



*The School of Social Work
University of Wisconsin-Madison*

*2007-2008
Field Education
Handbook*

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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 postbaccalaureate 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 a 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 Science 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 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 and nationally.
- 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

I. INTRODUCTION TO FIELD EDUCATION

FREQUENTLY ASKED QUESTIONS ABOUT THE FIELD EDUCATION PROGRAM

How do I choose a field unit and a field placement?

In addition to *concentration meetings* for current students, we hold a Field Unit Information Meeting where incoming students will get an overview of the placements available and meet with faculty who teach our different field units. We ask you to return your Field Unit Placement Form and designate three field units that are in your areas of interest. Using this information, the Director of Field Education will make field unit assignments. As early as possible, you will receive information regarding which field unit you have been placed in. Field faculty will provide information to you about how their specific field unit works and how their specific agency placements will be made.

A concerted effort is made toward finding a placement that meets your interests and educational needs. Second-year graduate students are usually assigned to their first choice of field units. For first-year graduate students and undergraduate social work majors, we look for placements that are related to your interests and will expose you to the breadth of social work roles and skills. Further information and descriptions of field units can be found on pages 23-34.

How much time do I spend at field placement?

First-year MSW students and undergraduate social work majors 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 in field placement and two hours per week in their field unit integrative seminar. Second-year MSW 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 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?

First-year MSW students register for 4 credits (SW 400 in Fall & SW 401 in Spring), while undergraduates receive 5 credits (SW 400 in Fall & SW 401 in Spring). Second-year MSW students register for 5 credits (SW 800 in Fall & SW 801 in Spring).

Can I be exempted from part of the field placement if I have a BSW degree?

If you have received a BSW from an accredited school of social work within 7 years of the date you are accepted into the MSW program, you will be exempted from the first year of field placement.

Can I be exempted from part of the field placement if I have prior social work experience?

No. The Council on Social Work Education, the accrediting body of schools of social work, prohibits giving exemptions based on prior life experience.

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. You received specific information about this requirement with your acceptance materials. Additional information on the background check process can be found later in this document.

Are field placements available during the summer?

The School does not have field placements during the summer. A summer field placement will only be considered when there is a unique field placement opportunity and a compelling reason for such a placement. Significant advanced planning with the Director of Field Education is necessary.

Is it possible to have a field placement in another state or country?

The School is supportive of international field placements and is currently working to expand opportunities outside of our university community. Significant advanced planning with the Director of Field Education is necessary.

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 will be considered based on a unique educational opportunity and compelling student need. Significant advanced planning with the Director of Field Education is necessary.

Are employment-based field placements available?

The field course is an educational experience. It frequently requires a learning experience and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. On rare occasions, when an opportunity for new learning is available in an agency, an employment-based field placement may be approved. Significant advanced planning with the Director of Field Education is necessary.

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. Your field unit integrative seminar will be held on Monday, Wednesday or Friday. Students and their agency supervisor should plan a schedule together, taking into account agency and student needs. Field placement hours must not conflict with course work.

Do I need a car for field placement?

Having access to a car is a requirement for some field placements. However, placements that do not require a car are available. Public parking on campus is at a premium and is not recommended. Madison, however, has a very accessible public bus system, and students have access to free bus passes.

Is the field course graded or pass/fail?

Students receive grades in the field course. The grade reflects both performance in 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.

Field Education Faculty

Severa Austin, Lecturer; MSSW, University of Washington, 1970. Interests: Child Welfare, Social Policy, Reproductive Health, Advocacy. **Field Unit:** *SW Practice in Rock/Dane County Department of Human Services*

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

Aaron Brower, Professor; PhD (1985), MSW (1982), University of Michigan. Research Interests: successful transitions to college for different cultural groups, college life issues, innovations in higher ed., transition to adulthood. **Field Unit:** *Generalist Social Work Practice: University Systems.*

Rosemarie Carbino, Clinical Professor; MSSW (1964), Catholic University, Washington, D.C. Interests: Family and children's services, family violence, child welfare, foster care, social work practice. Research in issues in foster care. **Field Unit:** *SW Practice in Child and Family Welfare*

Ron Chance, Lecturer, , A.M., University of Chicago, School of Social Service Administration, 1990. Interests: social welfare policy, community social work, community organizing and development, human services system redesign, youth gangs. **Field Unit:** *SW Practice in Social Policy.*

Don Coleman, Clinical Professor; MSSW, LSCW, University of Wisconsin-Madison, (1990). Interests: Advocacy, cultural competence in social work and clinical practice, stress reduction and management. **Field Unit:** *SW Practice and Advocacy in Multicultural Settings.*

