and keep abreast of the social policies and services that affect their practice efforts. The generalist perspective combines multidisciplinary knowledge bases, problem analysis skills, and multiple methods of practice to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practice and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/services, and social work research.

For Field Placements

All BSW and first-year MSW field placements provide students with learning experiences that:

1. Give students an opportunity to learn and practice generalist social work, by which we mean:

   a. Provide experience in a variety of direct practice roles such as case worker or case manager, advocate, counsellor, (individual, family or group), educator, resource networker, outreach worker, community organizer, etc.

   b. Provide opportunities to work with different client system sizes, i.e. individuals, families, groups, organizations, and communities. Over the course of the placement, students should have learning experience with at least three system sizes.

   c. Provide the opportunity to utilize and develop resources in their work with clients.

   d. Provide opportunities to work in situations where the target of change is other than, or in addition to, the client system, e.g., with landlords, teachers, and/or many others in the social environment; also with staff of one’s own agency.

2. Provide regular weekly supervision, not only to ensure good task performance, but also to discuss how the student’s performance can be understood in terms of social work’s mission and roles as well as measurement of the practice behaviour, and measure the student’s ability to use supervision effectively.
3. Provide timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities.

4. Provide opportunities to participate in the problem-solving or planned change process over time; especially the opportunity to follow through from beginning to end on their case assignments.

5. Provide opportunities to incorporate ideas from the classroom with their field experiences.

6. Provide opportunities to work with, and on behalf of, clients from oppressed populations, emphasizing culturally competent approaches in social work processes, all roles, and including advocacy methods and social justice goals.

7. Provide ongoing opportunities in supervision for critical reflection upon their practice and the development of a professional identity as a social worker.

GUIDELINES FOR ADVANCED PRACTICE YEAR: SW 800 (Fall) and SW 801 (Spring)

For Student Learning

In preparing Advanced Practice Year students for advanced, autonomous practice, it is expected that they will be provided opportunities for the development, integration, and application of the core competencies. The competencies are to be met through measurable Advanced Generalist Concentration practice behaviors as identified in this section. Within the Advanced Generalist Concentration, there are some field units that are tied to an area of focus: children, youth, and family welfare; health, aging, and disabilities; or mental health (see section II for field unit options) affording students the opportunity to apply the Advanced Generalist Concentration practice behaviors to specific populations and/or social problem areas.

For Field Placements

All advanced year field placements provide students with learning experiences that:

1. Provide students opportunities to gain knowledge in and practice any core Generalist Practice Year skills needing further development, e.g., social group work; work with targets other than clients; development of new resources; interventions with one’s own agency to better accomplish its mission or to support client goals.

2. Provide students an opportunity to apply generalist social work at advanced levels:
   a. Assign problems to solve rather than solely discrete tasks to complete.
b. Further develop their current direct practice roles in more complex situations, e.g., family treatment; community organization roles; grant writing; delivery of in-service training on cultural competence; policy development.

c. Strengthen meso-level roles within their agency setting, e.g., run a staff meeting; convene and host an interagency conference; directly address service disparities within the agency, especially in regard to oppressed populations.

d. Develop macro-level roles on behalf of the clients/consumers of their agency setting, e.g., testifying in public policy forums; cooperating to draft proposed legislation; representing the agency’s mission in state-wide meetings or task forces.

3. Provide the opportunity to evaluate and improve resources and to develop meso and macro-level resources for the agency and community.

4. Provide the opportunity for leadership within the agency for roles which help disseminate new knowledge from the focus area knowledge base.

5. Give students increasingly more responsibility for arranging weekly supervision, providing feedback on evaluation of one’s own work; eliciting supervision; suggesting additional and alternative ways to solve problems and to develop professionally; and measure student’s performance of the practice behaviors including the ability to effectively use supervision.

6. Ask students to identify the conceptual basis for their practice and its connection to social work mission, roles, and ethics and to increasingly identify the knowledge base for their practice approaches, especially to explicate social work approaches to issues arising in the field setting and focus area.

7. Encourage opportunities to connect with social work professional associations and conferences, especially to NASW, and with other associations and programs relevant to the focus area, e.g., the Midwest Conference on Child Sexual Assault; NAMI; Autism Society of America.

**GENERAL FIELD PLACEMENT GUIDELINES AND EXPECTATIONS**

**Purpose**

In addition to the Generalist Practice Year and Advanced Practice Year guidelines, this section is intended to affirm some general guidelines and expectations and to define minimum standards for all social work field placements within the community. The faculty-based field unit model at the UW Madison School of Social Work campus enables faculty to initiate and collaborate with social workers and other human services professionals on student field placements, utilizing the diversity of talent available in the professional community and the university. Central to this endeavor is the ongoing communication and shared responsibility for student education. Our mutual investment in
student education includes tending to important process components of joint planning, development of learning opportunities, shared supervisory and consultative arrangements, provision of educational and supportive resources to students, and evaluation. This work not only ensures the quality of the learning experience, but also helps to realize the inherent potential and mutual benefit so often achieved by student placements.

Criteria

These guidelines should promote a reasonable degree of consistency and quality assurance among the many diverse learning opportunities in our community. They are also meant to inform new agency supervisors, students, and faculty of what is involved in a social work field placement from the UW-Madison. In most cases, these are minimum standards, and it is important to emphasize the critical role of faculty and agency supervisor’s judgment in how these expectations are best met. We wish to promote the spirit of these criteria and guidelines. There should be flexibility and creativity in how they are implemented on behalf of students, so long as the placement experience is consistent with the educational competencies, practice behaviors and other guidelines of the field course.

Placement Criteria for Practitioners, Agencies, and Community Organizations

1. A demonstrated interest and commitment to student education. This implies a willingness to work with students and faculty to develop substantial learning opportunities and to support staff involvement in student supervision and consultation, as well as in developing and maintaining an affiliation with the university.

2. Provision of access and orientation to the agency/organization's mission, service objectives and client systems. This usually involves a period of case-sharing and observation followed by more autonomous practice and case responsibility.

3. Ongoing work with faculty to develop the learning opportunities, interview prospective students, and develop the shared supervisory/consultative arrangements. The time demands upon staff will vary according to the supervisory arrangements, individual needs of students, time in the semester, etc., but the average for planning purposes is approximately 2-3 hours per week, including communication with faculty, arrangements and efforts on behalf of students, and actual supervisory time.

4. Physical space and logistical support for students, including office space and telephone, and clerical and support services.

5. The School’s policy is to have students supervised by experienced master’s level social workers. By virtue of training and orientation, master’s level practitioners are generally well equipped to convey social work knowledge and perspective with students. However, there are occasionally reasons to make exceptions, including the availability of a bachelor’s level social worker with extensive experience and good supervisory skills, and the desirability of staff with related professional backgrounds who are knowledgeable in a particular service area. Sometimes, this flexibility allows students to have the opportunity
to work in a developing service organization. In these cases, our field model provides an excellent mechanism to ensure that social work values, ethics, and knowledge are integrated into a student’s field placement experience. Field faculty (who hold the appropriate educational and practice experience credentials) assume the responsibility for those aspects of supervision that reinforce the social work perspective in the conception of the placement and the practicum activities of the student. Under such circumstances it is common for field faculty to hold additional individual sessions with the student and/or agency. These sessions are over and above the larger field faculty role we detailed above.

6. Attendance at educational workshops. Student supervisors are strongly encouraged to participate in events sponsored by the School of Social Work and the Professional Consultative Committee, such as the Agency Supervisors’ Workshop.

POTENTIALS AND REWARDS

Student Potential:

Beginning with an educational mission, the potential of students to learn and develop as social work professionals is the paramount concern. All of our efforts to teach, model, and provide guidance are directed toward realizing student potential. This requires a substantial investment of time, energy, and attention from agency supervisors and faculty.

Contribution Potential:

In return, experience has shown that students can make meaningful contributions to clients, programs, and the various agencies in our community. Most often, this is seen in the delivery of ongoing services to clients. However, students are also involved in the innovation and development of new programs or resources for various client groups.

Although the workload of a student is not as extensive or as efficiently managed as a staff practitioner (so students have time to learn about what they are doing), we recognize they contribute as they learn in many ways. This includes the less tangible, but important, ways of sharing enthusiasm, asking provocative questions, and adding positively to the morale of an organization.

Agency Staff/Faculty Potential:

The final area is to recognize the long-range collaborative possibilities between agency supervisors and Field Faculty that transcend individual students and yearly projects. Many types of program and resource development projects, joint research, as well as policy/advocacy efforts, are possible. Many faculty are involved in such endeavors with various agencies and community groups, and the development of these initiatives feeds back into potential for student projects. Also, the School extends university privileges and titles, to the extent possible, to recognize the ongoing contributions of practitioners.
## SUMMARY OF EDUCATIONAL ROLES IN WORKING WITH FIELD STUDENTS

### Student
- Expresses learning needs and career goals with clarity.
- Meets pre- and co-requisites, especially pre-placement interview.
- Cooperates fully with staff and faculty, including incorporation of criticism and feedback.
- Performs ethically and competently in all field assignments.

### Field Practicum Supervisor/Community Setting
- Works with faculty to develop and maintain learning opportunities and an affiliation with the University.
- Participates in student selection/placement process.
- Works with student and faculty in developing supervisory arrangements.
- Orients student to agency, work unit, and practice area.
- Possible teamwork with student.
- Provides ongoing practice supervision.
- Provides good professional role model.
- Consults with student on professional growth and development.
- Provides student and faculty with ongoing constructive criticism and participates in the final evaluation.
- Works with Field Faculty on future planning for student placements.

### Field Unit
- Provides environment for group learning activities including problem-solving skill exercises, student presentations, and peer consultation.
- Provides support and motivation for student performance and learning.
- Provides seminar for faculty lectures, guest presentations, and other seminar content.

### Field Faculty/School of Social Work
- Works with practicum supervisor to develop learning opportunities and affiliation with agency/organization.
- Responsible for student selection and community placement.
- Develops and approves learning plans and supervisory arrangements with student and practicum supervisor.
- Develops syllabus and teaches field unit seminar to provide relevant theoretical, policy, and problem content.
- Shares in ongoing practice supervision/consultation and helps student integrate seminar content with placement experience.
- Provides good professional role model.
- Maintains regular contact with practicum supervisor to monitor student performance, ensure learning opportunities, deal with performance problems, etc.
- Consults with student on professional growth and development.
- Helps student integrate constructive criticism and responsible for evaluation and grading.
- Works with practicum supervisors on future planning for student placements.
FIELD UNIT ASSIGNMENT POLICIES AND PROCEDURES

Our policies for field unit assignments flow from several principles, including fairness, regard for student interest, and informed choice. We have a long-standing policy of incorporating student interests and choices in the field unit assignment process when resources are available.

Current field units for the Generalist and Advanced Practice Year are listed and described in this section. Incoming students attend the Field Forum in April (see Appendix E) to meet Field Faculty and learn more about the units. The focus for this event is on field units and not agency placements. Generalist Year students, in preparation for their Advanced Practice Year, attend Focus Area Informational meetings in the last week of November. Although the focus is on learning about the Advanced Generalist Concentration, students are introduced to the field units (and respective focus areas) and Field Faculty. Students are encouraged to review this section of the Field Handbook prior to the Forum and meetings. At any time, students may also schedule interviews with Field Faculty to learn more about the units. Also, all field units have syllabi that provide additional information about community placements, seminar content, expectations, and evaluation. They are available at the School of Social Work website at: https://socwork.wisc.edu/swcourses.

Students apply for field education using the Field Unit Preference Form, which is completed and submitted online. This form is available in the Field Education section of the Social Work website: https://socwork.wisc.edu/fieldfiles. It is the key document for determining field unit assignments so students are encouraged to learn as much as possible about the units and then fully complete the form. In determining field unit assignments, the Field Director reviews the form, especially the section identifying the student’s first, second, and third choices for field units. The Field Director also considers information provided regarding the student’s educational and career goals, past social work-related experience, and the populations, social issues, and services that are of interest. For incoming students, the form must be submitted online no later than one week after the Field Forum. For continuing students, it is usually due one week after the last Concentration Information meeting unless otherwise noted.

Students receive an email with their field unit assignment from the Field Office by no later than the end of June. When there is more demand than supply for a particular unit, assignment decisions are based on an educational assessment of student needs and available resources. To be eligible for any unit, students may need to meet prerequisite or co-requisite requirements and may need an interview. Please note there may also be changes in a field unit assignment over the summer due to shifts in personnel, funding, or enrollment. Most of the units will be offered as announced, and in the event of any changes, students will be notified as soon as possible. Students in their Advanced Practice year are given preference in field unit placement decisions given it is their last year. Advanced Practice students are asked to list field units appropriate to their area of focus (see this section for Field Unit Options). Students are in the same field seminar and field placement for two semesters. See Appendix E for Important Due Dates and Field Events for full-time Field Education students.
GENERALIST PRACTICE YEAR FIELD UNITS

The following are the field units for the Generalist Practice Year. As the name implies, all of the units teach generalist practice.

- Social Work Practice in Community Agencies
- Social Work Practice in Community Mental Health Agencies
- Social Work Practice in County Human Services
- Social Work Practice in Intellectual and Other Disabilities
- Social Work Practice in Juvenile and Criminal Justice
- Social work Practice with Older Adults
- Social Work Practice in Public and Private Child Welfare (IV-E and non IV-E students)

First-Year MSW students may be considered for the following units on a case-by-case basis depending on factors such as the student’s interests, past experiences and available space:

- Social Work Practice in Educational Settings
- Social Work Practice in Health
ADVANCED PRACTICE (CONCENTRATION) YEAR FIELD UNIT OPTIONS

The majority of our field units are organized by area of focus: Children, Youth, and Family Welfare; Health, Aging, and Disabilities; or Mental Health. There are alternative field units that may be available within a focus area with faculty planning and the consent of the Chair for that focus area. For detailed information about field units, see Section II of this Handbook. Field unit options are:

Child, Youth & Family Welfare Focused Field Units:

- Social Work Practice in County Human Service Agencies
- Social Work Practice in Educational Settings
- Social Work Practice in Public Child Welfare (IV-E Program)

Alternative Field Units with Chair’s Consent:
- Social Work Practice in Intellectual and other Disabilities
- Social Work Practice in Policy and Administration*
- Social Work Practice in Public and Private Child Welfare (IV-E and non IV-E students)

Health, Aging & Disability Focused Field Units:

- Social Work Practice with Older Adults
- Social Work Practice in Health
- Social Work Practice in Intellectual and other Disabilities
- Social Work Practice in Policy and Administration*

Mental Health Focused Field Units:

- Social Work Practice in Mental Health
- Social Work Practice in Policy and Administration*

*The Social Work Practice in Policy and Administration Field Unit is available to all students who want a more macro level experience in their focus area.
FIELD PRACTICE AND INTEGRATIVE SEMINAR REGISTRATION AND CREDITS

Registration

On-line registration for Field Practice and Integrative Seminar I or III (SW 400 & SW 800) begins the first week in July.

All field education students will receive notification by email of their Field Unit Seminar from the Field Office by the end of June. The email will also contain the specific course numbers to use when registering. **Registration for all field units will be closed until the first week of July.** For specifics on registration times, please see Appendix E, Important Dates. The Registrar’s Office phone number is (608) 262-3811, if you have questions regarding the registration process.

We do our best to accommodate student preferences with regards to field unit assignments. However, it may not be possible to place every student in the exact field unit s/he may wish. Our basic responsibility is to ensure each student has a quality field learning experience wherever s/he is placed. If you have any questions about specific field units, contact the Field Faculty for that unit identified in this section. For the field unit assignment process, please review this section of the Handbook. If you continue to have questions, please feel free to contact the Field Office at (608) 263-4813.

The Field Practice and Integrative Seminar Field Faculty, meeting days and times are noted in this section and are subject to change. For additional registration and course information, you may access the following link: [http://registrar.wisc.edu/schedule_of_classes.htm](http://registrar.wisc.edu/schedule_of_classes.htm)

Credits

The number of credits for which to register for the field course depends on the student’s year/status in the Program.

**If you are in:**
- SW 400 (Fall)/401 (Spring) Undergraduates: register for 5 credits
- SW 400 (Fall)/401 (Spring) First year graduate students in the two-year program: register for 4 credits
- SW 800 (Fall) Second year graduate students and advanced standing graduate students: register for 5 credits.
- SW 801 (Spring) Second year graduate students and advanced standing graduate students: register for 6 credits.

**The total number of credits received in field are:**
- 10 for an undergraduate.
- 19 for a graduate student in the two-year program, or 11 for an advanced standing graduate student.
INTRODUCTION TO THE FIELD UNITS

The following pages describe the field units available to students and the types of placements typically associated with those field units. Unless otherwise noted, there is one field unit per description, and most field units have an average of 15 students. All field units emphasize the generalist framework for practice.

The intent of these descriptions is to provide a working understanding of each unit in order to assist students in their field unit selections. The field units and agency placements identified with each particular unit are not exhaustive and are not necessarily available each year. Agency (Field) Placements in the Full-Time Program are primarily made in the Madison and Dane County area, with some exceptions as determined by field faculty. Unless a student can present a pressing need for a placement to take place outside of Dane County, students should expect their placements to be in this area. The Field Faculty and seminar meeting times listed are subject to change.

Students select a different field unit for their Generalist Practice Year and Advanced Practice Year. To learn more about the field units, students should attend the Field Forum or Concentration Information meetings previously described for incoming and continuing students, respectively. Students can also work closely with the Field Faculty, the Director of Field Education and/or their Academic Advisor regarding the field unit that fits best with their professional and educational plans, including their focus area designation.

Please contact the Field Program Assistant in the Field Education Office (SW318) at (608) 263-4813 with questions.
Social Work Practice in Community Agencies

This unit provides opportunities to work with human service agencies and community programs. The practice perspective is generalist social work in direct and indirect services for individuals, families, groups, organizations, and communities. Also available is an opportunity to work in a multicultural agency setting serving persons of diverse ethnic, cultural, linguistic and national backgrounds. The primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measureable practice behaviors. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice.

The emphasis in this unit is on problem-solving and multi-method, evidence-informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for student presentations, guest presentations, and other seminar activities. Content areas include learning styles; ethical dilemmas and ethical decision making; diversity; cultural competence; social justice and human rights; resiliency; dance movement therapy; grief, domestic violence; educational and advocacy services. Students have input on topics for lecture topics and guest presentations for second semester.

**Participating Agencies:** Centro Hispano, Bay View and Goodman Community Centers, Big Brothers and Big Sisters, Boys & Girls Club, East Madison Community Center, Bridgepoint and Vera Court Neighborhood Centers, UW-Madison Office of Equity and Diversity, Bridge Lake Point Waunona, Goodman, Vera Court neighborhood centers, Center for Families, Dane County Court Appointed Special Advocates [CASA], Second Harvest Food Bank, UW-Medical Foundation, Youth Services of Southern Wisconsin (Briarpatch, YWCA (Girls Inc., House-ability, Third Street programs), Community Care Resources, and Center for Families.

Note: not all agencies listed may be able to take students in a specific year. This listing is meant to provide the student with a general idea of possible placements.

**Student Composition:** Generalist Practice Year

**2015 -16 Field Faculty:** Sandy Kohn, sjkohn@wisc.edu
Social Work Practice in Community Mental Health Agencies  
(Mental Health Emphasis for Generalist Practice Year)

This unit has been developed for generalist practice year students (BSW and first year MSW students) wanting to learn generalist social work practice in settings providing services to people with serious and persistent mental illness who are eighteen years of age and older. The placement settings include private non-profit mental health agencies, primarily providing comprehensive community support services.

As field education comprises an integral piece of social work education, the primary purpose of the field placement and seminar is to provide an opportunity to apply and integrate theoretical social work material with hands-on learning experiences to achieve the ten required core competencies for generalist practice. Skill development areas include: building empowering relationships, case management, assessment of situations and problem formulations, action planning (which involves collecting data), clarifying values, understanding power dynamics and social justice, making decisions, implementing change strategies, completing evaluations, and termination. Content and practice areas include: professionalism, ethics and ethical decision-making, human rights, understanding the contexts that shape practices, cultural competence, advocacy, and social work practice with diverse populations through the provision of consumer centered recovery-oriented community services to people with mental health and substance misuse disorders.

**Participating Agencies:**
Most of the placements occur in programs of the Journey Mental Health Center’s Community Support Programs (CSP’s) including: Blacksmith House, Cornerstone, Gateway, Community Treatment Alternatives, Yahara House (day services program) and the Emergency Services Unit. Additional placements occur at: SOAR Case Management Services, Chrysalis, Badger Prairie Health Care Center, Tellurian UCAN’s Transitional Housing Program, William S. Middleton Memorial Veterans Hospital, and Mendota Mental Health Institute’s PACT (Program of Assertive Community Treatment), an outpatient program. Placements are tailored to the needs and interests of the students to the extent this is possible.

**Student Composition:** Generalist Practice Year  
**2015-16 Field Faculty:** David LeCount, lecount@wisc.edu
Social Work Practice in County Human Services

This is a county (public) human/social service agency unit with practice including both direct and indirect services with clients, participants and communities. Students are involved in child welfare, child protective services, juvenile delinquency, foster care, institutional reintegration and community social work. Field placement activities include individual and family counseling, child and family assessment, case management, juvenile court services, foster care services, institutional reintegration, group work, neighborhood and community services and overall program planning. Students in this unit may have field placement settings in voluntary community agencies that work collaboratively with the county human services department. Students gain a solid understanding of the place of a county human service agency in the human services/child and family welfare system. Placements provide opportunities to learn, develop and demonstrate competencies through practice behaviors in all or most of the required social work competency areas. Field placements available through this unit are primarily located in Dane and surrounding counties. Depending on resource needs, this unit may include Title IV-E students.

Participating Agencies:
Field placement locations for this county human services field unit may include: Division of Children, Youth and Families, Dane County Human Services, in the following specializations: Access and Initial assessment, Ongoing Services, Child Protective Services, Foster Care, Independent Living, Juvenile Delinquency, Institutional Reintegration, Neighborhood Intervention Program, and Joining Forces for Families (community social work). Placements may also be arranged in voluntary community agencies that have collaborative relationships with county human services.

Student Composition: Generalist Practice Year and Advanced Practice students.
2015 -16 Field Faculty: John Borquist, jborquist@wisc.edu
Social Work Practice in Intellectual and other Disabilities

This field unit’s focus is on social work with persons with intellectual and other disabilities and their families. Through direct and indirect practice students work with individuals, families, organizations and communities to enhance the quality of life for persons with disabilities. Guided by the principles of normalization, self-determination and inclusiveness, the focus is on creating and strengthening personal and environmental conditions that enable and support people with disabilities to lead satisfying lives in the community. Students complete their field work with community based agencies and organizations supporting people with disabilities and their families. The integrative seminar will utilize group work, faculty, student and guest presentations, multi-media and experiential activities.