Thom Evans, Lecturer; MS Educational Psychology (1979), MSSW (1980), University of Wisconsin-Madison. Interests: Generalist social work practice, social work practice in the schools, interventions around grief and trauma, and AODA issues. **Field Unit:** *SW Practice in Educational Settings.*

Carol Faynik, Lecturer; M.A., Social Service Administration, University of Chicago, 1974. Interests: family and community systems, mental health sexual assault, family violence, child abuse. **Field Unit:** *SW Practice in Mental Health*

Barbara Hughes, Director of Field Education; MSW, PhD (2004), Michigan State University. Interests: Field Education, social policy, severe mental illness and consumer recovery, self-help. **Field Unit:** *SW Practice in Social Policy.*

Sandy Kohn, Lecturer; MSSW, University of Wisconsin-Madison, (1990). Interests: Social work in the workplace, problem situations in the workplace, harassment issues. **Field Unit:** *Generalist Social Work Practice in Human Services and Direct Practice Settings.*

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

David LeCount, Lecturer; MSW., LSCW, 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:** *Generalist Social Work Practice in Human Services and Direct Practice Settings: Severe Mental Illness.*

Francie Smith Saposnik, Lecturer, MSSW, University of Wisconsin-Madison, (1987). Interests: Family systems, aging, ethnic/multicultural studies, viewing clients in a historical framework. **Field Unit:** *SW Practice with Older Adults.*

Peggy Sleeper, Clinical Professor; MSSW, LSCW, UW-Madison, (1985). Interests: culturally competent, recovery oriented clinical social work practice, community-based mental health/AODA services **Field Unit:** *SW Practice in Mental Health*

Steven B. Tupper, Lecturer; MSSW (1970) University of Wisconsin-Madison. Interests: Prisons, correctional management, community corrections, sexual offenders and sexual predators, offenders with mental health and developmental disabilities, sentencing advocacy, restorative justice and victimization. **Field Unit:** *SW Practice in Juvenile and Criminal Justice.*

Susan Kidd Webster, Lecturer; MSSW, University of Tennessee, Knoxville, (1975). Interests: developmental disabilities: sexuality and disability, homelessness, and international social work. Research on families in which parents have developmental disabilities. **Field Unit:** *SW Practice and Developmental Disabilities.*

Faculty to be announced: *SW Practice in Mental Health, 3rd unit.*

FIELD UNIT PLACEMENTS: PROCEDURES AND POLICIES

All students are advised of available field units for the following year through their 1st year methods classes, the Field Education Handbook, and the Field Unit Information Meeting. Use the handbook as a point of departure and follow up with interviews to find out as much as you can about each unit you are interested in. Also, all field units have syllabi that provide additional information about community placements, seminar content, expectations, and evaluation—available in the Social Work Library or in the notebook on the table in the 3rd floor hallway. Field Unit Placement Forms will be widely distributed to existing and incoming students who will be asked to complete and return them by a specific date. (Your three field unit choices will help us as we make decisions.) There could also be changes in a field unit 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.

Our policies for field unit and placement flow from several principles including fairness, regard for student interest, and informed choice. Although it is logistically difficult, we have a long-standing policy of incorporating student interests and choices in the field placement process. Thus, we ask all students to submit a field placement preference form listing interests reflecting their educational objectives and career interests, submitting three field unit choices. Important to this process is gathering information from faculty about various field units, placement settings, and learning opportunities as mentioned above. These assure you of an informed choice about your field unit and resulting placement for next year. Students who are in their advanced year are given preference in placement decisions. Advanced students must have a field placement appropriate to their curriculum concentration. When we have more demand than supply for a particular unit, we will make placement decisions based on an educational assessment of student needs and available resources. To be eligible for any unit, students may need prerequisite or co-requisite requirements and may need an interview.

CERTIFICATION/LICENSURE - STATE OF WISCONSIN

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

CSW

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

CAPSW

Certified Advanced Practice Social Worker (CAPSW) title is granted to those who have: 1) received a Masters 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.

CISW

Certified Independent Social Worker (CISW) title is granted to those who: 1) hold a Masters 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.

LCSW

Licensed Clinical Social Worker (LCSW) is granted to those who: 1) hold a Masters degree from a CSWE accredited school of social work with a clinical or direct practice concentration 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.wi.gov/>

Social workers may qualify for a variety of credentials. For further information, please see our pamphlet, "Professional Credentials in Social Work," available in our SW Student Resource Center, room 315A.