Participating Agencies:
Bridges, Birth to Three Programs, Family Support & Resource Center, LOV-DANE, TIES Waisman Outreach Program, Options in Community Living, REM, UCP, Avenues to Community, Wisconsin Developmental Disabilities Board, ARC, Dane County Human Services, Dane County Adult Services Unit, Disability Rights, Creatability Supportive Living, United Cerebral Palsy and Avenues to Community Inc.

Student Composition: Generalist Practice Year and Advanced Practice Year
2015 - 16 Field Faculty: Susan Kidd Webster, skwebste@wisc.edu
Social Work Practice in Educational Settings

Participation in the Educational Setting field unit requires a primary interest in children, youth, families and education; tolerance for ambiguity; the ability to be somewhat autonomous; willingness to be open and to take some risks; and a sense of humor. Its perspective is on generalist social work practice in the school/community, with a focus on a continuum of intervention strategies from the individual to the organization and community. Major content areas include: significant issues facing schools; school/community assessment; understanding comprehensive individual assessment and strength-based problem solving; and applying systems theory to develop delivery systems for social work in a school setting.

Students should have a strong interest in becoming licensed as School Social Workers in the State of Wisconsin. They will be expected to develop a portfolio during the seminar which will meet one of the primary requirements for licensure.

Participating Agencies:
Practice settings are available at approximately thirty schools, ranging from elementary to high school. Most of the schools are in the Madison Metropolitan School District or in the surrounding suburban and rural school districts in Dane County.

Student Composition: Advanced Practice Year. Preference will be given to students who have had Generalist Practice year field experiences with children, youth or families.

2015-16 Field Faculty: Katie Larsen-Klodd, is klarsen@wisc.edu
Social Work Practice in Health

The Health unit provides practice experiences in health care settings that serve a myriad of patient populations and specialty areas. Students acquire skills in psychosocial assessment, resource coordination, and counseling. Collaboration as members of a multidisciplinary team, discharge planning, linking with community resources, patient education, and advocacy are some of the major tasks and functions performed by students. Supervised experience and dynamic learning in both the field setting and the integrative seminar creates opportunities for students to acquire and develop the knowledge, skills, ethics, and values essential to the role of working with clients in a health care setting. The primary objective of the field experience is to develop advanced practice skills. The primary goal of the integrative seminar is to broaden the relationship between academic course work and clinical experience.

Participating Agencies:
Meriter Hospital, St. Mary’s Medical Center, UW Hospital & Clinics, Veterans Hospital-Madison, Wingra Family Medical Clinic, Divine Savior Hospital.

Student Composition: Advanced Practice Year. 
2015 -16 Field Faculty: Tim Latimer, twlatime@wisc.edu
Social Work Practice in Juvenile and Criminal Justice

The focus of this unit is direct social work practice in juvenile and adult criminal justice community and institutional settings. The unit focuses on helping students conceptualize client typologies related to social responses and interventions including: pre-sentence decisions, probation and parole supervision, institutional interventions, group homes, juvenile community treatment, policy and planning administration. Interventions related to conceptualization of client subtypes, demography of crime and delinquency and violent crime are some of the major content areas for study.

Students develop skills in psychosocial assessment, casework, client supervision, group work, peace circles, placement planning with special populations and policy and administration. Emphasis varies with placement. Specific intervention strategies, mitigation, community alternatives to imprisonment, restorative justice, and case management will be addressed. Ethical, culturally competent decision making in social work settings will receive specific attention. Discussions and class content will address specific problems and needs of juvenile and adult offenders, minority groups, re-entry, female offenders, crime victims, sex offenders, violent as well as incarcerated offenders as well as discussion of risk assessment and community intervention.

Participating Agencies:
ARC Correctional Services for Women, Attic Correctional Services, Dane County Deferred Prosecution, Dane County Family Violence Unit, Dane County Juvenile Detention and Court Services, Dane County Victim/Witness Unit, Domestic Violence Intervention Services, Operation Fresh Start, VA Hospital, Youth Services of Southern Wisconsin, Madison YWCA, Juvenile Group Homes for male and female delinquent youth, Mendota Mental Health Institute, Sand Ridge Secure Treatment Facility, U.S. Probation Office, Wisconsin Adult Correctional Institutions, Wisconsin Public Defender’s Office (partial list).

Student Composition: Generalist Practice Year
2015-16 Field Faculty: Steve Tupper, tupps46@gmail.com
Social Work Practice in Mental Health

Each year there are 2-3 field units in mental health for advanced practice students only. Students will register for 001-Sem and be assigned into specific units later. These units provide an integrative seminar and supervised practice of clinical social work, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of DSM-IV-TR-recognized mental health problems.

All of the mental health field units share the same course description and objectives in terms of demonstrating competencies and practice behaviors. Assignment to a particular field unit is made by the School and is based in large part upon where the student is placed. As of this writing, there are two field units and both meet on Wednesday morning.

Agency placements include community hospitals, VA and Mendota Mental Health Institute, community support programs, residential treatment centers for children and adolescents, University Health Services, and non-profit and for-profit outpatient practice settings inside and outside Dane County. There may be some travel support for students who choose placements outside Dane County.

The seminar perspective for mental health treatment is interpersonal, interactional and problem-and-action oriented.

Participating Agencies:
Agencies that have participated in the past include Access Community Health Center, Family Services, Lutheran Social Services, Children’s Service Society, Waukesha County Behavioral Health, Orion Family Services, Lad Lake Residential Treatment Center (Dousman), Mendota Mental Health Institute, Madison Mental Health Services, Journey Mental Health Center (formerly the Mental Health Center of Dane County), Ho-Chunk Wellness Center, Mercy Options CCI (Janesville), Meriter Hospital, Rainbow Project, Sauk County Outpatient Mental Health (Baraboo), University Counseling and Consultation Services, University Hospital, VA Hospital and other settings. Availability of particular agencies varies from year to year.

Student Composition: Advanced Practice Year
2015 -16 Field Faculty: Nick Yackovich, MSW, MPA, Ph.D., yackovichjr@wisc.edu
Social Work Practice with Older Adults

This field unit provides field placements in a variety of agency, community, health care and institutional settings that primarily serve older adults. All of the field placements deal with issues of aging, community, mental health, policy, and institutions. The primary purpose of the field placement is to provide an opportunity for guided practical experience in social work settings so that students may acquire the knowledge, values, and skills essential for professional gerontological social work practice. This field unit provides opportunities for integrating theoretical content and knowledge with the practice experience. The practice perspective of the aging and mental health unit is generalist practice, which includes a problem-focused generalist approach with a special emphasis on: 1) direct service to older adults and their families; and 2) resource development and coordination. The course will continually analyze material with an ecosystem approach, building an understanding of micro, meso, and macro systems.

Students have the opportunity to develop skills in working with the individual, with groups, and at multiple levels of the person-in-environment interface. For example, placements may provide experience for developing the following skills: engagement, assessment, intervention, counseling, termination, case management, crisis intervention, planning and program development, inter-professional collaboration, interdisciplinary teamwork, advocacy, mobilization of resources and group work. Students are placed in diverse settings, ranging the entire spectrum of services for the long-term care and support of older adults, from working in agencies whose primary focus is providing supportive services to help maintain older adults in their own homes, to more formal institutional settings such as nursing homes.

**Participating Agencies:**
Agrace Hospice, Alzheimers Association; Attic Angel Place; Badger Prairie Health Care Center; Care Wisconsin; Catholic Charities; Dane County Human Services Guardianship & Protective Placement; East Madison Monona Coalition of the Aging; Fitchburg Senior Center; the Geriatric Research Education and Clinical Center (GRECC) at the Veterans Administration Hospital; Jewish Social Service; North Eastside Senior Coalition; Retired Senior Volunteer Program; South Madison Coalition; St. Mary’s Adult Day Center; St. Mary’s Care Center; Oak Park Retirement Community; UW Health Geriatrics Clinic.

**Student Composition:** Generalist Practice Year and Advanced Practice Year

**2015 -16 Field Faculty:** Teresa Swader, swader@wisc.edu
Social Work Practice in Policy and Administration

Students in the Policy and Administration unit obtain knowledge about socio-political systems, as well as analytic and interaction practice skills for policy and planning. Major areas of content are concepts of policy formulation, analysis, and change. This field unit provides placements in a variety of government organizations, human services agencies, and community settings. The perspective is that of macro-practice within the social work profession. Emphasis for the second year student is on the consolidation of advanced competencies in the area of social policy and administration. This field unit exposes students to information about the concepts and events in the development of social policy and administration and the impact on human services organizations and clients.

Emphasis is on looking at policy issues from multiple viewpoints at various levels of policy-making and implementation. Specific areas of learning and skill development within the generalist social policy practitioner model include: political and policy analysis; policy briefings and report writing; legislative advocacy; program planning, budgeting, implementation, and evaluation; coalition building and management and administration of Human Service agencies.

**Participating Agencies:**
United Way of Dane County, Department of Workforce Development, Wisconsin State Legislature, Wisconsin Association of Primary Health Care Agencies, WI Department of Health Services, Veterans Administration Hospital, Center for Family Policy and Practice, Community Groundworks, Madison Metropolitan School District, Dane County Department of Human Services.

**Student Composition:** Advanced Practice Year

**2015 -16 Field Faculty:** Ron Chance, rchance@wisc.edu
Social Work Practice in Public and Private Child Welfare
(For Generalist Practice Year including those in the IV-E Program)

This is both a public and private social service agency unit with practice including both direct and indirect services to clients. Most students are involved in direct practice which includes services to both voluntary and involuntary clients. Services include group and individual work, case management, client advocacy and case planning. Indirect services may include program planning, administration and evaluation. Placements in the public sector will include both child protection and foster care related positions.

The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measurable practice. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for BSW and first year MSW students is on acquiring the core competencies for entry level generalist practice.

Participating Agencies:
Public agencies may be located in a variety of surrounding counties, both urban and rural. Direct service placements for IV-E students provide skills in Child Protective Services Access, Initial Assessment, Foster Care and Ongoing Child Welfare Services. Field Placements for other child welfare students are varied and could include placements in community centers, family service organizations, wrap-around services or residential treatment programs.

Student Composition: Generalist Practice and Advanced Practice Year including those in the IV-E Program
2015 -16 Field Faculty: Audrey Conn, amconn@wisc.edu
Social Work Practice in Public Child Welfare  
(For Advanced Practice Year students in the IV-E Program)

This field unit is a public human/social service agency unit with practice including both direct and indirect services with clients. Students are involved in child welfare and child protective services, juvenile delinquency, foster care and community social work. Placement activities include: child protective services initial assessment, family assessment, case planning, individual and family counseling, case management, juvenile court services, foster care services, neighborhood and community services and overall program planning. Students gain a solid understanding of the place of a public social service agency in the human services/child and child welfare system. Placements provide skills in case assessment and planning, case management, counseling, court services, group work and community resource networking.

Participating Agencies:
Field Placements locations for the field unit include: County Human Service/Social Service offices in Columbia, Dane, Green, Iowa, Jefferson, Rock and Sauk Counties and include the following specializations: Foster Care, Child Welfare, Child Protective Services, Access, Initial Assessments, and Ongoing Services.

Student Composition: Advanced Practice Year  
2015 - 16 Field Faculty: Ellen Smith, ecsmith4@wisc.edu
**2015-16 Field Education Faculty**

**John Borquist**, Field Faculty Associate; MSSW, LSCW, University of Wisconsin - Madison (1968). Interests: substance abuse prevention, treatment and system management; child, adolescent and family; criminal justice diversion; neighborhood and community social work, especially with culturally diverse populations; faith-based social work. Field Unit: SW Practice with County Human Service Agencies.


**Teresa Chervenka Swader**, Field Faculty Associate; MSSW, LCSW, University of Wisconsin-Madison (1996). Interests: aging and mental health, advance care planning, long term care, health care, behavioral and psychological symptoms of dementia (BPSD) and behavioral interventions. Field Unit: SW Practice with Older Adults.

**Audrey Conn**, Clinical Assistant Professor; MSSW, APSW, University of Wisconsin-Madison (2003); Title IVE Child Welfare Recipient. Areas of interest: transracial and transcultural adoption, relative adoption, kinship care, foster care, advocacy, strength-based child and family-centered practice, and child welfare policy. Field Unit: SW Practice in Public and Private Child Welfare.

**Susan Kidd Webster**, Senior Lecturer & Field Faculty Associate; MSSW, University of Tennessee, Knoxville (1975). Interests: developmental disabilities: sexuality and disability, homelessness, international social work (coordinates these placements), research on families in which parents have developmental disabilities. Field Unit: SW Practice in Intellectual and Other Disabilities.

**Sandy Kohn**, Clinical Associate Professor Emerita; MSSW, University of Wisconsin-Madison (1990). Interests: Generalist social work practice, social services, child welfare, critical incident and mental health; substance abuse services, AIDS, violence, advocacy, employee assistance and workplace issues including harassment and discrimination. Field Unit: SW Practice in Community Agencies.

**Tim Latimer**, Lecturer & Field Faculty Associate; MSSW, LCSW, University of Wisconsin-Madison (1989). Interests: medical ethics, social policy, aging and disability. Field Unit: SW Practice in Health.


**David LeCount**, Field Faculty Associate; MSW, LCSW, ACSW, University of Denver (1967). Consumer centered recovery oriented practices for persons with serious and persistent mental illness, and mental health system designs. Field Unit: SW Practice in Community Mental Health Agencies.


**Nick Yackovich**, Clinical Assistant Professor; Ph.D., West Virginia University (2003); MSW, MPA, University of Pittsburgh (1994). Interests: sex offender assessment and treatment; corrections; criminal justice; crime and delinquency; substance abuse; inmate community re-entry; treatment with challenging and resistant clients. Field Unit: SW Practice in Mental Health.
III. FIELD PROGRAM OPERATIONAL POLICIES

FIELD CREDITS/HOURS

Field Practice and Integrative Seminar I, II: SW 400 (Fall)/SW 401 (Spring)
5 credits/semester – undergraduate, a semester total of 256 hours including seminar
4 credits/semester – 1st year graduate, a semester total of 256 hours including seminar

Field Practice and Integrative Seminar III, IV: SW 800 (Fall)/SW 801 (Spring)
5 credits fall semester and 6 credits spring semester – Advanced Practice Year (second year graduate students and advanced standing graduate students), a semester total of 320 hours including seminar

FIELD SEQUENCES I, II, III, IV

All students are placed in a faculty-based field unit and meet once a week for group learning activities in the integrative seminar. While overall educational responsibility rests with the Field Faculty, students work in various social agencies under the practice supervision of experienced community practitioners. The field practice and Integrative Seminars I & II are designed to provide a generalist, direct practice orientation to social work practice. Field practice and Seminars III and IV, the Advanced Practice Year sequence, are designed to produce autonomous social workers, building on the competencies obtained in the Generalist Practice year with practice behaviors specific to the Advanced Generalist Concentration (see Section I: Competencies, Practice Behaviors, Guidelines, and Roles in the Field Program).

BEGIN FIELD IN FALL ONLY

To ensure proper educational sequencing, all field placements begin in the fall semester. Exceptions will be allowed only to take advantage of stipend situations or for unique learning opportunities as defined by faculty. Practice I: Foundations of Generalist Practice (SW 440) is always taken concurrently with Field Practice and Integrative Seminar I (SW 400) in the fall semester. Practice II: Generalist Practice with Individuals, Families and Groups (SW 441) is also taken during the fall. It is possible that SW 440 and SW 441 will be renamed for the next school year.

AFFILIATION AGREEMENT WITH ORGANIZATIONS

The University enters into an affiliation agreement with agencies/organizations that provide placements for students. The agreement identifies the responsibilities of the School of Social Work and the agency in providing a practical learning experience for social work students. See Appendix D for the affiliation agreement template.
CAREGIVER BACKGROUND CHECKS

All newly admitted students to the School of Social Work need to complete the “Caregiver Background Check” with Verified Credentials, Inc. by the date indicated by the Field Program. For directions and any questions on how to complete the process with Verified Credentials, Inc., go to “The Important Dates Sheet” found at https://socwork.wisc.edu/fieldfiles. The process includes the completion of a Background Check Information Disclosure Form and a criminal records check. As indicated on the form, it is important to complete it truthfully and accurately. Health and Family Services 12.05(4), Wis. Adm. Code, provides for sanctions if the form is not completed truthfully and accurately. Untruthful or inaccurate completion of the form may also jeopardize a student’s participation in the Social Work Program. All costs associated with the Caregivers Background Check shall be paid by the student.

Background Check Results and Field Placement Process

The student and the School of Social Work’s Field Program receive the background check results from Verified Credentials, Inc. The Field Program provides the Field Faculty with a letter and a copy of the background check results for the students assigned to their field unit. The Field Faculty ensure that the agency has the letter and background check for the student in order for the agency to determine if background check results are substantially related to the care of the agency’s patients or clients. If the agency determines that the results are substantially related, the School’s Field Program will not place the student in that agency.

The language in the School of Social Work’s Field Education Affiliation Agreement contains language to this effect:

Under provisions specified in Wisconsin law, prior to assigning any student to a field placement, the University shall require participating students undergo a Caregiver Background Check which shall include (1) obtaining a completed State of Wisconsin “Background Information Disclosure” form, and (2) conducting a criminal records check. Written documentation of a student’s clearance with this system will be provided to the Agency upon student placement. If a student’s background check indicates a criminal conviction or pending criminal charges, the University shall not place the student at the site unless the Agency determines that the conviction or pending charge/s are not substantially related to the care of the Agency’s patients or clients. All costs associated with the Caregivers Background Check shall be paid by the student.

In situations where a student’s background check results present significant challenges in terms of finding an agency for the student’s practicum, the School’s Field Program will make reasonable efforts to place the student. “Reasonable efforts” is defined as a referral to three (3) agencies. Field Faculty will document the referrals made. Once the reasonable efforts to place the student have been exhausted, the student may not be able to be in the Field Program which, in turn, would prevent completion of the professional degree programs.
Background Checks in Effect for Four (4) Years

If it has been four (4) years or more since the student has completed the background check, the student will need to complete another one.

Retention of Background Check Records

Background checks will be retained in digital format for seven (7) years post-graduation, to meet University record retention requirements. Any older paper copies of background checks will be kept in a locked file in the respective Full-Time or Part-Time Program Field Offices, and sent to archives and retained for seven (7) years post-graduation to meet these same record retention requirements.

Students’ Continuing Duty to Inform

Students have a duty to inform the School of Social Work of any changes or additions to the admissions application and background check. Students sign and date a “Duty to Disclose and Consent to Release of Information” Form at the time of admissions (for the 2012-13 academic year, the form is dated and signed in the first field unit seminar, see Appendix C for template form). The completed form is kept in the main admissions file. A copy of the completed form is given to the student.

Students notify the School in writing if there are changes or additions to the admissions application and/or background check as follows:

- If there are any changes or additions regarding the admissions application, the student provides the written notification to the Admissions Office.

- If there are changes or additions to background check, the student provides the written notification to the Director of Field Education. The written notification of changes or additions will be shared with the student’s field faculty who, in turn, will be expected to share the information with the agency. In the interim, the students will be required to complete another background check and the results will be processed following the same procedures.

For Questions, Concerns, and/or To Appeal This Process

Students who have questions, concerns or wish to appeal the process should contact the Field Office, 263-4813.

LENGTH OF TIME IN FIELD PLACEMENTS

The School’s policy sets a two-semester maximum for field placements so that students may be exposed to different problems, settings, and supervisors. BSW and first-year MSW students spend 16 hours per week in field placement including the Integrative seminar for a total of 256 hours per semester. Advanced practice year students spend 20 hours per week,
including the Integrative seminar, totaling 320 hours per semester. For field placement purposes, the semester is considered 16 weeks.

**CHANGING/TERMINATING FIELD PLACEMENTS**

Field is the signature pedagogy of social work education. Students are placed in their field placements for an entire academic year. There is no change of placement during or at the end of a semester. They are for two semesters. Periodically, questions arise regarding the continuation of a field placement. Students who have questions, issues or concerns regarding a field placement are expected to immediately discuss these with their Field Faculty so that appropriate and timely steps can be taken to address them. These steps include collaborative efforts by the field faculty, student, and agency supervisor to address issues and concerns.

If questions, issues or concerns cannot be resolved after appropriate and timely steps, the Field Faculty and Director of Field Education (Field Coordinator for the Part-Time Program) will determine if the placement is to be terminated and will discuss this with the agency. Under no circumstances will the School of Social Work allow students to terminate a field placement on their own. Termination of a placement is very complex and has an impact on not only the student’s learning and educational process, but also the welfare of agency clients and the relationship with community agencies.

If a student does not follow the previously identified procedure for addressing questions, issues or concerns regarding a field placement, s/he is not guaranteed a field placement and it is possible that the student will not be able to complete the field program and therefore would not graduate.

**PROTECTED TIME FOR FIELDWORK**

Field placements require substantial blocks of time during the week to work with clients in community agencies. Most often, blocks of time less than four hours are not practical. The School of Social Work does not schedule any required or elective courses during the day on Mondays and Fridays, and very few on Wednesday mornings, in order that field students may have concentrated time available for field study and practice. There may be conflicts with courses taken outside of social work (language courses, electives, double majors, etc.). Completing fieldwork hours on Monday, Wednesday morning, and Friday is not mandatory; in fact, students may find that certain placements will request other times during the week, including some evening and weekend time as needed to serve clients and meet students' educational needs. Several guidelines are advisable when planning field placements vis-à-vis course requirements and job requirements. These are:

1. Students should not plan or structure course work or job commitments in such a way as to leave only small blocks of time for field placements. A series of two- or three-hour blocks of time during the week will probably not be viable logistically or educationally acceptable to faculty and agency supervisors.

2. Attendance at all field unit seminars is required for participation in any particular field unit. Actual placement hours on site can be completed on Mondays, Wednesdays and
Friday mornings, or at other suitable times negotiated with community agencies and faculty.

3. Advance planning is key to the successful coordination of field hours, course requirements, and job commitments. Consult with faculty before selecting or beginning a field unit placement regarding hour flexibility and requirements. If faculty are presented with numerous barriers in relation to a student's schedule, there is little opportunity to negotiate a placement that may be in the best interest of the student. Students with significant barriers may wish to consider the School’s Part-Time MSW Program (see the School’s website for more information).

FIELD COURSE AND CLASSROOM COURSE CONFLICTS

School policy is clear in this area: students should not miss classes to participate in regular fieldwork activities. The exception would be a genuine client emergency. However, regular or supplementary field experiences should not be scheduled by agency supervisors or students in conflict with students' class participation. Questions or conflicts in this area should be brought to Field Faculty.

FIELD OR OTHER COURSE CREDIT FOR WORKSHOP ATTENDANCE

Students occasionally ask to receive field or independent study credit for attendance and participation in various workshops or conferences in the community. If students are registered for university credit, they are entitled to, and faculty have the obligation to provide, the educational content and instruction. Therefore, students cannot be given university credit for workshop attendance as the sole or major course expectation. Faculty are free, of course, to encourage students to attend various workshops, conferences, and symposia as a supplementary educational experience that can be incorporated into their course. If a fee is required for such offerings, faculty cannot require the student to attend as part of any course requirement.