WISCONSIN'S CAREGIVER LAW: IMPLICATIONS FOR SOCIAL WORK STUDENTS

The State of Wisconsin requires background checks of persons with responsibility for the care, safety, and security of children, patients, clients and vulnerable adults under programs regulated, licensed, certified by, or registered with The Department of Health and Family Services. The Wisconsin Caregiver Background Check Law prohibits an entity (agency, etc.) from employing or contracting with any individual who has, or is expected to have, access to clients or patients, if that individual has been convicted of, or has pending charges for: 1) Crimes that serve as a permanent bar from employment in the caregiving industry, 2) Crimes that permanently bar an individual from employment in the caregiving industry, 3) Crimes that the employer determines are substantially related to the care of clients served by the agency.

All students admitted to the School of Social Work must submit a State of Wisconsin Background Information Disclosure Form to the School of Social Work. The form is mailed to students along with the acceptance packet. Please return the completed form with a check made out to the School of Social Work for \$7.50 (to cover fees charged by the State of Wisconsin for background check), and send along with your completed Field Unit Placement Form to the attention of: Field Education Assistant, UW-School of Social Work, 1350 University Ave., Madison, WI 53706-1510.

In addition, if you resided out-of-state any time for more than three months during the past three years, you are responsible for making a good faith effort to obtain your out-of-state criminal background records prior to starting your field placement. Information is available at <http://www.doj.state.wi.us/dles/cib/sclist.asp> If you are unable to obtain your out-of-state background check(s), you will need to attach a letter explaining this and provide documentation of your attempts.

International Students and returning Peace Corps Volunteers: We do not require background checks if you have arrived within the last 3 months from countries outside of the U.S.A.

If the background check reveals information that may affect a student's ability to be placed in an agency (or work as a social worker after graduation), we will contact you to discuss in detail the options available. When you are placed in an agency as part of your Field Education requirements, we will provide the agency with a letter indicating you have passed the background check. Please be assured that the School will make every effort to handle information it receives sensitively and confidentially, and that we are available to assist you as you pursue your educational and career goals.

NOTE: Full information about the Caregiver Law may be found at the Department of Health and Family Services Web Site: <http://www.dhfs.state.wi.us/caregiver/>

Questions may be addressed to the Field Office (608) 263-4813

FIELD UNIT REGISTRATION AND CREDIT

Web-based registration for continuing graduate and senior field students begins in July. Field unit assignments (SW 400/401, 800/801) can be added to any courses for which you may have already registered.

If you are:

SW 400(Fall)/401(Spring) Undergraduates: register for 5 credits

SW400(Fall)/401(Spring) First year graduate students in the two-year program: register for 4 credits

SW800(Fall)/801(Spring) Second year graduate students and advanced standing graduate students register for 5 credits.

The total number of credits received in field cannot exceed:

10 for an undergraduate

18 for a graduate student in the two-year program, or for an advanced standing graduate student.

Students whose field unit assignment is still pending at the time of registration will be entered into the computer under the Director of Field Education's seminar number. These students' units will be administratively changed in the Fall to the correct unit. For problems with registration for the field course, please call the Field Office (608/263-4813). Incoming masters students will receive registration information via e-mail. If you haven't received your registration materials by the end of June, please call the Registrar's Office at 608/262-3811.

Exemption materials for field work and other core courses are due back to the School as soon as possible after you receive them. You will be notified about the decision in advance of registration.

If you decide not to enroll in the field course after being placed in a field unit, please notify the Field Office (608/263-4813) as soon as possible.

Preliminary Field Unit and Integrative Seminar meeting days and times are noted in the Field Unit Description Section of this pamphlet. In case of potential changes, this information can also be found in the Timetable, by communicating directly with your field faculty, and a master copy will be maintained in Room 318 Social Work Building.

Finally, though we do our best to accommodate student preferences, it is not possible to place every student in the exact field unit he or she may wish. Our "bottom line" responsibility is to assure each student with a quality field learning experience wherever he or she is placed. If you have any questions about our field units and the placement process, please feel free to contact the Field Office.

GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

AGENCY 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 evaluation and grading. Additionally, they offer, along 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.

CURRICULUM CONCENTRATION: The advanced or second-year curriculum of the Master's program during which students have an opportunity to specialize or concentrate in a major social problem area. The concentration requirements are spelled out in the Concentration Handbook.

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

FIELD COMMITTEE: A curriculum area committee charged by the faculty of the School with responsibility for the overall planning, development, and monitoring of the field education. The field committee includes faculty members, representatives from the professional community, and student members.

FIELD FACULTY: A full- or part-time faculty member with 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 integrative seminar, dealing with placement problems, working closely with agency field supervisors to provide student supervision, and evaluation and grading.

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 field supervisors based upon student interest and learning needs.

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 field supervisors who have affiliated with the field unit for student placement.