If students wish to attend a particular workshop or conference which, though valuable, is not germane to their current course work, the suggestion to students is to discuss their participation with faculty and agency supervisors to negotiate some flexibility in their field hours so they can attend such events on their own time. There are many free colloquial "grand rounds" presentations, luncheon seminars and workshops that are routinely available in Social Work, other departments, University Hospital and Clinics, and of course, the various field agencies. We try to post as many of these as possible around the School.

WORK-STUDY/FIELDWORK COMBINATIONS

Work-study is primarily a form of student financial aid and most often it is granted for nonprofessional work in non-profit agencies and organizations. Some organizations are willing to match the work-study grant of a field student and accept field placement activities as the work contribution. The important consideration is the educational merit of the field placement. Thus, the policy is that students may arrange work-study support for field placements, as long as Field Faculty approve of this arrangement.
The process usually is that the student who has a work-study grant negotiates with faculty support to have the learning plan accepted as a work-study contribution by the agency. The agency must put up the fifty percent matching funds, and a contract is signed by the agency and the Office of Student Financial Aid’s Work-Study Office. A few agencies or organizations provide stipends for students. Inquire with the Field Faculty of the unit you are considering if there are any agencies that provide stipends.

SUMMER PLACEMENTS

The School does not have a summer field program, and integrative seminars are not offered. For these reasons, students are generally discouraged from summer placements. Placement decisions are based on the educational needs and interests of students, available opportunities and faculty, and need for summer placement in order to graduate in August or the following December. Students are expected to continue in the field unit seminar through the year if granted a summer placement.

BLOCK FIELDWORK PLACEMENTS

Our current curriculum design calls for concurrent field work and course work with the goal of integration and mutual enhancement of both the field and classroom learning. Thus, block placements are not intended to be a regular field course option, but rather an individually approved exception to meet particular educational needs of students or unusual field opportunities. Block placements require advanced planning and approval by faculty and the Director of Field Education. They are based on available opportunities and educational merit. To ensure that block field placements achieve high educational merit, the School will approve a block field placement only if such placement conforms to the intent presented below:

1. Students may seek permission to complete one block placement (40 hours/week or equivalent within one semester) in the course of their advanced field course requirement (SW 800/SW 801).

2. The block placement must be in a different agency from a student's previous field placement or work experience.

3. Students may take only one additional course concurrently with a block placement.

4. Students may be paid for a block placement if they have not had a previous paid placement. A proposal for a paid block placement would need also to meet criteria for paid placements.

5. Students granted a block placement must be part of a field unit and participate in regular field unit activities, or an alternative procedure to ensure linkage between the field and school programs must be developed and approved by the Field Faculty member involved and the Field Education Committee.
6. Planning and prior approval of block placements are necessary; thus, requests for block field placements must be made to the Director of Field Education at least two months prior to the semester of placement, if possible. A written proposal must be submitted that outlines:
   a. the reason for the request;
   b. a discussion of the student's overall educational plan leading to a degree;
   c. substantiation of the educational plan leading to a degree;
   d. the agency's written support for the plan.

POLICY FOR MSW PROGRAM EXEMPTION FROM THE GENERALIST YEAR OF FIELD SW 400 & SW 401: FIELD AND INTEGRATIVE SEMINARS I & II

In general, students who received their BSW degree from an accredited school of social work WITHIN 5 years (from the date the student graduated to the date of enrollment into the MSW program), with a grade of B or better in the field course (in a pass or fail system, demonstrated that they have attained the equivalent of a B or better level), may be exempted from the generalist year of field, SW 400 & SW 401: Field and Integrative Seminars I & II. Students who have questions about this exemption would need to see their school advisor.

Students who received a BSW degree from an accredited school of social work MORE than 7 years ago (from the date the student graduated to the date of enrollment into the MSW program) are encouraged to complete the field program as designed. However, you may apply to be considered for the exemption test-out from the first year of field if all of the following conditions apply:

1. You attained a B or better in your field course while completing your BSW. In a pass/fail system, you must be able to demonstrate that you attained the equivalent of a B or better level.

2. You have kept current in the field of social work since graduation. Typically, this is demonstrated through significant post-BSW social work experience for no less than the equivalent of two full-time years within a five-year period prior to the date you begin the MSW program along with professional development and training.

With both of these conditions met, you may apply to be considered for exemption from the first year of field by completing a request form and then, if eligible to proceed, you would complete a test out (portfolio) that covers both the integrative field seminar and the field placement. The generalist year of field, SW 400 & SW 401 is a field course sequence comprised of both the integrative seminar and the field placement.

To apply to be considered for the test out, you will need to complete the student portion of the “Exemption Eligibility Process Request Form (FTP-E-1) and submit it, with the Student Field Unit Preference Form, to the Full-time MSW Program Field Office (room 317 Social Work Building) no later than June 8th. The forms are available at the School’s website: https://socwork.wisc.edu/fieldfiles. You will be notified by early May regarding your
eligibility to continue with the exemption process. If eligible, you will receive instructions regarding the completion of a portfolio. In the portfolio you would provide documentation demonstrating that you have achieved the 10 competencies as measured by the 42 corresponding generalist practice behaviors for SW 400 & SW 401. Students who pass the test out (portfolio) are then granted the exemption from the integrative seminar and field placement. If you have questions about this exemption process, please contact the Full-Time MSW Program Field Office at 263-4813.

Students who want to be exempt from SW 440 (Practice I: Foundations of Generalist Practice), a separate course in the full-time program, would need to take and pass the SW 440 course exemption exam. Please contact your advisor to set up a time for the SW 440 Exemption exam.

POLICY FOR ADVANCED PRACTICE (CONCENTRATION) YEAR FIELD PLACEMENTS FOR STUDENTS IN THE JOINT MSW/Ph.D. OPTION

Research is an essential component of all levels of social work practice and is a crucial element for advancing the field. The joint MSW/Ph.D. option for the Ph.D. in Social Welfare Program is highly invested in training students to contribute to social work’s knowledge base by producing and consuming methodologically rigorous research that has the potential to inform social policy and social work practice. As such, Advanced Practice (Concentration) Year students (including both 2nd year students and advanced standing students) in the joint MSW/Ph.D. option are entitled and encouraged to engage in a research-focused field placement that is supervised by a member of the School’s research faculty.

To arrange such a placement, a student should identify a faculty mentor who is willing to serve as the student’s field supervisor and with whom the student will engage in a research project that will comprise the field placement. The student and field supervisor (i.e., faculty mentor) will then consult with the field director to identify the field unit that is most relevant to the project, and the student will enroll in that unit. All field units offering 800 level slots are eligible to receive students participating in such placements.

Once the student is enrolled in a field unit, the student and field supervisor will design a learning that includes the competencies and the Advanced Generalist Concentration practice behaviors (see section I). The student, field supervisor, and Field Faculty will then meet to finalize the learning plan and to review field unit assignments, and alter them if necessary, in order to ensure that they are appropriate for the student’s research placement.

The research-focused field placement may constitute the entire Advanced Practice (Concentration) Year field placement or a portion of the placement, at the student and research field supervisor’s request. If the research-focused placement is to constitute only a portion of the placement, the student and research field supervisor will collaborate with the Field Faculty to coordinate the learning plans between the two placements.
POLICY FOR MSW FIELD PLACEMENT IN EMPLOYMENT SETTINGS

Field (SW 400/SW 401 & SW 800/SW 801) is a unique course that is an educationally directed experience not a work experience, and is comprised of a field placement and an integrative seminar. The purpose of SW 400/401 is to educate and prepare social work students for generalist practice at the entry level. SW 800/801 educates and prepares students for advanced, autonomous practice. Under certain circumstances, it may be possible to complete a field placement in an agency where a student is employed. In order to be considered for this option, students must have a strong record of achievement in prior course work and, if applicable, field placement.

Field Course faculty arrange learning experiences in field settings, and teach the integrative seminar with a view toward professional development, and the integration and application of key competencies and practice behaviors for generalist practice (BSW and MSW 1st year) and advanced practice (concentration) year students. For advanced practice year students, mastery of the core competencies is augmented by the development, integration and application of advanced generalist concentration practice behaviors.

In the field, students are expected to demonstrate a level of autonomy beyond existing job descriptions and/or goals of an individual agency. Field placement agency-based supervisors are educational partners with course faculty who, together assure that students’ field placements are designed to achieve the social work competencies (as measured by the corresponding practice behaviors) and meet the program’s field placement guidelines.

To ensure that field placements in employment settings achieve high educational standards, considerable pre-planning is involved and prior approval for field placements must be obtained from the Field Director. Faculty may also be involved in the approval process. Students should note that it is possible that only part of the competencies, practice behaviors, and guidelines can appropriately be met in the employment setting and so an additional setting (in the same agency or another agency) will need to be identified. In such cases, the student will identify how these will be met in the additional setting(s).

Steps in the Field Placement In Employment Settings Process:

Consideration for approval involves two steps done in sequence. Prior to the semester of placement, Step I must be completed no later than April 17th and Step II no later than May 15th.

Step I:

The student completes the Request for Field Placement in Employment Settings application form and submits it, with the Field Unit Preference Form, to the Full-Time MSW Program’s Field Office/Director. These forms are available on-line at the School’s website: https://socwork.wisc.edu/fieldfiles. The Request for Field Placement in Employment Settings application form requires the student to provide the information outlined below so that the Field Director can determine if the student is ready to move to Step 2 in the process:
A. Outline the reason for the request
B. Demonstrate that doing a placement in her/his employment setting is a key factor in being able to complete the degree.
C. Provide a current position description, signed by his/her employment supervisor, which describes the duties and responsibilities of the position s/he occupies in the employment setting. The student should be certain to identify the following: percent of time assigned to each duty and area of responsibility and which duties and responsibilities provide new knowledge and/or skills or an opportunity to advance in knowledge and/or skills.
D. Provide a current resume.

The Field Director will review the request, including the student’s academic record, and notify her/him within two weeks regarding the determination of whether s/he can proceed with Step II.

**Step II:**

Students permitted to proceed must complete the following information by **May 15th** prior to the first semester of field placement:

Prepare and submit a field learning document that includes:

1. A sample learning plan that identifies how competencies will be met through measurable practice behaviors in the employment setting.

2. A narrative identifying and discussing how the field program guidelines for Generalist Practice Year or the Advanced Practice (Concentration) Year, as applicable, will be met.

3. A description of how the proposed field education supervision conforms to field policies (see Field Handbook) and is different from employment supervision (Include the name and qualifications or resume of the educational field placement supervisor).

4. A description of how competencies, practice behaviors, guidelines, and/or supervision, not being met in the place of employment, will be met.

5. Attach a letter (on agency letter head), which states that all parties have carefully reviewed and agreed to the sample learning plan as well as the plans for meeting field guidelines and educational field placement supervision. The letter should be signed by the Agency Director, Field Education Supervisor and the student. This is considered a contract for two semesters.

Final approval of the proposal requires the signature of the Field Director. If needed, final approval will also require completion of an affiliation agreement between the agency and School.
Students may not terminate from their current field placement in order to do a field placement in employment. Students granted a field placement in their employment setting must, as with all field placements, complete both semesters in the same placement in the same academic year; be part of a field unit; and participate in regular field unit activities and assignments. No more than two semesters of field may be completed in this way. The Field Faculty and Educational Field Placement Supervisor will evaluate achievement of the competencies, as measured by the practice behaviors, using the School of Social Work’s Field Evaluation Instrument.

If the field placement in a student’s employment setting is originally approved but subsequently not all terms of the agreement are met (by the agency, the field placement supervisor, or the student), the student may be reassigned to an alternate field placement that meets competencies, practice behaviors and guidelines, which may involve placement outside of the employment setting. If students have questions or concerns about field placements, they are to immediately contact their Field Faculty.

Note: Sample learning plan templates for the generalist practice year (SW 400, SW 401) and the advanced practice year (SW 800, SW 801) include the competencies and practice behaviors, and are available at the Social Work website: https://socwork.wisc.edu/fieldfiles. (Rev. 2/5/10, 12/13/10, 12/10/12)

PROCESS FOR INTERNATIONAL FIELD PLACEMENT CONSIDERATION AND APPROVAL

The School of Social Work offers a limited number of international field placements, which are generally placements where we have established relationships. We also collaborate with the UW International Academic Programs (IAP) Office (https://www.studyabroad.wisc.edu/) to identify possible placements. Field work abroad is usually done during the spring semester, although summer placements are sometimes given consideration. International placements are generally considered for advanced practice (concentration) year students; however, generalist practice year students may also request consideration. Following are the steps for approval for international placements. Since these placements require extensive preparation and planning, the process should begin at least 6 months prior to the anticipated start of the placement.

1. The student must first meet with Susan Kidd Webster, who coordinates international placements, to discuss the student’s interest in doing an international field placement, and review current international opportunities. The student would then complete a questionnaire (a self-assessment tool). This information is then reviewed by Susan Kidd Webster in consultation with others (i.e. previous Field Faculty, the field director) and a decision is made about the feasibility for doing an international field placement.

2. A recommendation regarding the student’s request to do an international placement is then sent to the Field Director’s Office in the School of Social Work.
3. If the decision is made to proceed with the process, Susan Kidd Webster and the student will explore international field placement options and preferences, taking into consideration the student’s educational goals and background, costs, financial resources, language requirements, etc.

   a. The student will also meet with her/his advisor to review the student’s current completion of coursework in the curriculum and future course sequencing taking into consideration the possible international placement. Students seeking licensing for school social work or for a clinical social work LCSW may not be able to do international placements their advanced practice (concentration) year due to specific placement requirements.

   b. For advanced practice (concentration) year students, approval of the Chair for the designated focus area (CFYW, HAD, MH) is required if a substitute course is needed in order to facilitate the timing of the international field experience.

   c. The student meets with Susan Kidd Webster to receive additional background information about the placement, and discuss steps and resources to assist with preparation for going abroad.

4. Students seeking international field placements will likely require early field unit assignments. After the Field Director assigns the field unit, the student and Susan Kidd Webster will meet with the Field Faculty to discuss how the field course, integrated assignments, and communications will be carried out. The arrangement will vary based on placement location, time frame of the placement, and available communication technology.

5. All students doing international placements must utilize the services of the UW Office of International Academic Programs (IAP). IAP approves all placements, processes all required administrative paper work, insures that health, safety and legal requirements are met, and collects the appropriate fees. The IAP office plans to develop a section of their website specifically for Social Work students. If you plan to do a summer placement, an IAP application should be submitted by April 1 directly to the IAP Office. If you plan to do a spring semester placement, an IAP application should be submitted by Oct. 1.

6. A decision about the credits earned for the international field placement will be based on meeting educational competencies and practice behaviors, the length of time abroad, and the intensity of the experience. The student will then enroll for the number of credits determined appropriate by all parties. Depending on the placement and time commitment, students may receive credit for one or two semesters of field work.

SAFETY AND SECURITY OF STUDENTS IN THE FIELD EXPERIENCE

Increasingly, social work service and educational programs are becoming concerned with safety and security issues. Unfortunately, some client populations are more aggressive than others. While it is impossible to remove all potential risk from social work practice, it is
possible and desirable for students in their field experience to exercise caution and take preventive measures to ensure their safety while delivering social services to clients. For this reason, we encourage students, faculty, and agency supervisors to take seriously the potential risks that may occur in practice. Where appropriate, this should be part of a student's orientation to the agency and addressed by Field Faculty. The School also provides a session on safety as part of the Fall Student Workshop. If a student is unable to attend the Fall Field Student Workshop, they are required to view all sessions (which includes the Safety and Security session) online at UW-Madison School of Social Work’s YouTube page (https://www.youtube.com/user/UWMadisonSocialWork/videos?view=0).

Students have the right and are encouraged to raise issues of safety and potential risk with their agency supervisors and Field Faculty. When students encounter threats to their safety or actual abuse or harm (including verbal) in their placement, they should immediately notify the respective agency supervisor and Field Faculty (agency Director or Director of Field Education are alternates), who will ensure that they receive needed services, relief, and follow-up supports. Professional commitment and concern for client needs are not compromised by realistic consideration of safety issues in practice.

STATEMENT OF NONVIOLENCE AND RESPECT

Statement of Purpose: The faculty and staff of the UW-Madison School of Social Work are committed to a safe and respectful work and educational environment, and to the safety and security of all of its employees and students. Principles of non-violence and respect for the well-being of all are deeply rooted in professional social work values.

Scope: Consistent with University policies, the School will not tolerate intimidating, threatening, aggressive, or violent behavior or other conduct that endangers or attempts to endanger or threaten the property, health or safety of oneself, another person, or the University as a whole and/or interferes or attempts to interfere with another person’s ability to participate in School of Social Work or other University activities. Such behavior on the part of or directed toward any member of the faculty, staff, educational partner, student body, or educational partners engaged in School of Social Work activities will be addressed.

Responsibility:

A. Faculty and staff may be subject to discipline and be otherwise held accountable under University policies and rules, as well as local, state and federal law.

B. Students may be held accountable through the disciplinary process under University of Wisconsin System Administrative Code Chapter 17 (student non-academic misconduct), program action within the School of Social Work, and/or local, state and federal law. Students who present potential self-harm are to be referred by School personnel to the appropriate resources (e.g., UW Counseling Services, the Office of the Dean of Students or 911 if in immediate danger).

C. Educational partners whose personnel or clients engage in such behavior will have their affiliation or other agreements/contracts reviewed. Educational partners
include agency supervisors, teaching and research project assistants, or anyone who is performing an educational role in connection with or under the auspices of the School and is in contact with social work students, faculty and staff.

**Procedures:** The following procedures build on Faculty Document 1473 “Campus Procedures on Violence in the Workplace.”

I. **Immediate Threat or Harm:** Faculty, staff or students should contact 911 when they perceive any IMMEDIATE threat or harm to self, or others.

II. **Situation of Concern but Not an Immediate Threat:** When there is not an immediate threat or harm but the incident is of concern, faculty, staff and students should communicate with the relevant parties identified below as soon as possible. The importance of early communication cannot be emphasized enough. Trust yourself, if you have any concern and/or fear, take it seriously, and communicate with one or more of these individuals:

- **Faculty and staff** are expected to communicate situations of concern with any member of the Administration Team (the School Director, Associate Director, Assistant Director, Part-time MSW Program Director, Director of Field Education, or the Academic Department Supervisor).

- **Students** are expected to communicate with any Field Faculty, faculty mentor, advisor, or any member of the School’s Administration Team (members previously identified). Students are also encouraged to communicate with the Office of the Dean of Students about the incident. School personnel who receive a communication or report of concern from a student, shall immediately contact a member of the School’s Administration Team. The Administration Team will determine the next appropriate steps to deal with the matter. These steps may include activating the School’s Consultation Team.

III. **Team Composition**

**Administration Team:** School Director, Associate Director, Assistant Director, Part-time MSW Program Director, Director of Field Education; and the Academic Department Supervisor.

**Consultation Team:** Director of Field Education (Chair), School Assistant Director, Mental Health Focus Chair, Academic Department Supervisor, and whomever the Team determines needs to be included in preventing incidents of concern or reviewing and responding to an incident of concern or incident. In addition to the Office of the Dean of Students, the Team may include police, a violence specialist, the University EAP or others in order to respond.

IV. **Consultation Team Responsibilities:**

**A. Prevention**

*Offer training in this area, such as:*
What is workplace violence?
What is the School’s policy on violence?
How to handle incidents
What are the “warning signs” of potential violence?
“Levels of threat” and the appropriate response
What to do when an incident actually occurs

B. Crisis Management
1. **Purpose:** The Consultation Team is convened to facilitate the appropriate internal and external authority responses (e.g., UW resources and other resources such as the Office of the Dean of Students and its threat assessment team, police, violence experts, UW EAP) to an incident or incident of concern and to develop, coordinate, and evaluate a response plan. In ALL cases of potential or actual threat or incident, the Office of the Dean of Students’ designated contact person for violence situations will be contacted.

2. **When Activated:** The Administration Team typically determines if the Consultation Team is to be activated for an incident or incident/situation of concern.

C. Post Incident

The Consultation Team will prepare a post incident report that evaluates the immediate response to the incident, indicates future actions (e.g., individual or group processing of incidents, prevention of future incidents, and improvements in handling of the incident or future incidents). The report is reviewed by the Administration Team, which may make additional recommendations.

(Appvd. 10/21/09, Rev. 02/02/11)

**INTERIM MANDATED REPORTING GUIDELINES**

Social work students are not identified as mandated reporters by State law. To ensure that social work students are familiar with and understand the role of social workers as mandated reporters for field practicum and future jobs and to clarify the role of the social work student in an field practicum regarding child abuse and/or neglect and elder abuse, please observe the following guidelines until a more formal policy can be developed:

1. SW 440 sections would include mandated reporting in their course content. (current generalist practice year students will then have content that can be reviewed should they become advanced practice year students).

2. All field units would also cover mandated reporting to ensure that advanced practice students receive the information (especially important this year because advanced practice students may not have had it previously in 440). The need to cover this in
field also continues because advanced standing students from other schools may not have had this content.

3. Field units would encourage generalist and/or advanced practice students to review and discuss child abuse and/or neglect and elder abuse practice situations (without identifying information).

4. In terms of preparing for and responding to cases of child abuse and/or neglect and elder abuse, the following would apply:

- Students to receive information about and understand mandated reporting laws. We would like to see the mandated reporting laws for child abuse and/or neglect and for elder abuse as required readings in 440 and field.

- Students to know reporting procedure of agency.

- Students expected to report situation(s) to their agency supervisor and follow reporting procedures of their agency.

- Students to discuss any issues or concerns about mandating reporting with their field faculty.

(Guidelines - 08.13.12)

**PROVISION OF INSURANCE**

**Liability insurance:** The University provides professional liability insurance under the State Self-Funded Liability Program [Section 895.46(l)] for field students and faculty while performing practicum duties and responsibilities.

**Automobile insurance:** Students may be asked on rare occasions to transport clients as part of their field experience. Some agencies provide fleet cars for this purpose, for which students may need to provide driving record information and proof of driver's license, and for state fleet cars, they may need to complete a brief orientation program. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles. [NOTE: When students use personal vehicles for agency services, they should be reimbursed for mileage by the agency.]

**Health and hospitalization insurance:** The student is expected to maintain his or her own personal health and medical coverage. Thus, if students are injured or have an accident in the agency, or are even injured by a client, they are expected to use their own health and accident insurance and medical coverage; however, many agencies will have liability coverage. Students should inquire about insurance coverage in these kinds of instances as part of their orientation to the agency. For more information, contact the Field Office.
SIGNIFICANCE OF THE FIELD COURSE GRADE

Because the field course tests the student's ability to apply knowledge and skill to actual client situations and aims to enhance his or her professional development, the field course grade is of special significance. A grade of "C" in the first, second, or third semester of the field course will not allow a student to continue in the entire professional degree program. A grade of "C" in the final semester will not permit a student to graduate with a BSW or MSW degree. Both situations may be remediated if the Field Faculty (upon consultation with the Director of Field Education) agree to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work.

Permission to continue in the entire social work professional degree program following the receipt of a grade of "C" may be granted by the Field Education Committee upon the student's written request and committee review of the student's educational needs, performance problems, and the likelihood of improved performance.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

The Field Course is distinct from most other university courses in that field placement in the community entails not only educational competencies, practice behaviors and guidelines for the student and faculty, but also professional responsibilities to clients, social agencies, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, and ethical responsibilities and courtesies to be considered. Also, considerable time and effort is spent on the part of faculty and agency supervisors to plan and deliver a quality field placement. Thus, it is important to recognize early and respond to performance problems of students, particularly those of a serious nature.

Most students deal quite well with personal struggles and problems of daily life. However, when personal problems impair field performance and professional behavior to the extent that client obligations are not being met appropriately, faculty and agency supervisors have the responsibility to intervene.

Various kinds of limitations and external demands may impair the performance of students. Some may be struggling with circumstantial limitations such as lack of transportation, financial problems, part-time employment, or commuting difficulties. Others may need to cope with more chronic or long-term situations such as a language barrier, physical disability, or chronic illness. These students may perform very well, given the opportunity and appropriate support. Faculty and supervisors have the responsibility to intervene when these limitations and demands compromise student performance in the field experience.

Personal or emotional problems of a more serious nature can present great difficulty. These problems may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol abuse, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common
performance problems have to do with deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns that require monitoring, communication, and professional judgment on the part of faculty and agency supervisors. The concerns are: the rights of clients to adequate service and professional care, the educational needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student.

Field Faculty, agency supervisors, the Director of Field Education and the Field Education Committee, and other classroom faculty who have an educational interest or involvement with students have the right and responsibility to discuss students’ field and classroom performance in the execution of their educational duties. Some guidelines are:

1. Students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Agency supervisors and faculty should communicate their observations and concerns to each other as soon as they are identified. Students as well as clients are better served by early recognition of significant performance problems. Agency supervisors and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication with each other if in doubt as to whether a particular deficit is serious or major and merits particular attention. As always, the Director of Field Education is available for consultation in these situations.

2. When students perform poorly in placement, the treatment and service needs of clients become the higher priority. In these situations, agency supervisors and faculty should act to protect the needs of the client and ensure appropriate service provision. There is sufficient program flexibility and resources within the university and the community to provide students time and support to deal with personal problems that affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc., all could be part of a response to these problems.

3. Faculty and agency supervisors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of the student serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of supervising staff and faculty. It is not unlike the response of a staff supervisor in recognizing an employee's performance deficits and referring to an employee assistance program.

Referral to faculty, staff, advisors, or the Director of Field Education at the School of Social Work will ensure proper referral to campus and community resources:
Resources for Students include (in addition to School of Social Work faculty, advisors, and staff):

- UW Counseling & Consultation Services (265-5600) 333 East Campus Mall, Floors 5 to 8, or 640 Elm Drive, Floor 1
- Dean of Students Office (263-5700), 70 Bascom Hall, 500 Lincoln Drive
- Journey Mental Health Center (280-2700), 625 W. Washington Ave
- McBurney Disability Resource Center (263-2741), 702 W. Johnson St #2104

ACCESS AND ACCOMMODATION IN INSTRUCTION FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison and the School of Social Work are committed to providing an accessible, accommodating and supportive teaching and learning environment. The University has programs, resources and policies designed to assist students with disabilities to be successful in their education. Bill Heiss (waheiss@wisc.edu), the School’s Access and Accommodation Resource Coordinator, is available to provide information and assistance to students.

FIELD PERFORMANCE REVIEW GUIDELINES

The Field Performance Review Guidelines outlined below are meant to guide students and Field Faculty after field placement or seminar concerns have been identified and the usual or ordinary steps to remedy a situation have been unsuccessful. These are meant to assist students in their successfully meeting field education requirements.

1. Students presenting persistent performance difficulties in their field placements are identified by the Agency Supervisor, the Field Faculty, or self-identified by the student. As warranted, the Field Faculty will notify the Director of Field Education of these persistent performance difficulties.

2. It is expected that the Field Faculty communicate with the student about what specific learning and abilities are to be achieved.

3. If indicated, the Field Faculty may call a meeting which could include but is not limited to the student, the Agency Supervisor and the Field Faculty.

This meeting is an effort to assist a student in finding ways to successfully accomplish field education goals and objectives (e.g., achievement of the competencies). This shall include an opportunity for the student to talk about his/her understanding of the situation and offer potential options for remedy.

The goal of the meeting is the identification of the performance difficulties, the learning and performance abilities to be demonstrated by the student, the resources available to remedy the situation, and a plan of action with time lines and specified
responsibilities. A letter will be written to the student outlining the learning and performance goals as well as resources available to the student to achieve these learning and performance goals. The letter will be written by the Field Faculty with input as appropriate from the Agency Supervisor. Copies of this letter will be placed in the student’s file and provided to the Agency Supervisor.

More than one meeting may be indicated. Timely updates will be provided to the Director of Field Education.

4. Persistent performance problems will be referred to the Director of Field Education for further attention. A Field Performance Review meeting may, at the discretion of the Director of Field Education, be held which can include some combination of the following: the student, the Field Faculty, the Director of Field Education, relevant faculty members, Advisor(s), and the Associate Director for the School of Social Work. The student may invite an individual he/she considers a helpful support in these circumstances. The expectation for a field review is the successful resolution of field performance difficulties by the student.

5. As a result of a Field Performance Review and subsequent field performance by the student, a range of outcomes are possible including the grades of: A, AB, B, BC, C, D, F. If a student does not pass the course, the student may be allowed to withdraw or be assigned a grade of C, D, or F (which would result in them being dropped from the entire Social Work program). A letter documenting the situation and outcome will be written by the Director of Field Education with copies provided to the student, the student’s file, and the Field Faculty. Students are referred to the School of Social Work’s Handbook of Students Rights and Responsibilities if they are considering grieving or appealing their grade.

POLICY ON DROPPING OR WITHDRAWING FROM THE FIELD COURSE FOR PERFORMANCE PROBLEMS

It is a serious matter to drop the field course. The field course is distinct from most other university courses in that field placement in the community entails not only educational objectives (e.g., competencies, practice behaviors and guidelines) for the student and faculty, but also professional responsibilities to clients, social agencies and the community. Among the student’s responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and agency supervisors. When students engage clients and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of faculty and agency supervisors to plan and deliver a solid educational experience.

Students drop courses for many reasons, including: educational considerations, serious illness or personal crisis and occasionally, for performance problems. It is to this last reason, namely performance problems in the field placement or field course, that the following policy is addressed. Should a student drop the field course for performance problems, the
Field Faculty will (if it is otherwise not yet done) write a letter to the student (with copies to the student’s file and Director of Field Education) describing the steps taken to remedy the student’s performance problems in field. This letter will also specifically and thoroughly include suggestions for improvement, corrective action to address deficits and potential resources.

**POLICY ON RE-ENTERING FIELD EDUCATION**

Any student who drops the field course or withdraws from the program following substantial performance problems will not be allowed to enroll in the field course in the following semester without special review and permission of the Director of Field Education. In some situations, such as those involving alcohol and other substance abuse or other circumstances that are of a serious nature, students may not be eligible to request re-entry for one calendar year or more. The usual procedure will be for students to take time off from the field course to address underlying deficits that impair their performance, such as knowledge or interpersonal skill deficits, personal problems, behavior factors, attendance problems, situational or circumstantial factors, etc., as noted by the Field Faculty and/or the Director of Field Education. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes that enhance a student’s stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field course, based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student’s motivation toward corrective action, judgment of the student’s ability to hear and use feedback constructively, availability and use of educational, career advising and therapeutic resources.

In most cases, students will be expected to take at least a semester to address their educational needs and performance problems prior to reentering the field course. Only in exceptional cases will a student be allowed to resume the field course in the next semester following the drop, and only if the Director of Field Education, with the option to consult with the Field Education Committee, is convinced the student has demonstrated improved readiness to perform adequately in the field course. If a student is readmitted to the field course after significant performance problems have occurred, file information from faculty and the prior field agency documenting the problem areas, suggested corrective actions, etc., as noted above, will be shared on a “need to know” basis with prospective field agencies and supervisors. Students must initiate a request in writing to reenter the field course. At a minimum, this letter must address the suggestions for improvement, corrective action taken to address deficits and the resources utilized to ensure their good standing in the social work program. In initiating the request for reentry, students will be expected to document their efforts towards growth and change that support the likelihood of satisfactory performance in the field. The Director of Field Education will conduct a review and, with the option to consult the Field Education Committee, will make the decision. Faculty involved in the original placement, if on the Field Education Committee, will not participate in such action. Since this is a major decision, which affects a student’s ability to complete the BSW or MSW program, students may appeal to the School’s Director to reconsider an adverse decision by the Director of Field Education.
STATEMENT ON NON-DISCRIMINATION

In conformance with applicable federal and state law and with University policy, the University of Wisconsin-Madison School of Social Work does not discriminate on the basis of age, race, color, religion, sex, national origin or ancestry, sexual orientation, arrest or conviction record, marital status, handicap, political affiliation, or veterans status, with regard to treatment of employees and students in educational programs or activities it operates. Inquiries concerning this policy may be directed to appropriate campus admitting or employing units or to the Office for Equity and Diversity, 179A Bascom Hall, 608/263-2378. These policies extend and apply to Field Education.

POLICY ON CONFLICT OF INTEREST

University policy establishes the norm that anyone with instructional responsibility should avoid situations in which one makes official evaluations of a person with whom one has an intimate relationship. Those who function as educators or Field Faculty for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Faculty are responsible for setting clear, appropriate and culturally sensitive boundaries. The Director of Field Education is available to consult with students, supervisors and faculty about these issues.

POLICY ON SEXUAL HARASSMENT

Sexual harassment, threats or intimidation are particularly insidious, not only because of the vulnerable position and compromised learning situation for the student, but because it is so personally demeaning. As such, University rules strictly prohibit University of Wisconsin faculty and staff from engaging in any form of sexual harassment. Field supervisors in the community who share important instructional responsibilities with faculty also share responsibility to reinforce a strong sense of fair and decent treatment of students. Most social service agencies have personnel policies prohibiting sexual harassment, and we are all governed by pertinent state and local statutes. It is important to exercise vigilance as we go about our normal field unit teaching and supervisory duties.

A copy of the definitions and rules governing the conduct of University of Wisconsin-Madison faculty in the area is available from the Field Office, the advisors or the Student Resource Center. Policies prohibiting sexual harassment pertain to all students, faculty and agency supervisors. The School of Social Work and the University have specific staff resources for complaints and recourse. These include: Field Faculty, student advisors, Tracy Shroepfer, (tschroepfer@wisc.edu), the sexual harassment designated contact person for the School of Social Work, Director of Field Education and the Director of the School of Social Work, as well as campus-wide resources including the Dean of Students and the Office for Equity and Diversity. Instances or allegations of sexual harassment should be reported immediately to any of the above staff.
APPENDIX A

CERTIFICATION/LICENSURE - STATE OF WISCONSIN

The State of Wisconsin offers undergraduate, graduate, and two types of post-graduate level certifications/licensure described below:

Certified Social Worker (CSW) title is granted to those who have: 1) a Bachelor’s degree in social work from a CSWE (Council on Social Work Education) accredited school of social work, and 2) pass the social work exam determining minimum competence to practice as a social worker.

Certified Advanced Practice Social Worker (CAPSW) title is granted to those who have: 1) received a Master’s degree in social work from a CSWE accredited school of social work, and 2) passed the social work exam determining minimum competence to practice as an advanced practice social worker.

Certified Independent Social Worker (CISW) title is granted to those who: 1) hold a Master’s degree from a CSWE accredited school of social work, 2) have engaged in the equivalent of at least 2 years of full time supervised social work practice, and 3) pass the social work exam determining minimum competence to practice as an independent social worker.

Licensed Clinical Social Worker (LCSW) is granted to those who: 1) hold a Master’s degree from a CSWE accredited school of social work with a clinical or direct practice that includes one course in psychopathology and two other approved clinical courses, and supervised clinical or direct practice field training in a clinical setting*, 2) have engaged in the equivalent of 3000 hours of full time supervised clinical social work practice since receiving an advanced degree, and 3) pass the social work exam determining minimum competence to practice as a licensed clinical social worker.

For information about fees, examinations, applications and requirements for certification contact: Department of Regulation and Licensing, Examining Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, P.O. Box 8935, Madison, WI, 53708-8935. (608) 266-0145. E-mail is: web@drl.state.wi.us
The web site is: http://www.drl.state.wi.us/profession.asp?profid=49&locid=0

Social workers may qualify for a variety of credentials. For further information, please see the Social Work website at: https://socwork.wisc.edu/credcont.

*For those students seeking an LCSW, we ask that you work with our Field Faculty to ensure your school file and you have verification for number one under LCSW above. Also, it may be helpful to review the practice exams and/or talk with your academic advisor early on in terms of scheduling courses and deciding what textbooks and class notes to retain.
APPENDIX B

GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

ADVANCED PRACTICE YEAR (also referred to as CONCENTRATION YEAR) STUDENTS: These are 2nd year MSW or advanced standing students doing the second-year curriculum of the Master’s program (see Curriculum Concentration below).

AGENCY SUPERVISORS/FIELD PLACEMENT SUPERVISORS: Professional staff in social work agencies and organizations who provide the actual practice supervision of students in the community. They also provide orientation, case assignment, and participate in identifying strategies or methods for completing learning plan goals, evaluation and grading. Additionally, they offer, together with Field Faculty, a professional role model and often career guidance. These staff are most often experienced MSW or BSW level professionals, but may also be on occasion professionals from other disciplines who are experienced in a particular area.

FOCUS AREA: The advanced practice year or second-year curriculum of the Master’s program during which students are in the Advanced Generalist Concentration and designate a focus area: children, youth and family welfare; health, aging, and disabilities; or mental health. The concentration, field units, and focus areas are also detailed in the Concentration Handbook.

DIRECTOR OF FIELD EDUCATION: The faculty member assigned the overall administrative and coordinative responsibility for the operation of the field education program.

EDUCATIONAL FIELD SUPERVISOR OR FIELD SUPERVISOR OF RECORD: In placement in employment settings or in settings without an MSW supervisor, this is the person who will ensure that the placement is educationally directed. The Educational Supervisor or Supervisor of Record cannot be the same person as the employment supervisor.

FIELD EDUCATION COORDINATOR: The faculty member assigned the overall administrative and coordinative responsibility for the operation of the Part-Time MSW field program.

FIELD COURSE: The field course is comprised of both the integrative seminar and the field placement. Students enrolled in the field course would be assigned to a field unit/seminar.

FIELD EDUCATION COMMITTEE: A curriculum area committee charged by the faculty of the School with responsibility for the overall planning, development, and monitoring of Field Education Program. The Field Education Committee includes faculty members, representatives from the professional community, and student members.
FIELD EDUCATION PROGRAM: The UW Madison School of Social Work has one Field Education Program that is comprised of a Full-Time Program on the Madison campus and the Part-Time Program which has a UW-Madison and a UW-Eau Claire campus. These programs have the same educational requirements leading to a degree from UW-Madison. The Handbook for the Part-Time MSW Program is also available at the School’s website.

FIELD FACULTY: A full or part-time Field Faculty Associate or faculty member with the specific responsibility to organize and teach a field unit. Responsibilities include interviewing prospective students, placement of students into the community, development of a syllabus and instruction of the field integrative seminar, dealing with placement problems, working closely with agency supervisors to provide student supervision, evaluation, and grading.

FIELD FORUM: An annual event, usually occurring in April. In attendance are the Field Director and Field Faculty from all the field units who are available to discuss aspects of the field program, their unit, placements with various agencies and any questions students may have.

FIELD PLACEMENT: The specific assignment of a field student to a community agency and program area for field learning experiences. Students often work in several programs within a particular agency, or may on occasion have learning experiences in more than one agency. These arrangements are developed by Field Faculty and agency supervisors based upon student interest, learning needs and availability of community agencies.

FIELD PRACTICE: Student practices social work in the role of learner at the field placement location (e.g. agency).

FIELD PROGRAM ASSISTANT: Accepts and processes all incoming paperwork from field students, coordinates and plans field events and operations out of the Field Office, responds to phone inquiries concerning the field program, produces the Field Handbook and other field education documents, works closely with Field Director and faculty.

FIELD UNIT: An educational group of social work students (usually 8-16) and a Field Faculty member organized around a particular field of practice or intervention method for the purpose of field placement in the community and the provision of an integrative seminar. Each field unit has community agencies and organizations and a cadre of agency supervisors who are affiliated with the field unit for student placement.

GENERALIST PRACTICE YEAR: The School’s generalist curriculum for BSW students and first year MSW students. It includes the generalist, direct practice oriented field course (SW 400/ SW 401 Field and Integrative Seminars I & II).

GENERALIST PRACTICE YEAR STUDENTS: These are BSW or 1st year MSW students.
INTEGRATIVE SEMINAR: A seminar class taught by Field Faculty to provide content on social work practice, problem area content and intervention methods. It also serves as an arena for case presentations, guest lectures, and group discussion of students’ practice in the community. The seminar group is intended to provide both an intellectual and supportive environment for the integration of classroom learning with practice experience.

PROFESSIONAL CONSULTATIVE COMMITTEE: A group of social work practitioners from the community that provides valuable consultation and input to the overall curriculum of the School with particular emphasis on the field program. The PCC members and constituency represent agency supervisors/the professional community who work with field students and faculty. Some committee members serve on other School committees.

PROFESSIONAL DEGREE PROGRAM: The entire Social Work Degree Program (BSW or MSW) all courses and Field.
APPENDIX C

Duty to Disclose and Consent to Release of Information

Instructions: Please read the following statement and type your name and date in the spaces provided.

Accepted students to the UW-Madison School of Social Work have a continuing duty to update information they disclosed on all background checks required by the School of Social Work. This duty includes any addition to or change in information previously disclosed on these initial required background checks. Please note that the School of Social Work will share your background check information with agencies as part of your field placement process.

By typing your name below, you certify that you agree to notify the Field Education Program within 10 days of any changes or inaccuracies in and/or corrections to the information you disclosed in all background checks required by the School of Social Work. You also certify that you understand and agree that you have a continuing duty to notify the School of Social Work at the University of Wisconsin-Madison. Failure to meet this duty may result in any of the following sanctions:

- BSW students may be required to engage in remediation deemed appropriate by the School of Social Work, may be dismissed from their field placement, or dismissed from the Field Education Program, resulting in the student’s inability to complete their BSW degree.

- MSW students may be required to engage in remediation deemed appropriate by the School of Social Work, may be dismissed from their field placement or from the Field Education Program and Social Work Program, resulting in the student’s inability to complete their MSW degree.

By typing your full name below, you also consent to UW-Madison employees disclosing to and discussing with your field placement site any changes or correction to information you disclosed relating to all background checks, so that the site can determine whether your continued placement is appropriate. BSW and Full-Time MSW Program students should contact Muthoni Imungi, Director of Field Education, at (608) 263-1032 or imungi@wisc.edu to provide any updates to their background check information. Part-Time MSW Program students should contact Alice Egan, Field Education Coordinator, at (608) 265-4570 or abpearson@wisc.edu.

I ________________ understand that by signing this document on this date ____________, I am acknowledging that I have a continuing duty to notify the Field Education Program within 10 days of any changes or inaccuracies in and corrections to the information I disclosed in all background checks required by the School of Social Work and that UW-Madison employees may disclose and discuss this information with my field placement site.

PRINT NAME ________________________________________________

SIGNATURE_____________________________________________________

DATE (MONTH/DAY/YEAR) _________________________________

08.13.12
APPENDIX D

2015-2016 Important Field Education Due Dates & Events

April 10th

Attend Field Forum - 12:00 to 3:30 PM – DeLuca Forum, Wisconsin Institute for Discovery, 330 N. Orchard Street

Students will learn about field units, speak with Field Faculty and other students, ask questions and obtain information about field placements. Review Full-Time Program Field Education Handbook in advance of this event at: https://socwork.wisc.edu/files/field/FieldHandbook.pdf and come prepared with questions! Using Section II of the Handbook as a reference will provide a great deal of helpful information about the field units.

April 10th – 16th

Review Full-Time Program Field Unit Preference Form

Students are also welcome to contact Field Faculty to obtain additional information about field units in order that they may identify their top three field unit preferences on this form. See Section II of Field Education Handbook for their contact information.

April 17th

The following are due on this date to the Field Office (see forms for instructions on how to complete):

Full-Time Program Student Field Unit Preference Form and Resume

Form is available at: https://socwork.wisc.edu/fieldfiles Field unit assignment can be made without this form.

Duty to Disclose and Consent to release of Information Form

Form is available at: https://socwork.wisc.edu/fieldfiles Field unit assignment can be made without this form.

Student Field Placement in Employment Settings form

If requesting a field placement in your employment setting, see section III of the Field Handbook for the policy and the process. The forms are available at: https://socwork.wisc.edu/fieldfiles. Additional information on this will be presented at the Field Forum.

Wisconsin Caregiver Background Checks

All newly admitted students to the School of Social Work need to complete a background check with Verified Credentials, Inc. by the date indicated. To begin the process, go to http://scholar.verifiedcredentials.com/?organization=wisc, and enter code HJHBM-44269. If you have any additional questions, please contact Verified Credentials Client Services at 1-800-938-6090, or ClientServices@verifiedcredentials.com. If it has been four years or more since you last supplied the Field Office with a background check, you will need to complete another one.

June 8th

First Year MSW Field Exemption

If you received a BSW degree MORE THAN 5 YEARS AGO and are requesting an Exemption from the first year of field, SW 400/401, see section III of the Field Handbook for the policy and the process. The required forms and instructions are available at: https://www.socwork.wisc.edu/fieldfiles. Additional information on this will be presented at the Field Forum. Note: Those with BSW degrees WITHIN THE PAST 5 YEARS follow the process as outlined in your letter of acceptance from the School of Social Work.

Ongoing

Field Unit Assignments

Field students will receive notification via email of their field unit assignment by the end of April. Students pending the IVE process and those admitted to the School later will receive their unit assignment once those processes and the field form are completed. If you have questions, please contact the Field Education Office at 608 263 4813.

July 6th

Registration for the Field Course begins

Students will receive field course registration information by the end of June at the latest. Registration for all field units will be closed until this time. Social Work students will receive an email notification from the Registrar’s office (608-262-0920) containing instructions for you to visit the Student Center to find your registration time.

August 25th

MSW Program Orientation 8:00 AM to 4:00 PM DeLuca Forum, Wisconsin Institute for Discovery, 330 N. Orchard Street

Attendance is REQUIRED for all undergraduate and newly-admitted students, as well as any students who have not previously attended the workshop. (Formerly Nuts and Bolts of Field)

IMPORTANT: If you decide not to enroll for the upcoming academic year, please notify the Field Office as soon as possible – the Field Program Assistant can be reached at (608) 263-4813; Room 317 Social Work building.