INTEGRATIVE SEMINAR: A seminar class taught by field faculty to provide content on social work practice, intervention methods, and problem area content. 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 provide 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/professional community who work with field students and faculty. They also participate in the School's committee structure.

PROFESSIONAL FOUNDATION: The School's curriculum for first-year students—both BSW seniors and first-year graduate students. It includes all of the core foundation course work in the first year and the generalist, direct practice oriented first-year field experience (SW 400/401). See School bulletin for more information.

II. OBJECTIVES AND GUIDELINES

PROFESSIONAL FOUNDATION OBJECTIVES 400 (Fall) and 401 (Spring)

Professional foundation provides the "core" knowledge, functions, values, and skills that are essential for entry level generalist practice roles. The expectation is that students will be able to practice 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, and communities. It is also expected that entry level social work practitioners will be equipped to evaluate their own practice efforts, as well as keep abreast of the social policies and services that affect their direct 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 interrelatedness, wholeness, and potential for growth. The field practice and integrative seminar bridges agency-based practice with practice theory, human behavior, social work policy and services, and social work research.

Students are expected to demonstrate the ability to:

1. Apply knowledge of social problems and issues to immediate entry level practice situations.
2. Use knowledge of normal human behavior and development in the assessment of client functioning.
3. Use of social work values in their practice and adhere to the NASW Code of Ethics.
4. Assess client needs and resources and choose the appropriate interventions in helping clients meet their needs.
5. Develop a variety of direct practice roles for working with clients and their problem situations.
6. Develop constructive professional relationships with clients, service personnel and target systems.
7. Use and develop community resources for the benefit of clients and their communities.
8. Understand and use agency policies and services in the service of clients.
9. Participate in the formulation and reformulation of agency policy for the purposes of improving services to clients.
10. Provide leadership in working with social agencies and the community.
11. Evaluate their own practice.
12. Work with diverse populations and aid in addressing the problems of racism, sexism, and other forms of oppression that affect the well being of clients.
13. Apply NASW Code of Ethics to multi-faceted ethical dilemmas.
14. Understand intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses.
15. Demonstrate knowledge of "at risk" populations and strategies to assist these vulnerable groups.
16. Demonstrate knowledge and skills to combat discrimination, oppression, and economic deprivation and to promote social and economic justice in the pursuit of nondiscriminatory social and economic systems.

GUIDELINES FOR PROFESSIONAL FOUNDATION FIELD PLACEMENTS

These guidelines and expectations are intended for Social Work student supervisors, students, and field faculty in the development of generalist field placements and learning experiences for first-year students (BSW seniors and first-year MSW students) . We request the cooperation of all involved in meeting these expectations so that field placements provide students with the kinds of learning experiences required by the curriculum of the School and to assure that students perform in accordance with high standards of professional practice as they serve clients in the community. We encourage students and agency supervisors to clarify with field faculty any questions or concerns about the following guidelines and expectations.

All first-year field placements should provide students with learning experiences that will:

1. Give students an opportunity to learn and practice generalist social work, by which we mean:
 - a. Engage in a variety of direct practice roles such as case worker or case manager, advocate, counselor (individual, family, or group), educator, resource networker, social control agent, outreach worker, community organizer, etc.
 - b. Provide opportunities to work with different client system sizes, i.e., individuals, families, groups, neighborhoods, or the broader community. Over the course of the placement, students should have learning experience with at least three systems sizes.
 - c. Provide the opportunity to utilize and develop resources in their work with clients.
 - d. Provide opportunities to participate in the problem-solving or planned change process with clients over time.
2. Include regular weekly supervision, not only to assure good task performance, but also to discuss how the student's performance can be understood in terms of social work's mission and practice roles.
3. Provide timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities.
4. Provide 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 to the extent possible, opportunities to work with clients from minority groups or oppressed populations.
7. Provide opportunities in supervision for critical reflection upon their practice and the development of a professional identity as a social worker.

CONCENTRATION YEAR OBJECTIVES 800 (FALL) and 801 (SPRING)

Statement on field education objectives for concentration year: The field course is distinct from classroom courses in important ways: it requires, as vital elements, the development of professionalism and of social work ethics. It takes into account total field performance as a measure of appropriate completion of field requirements, and it demands integration of knowledge and skills from other courses and their translation into social work practice by the time the student is to be graduated with an MSW. Thus, objectives for Concentration Year field learning must reflect not only integrated knowledge and skills, but also ethical professional social work practice.

Statement of expectations for the concentration year: It is expected that field course students in the Concentration Year will demonstrate advanced competencies. These are characterized in general by demonstration of autonomy, leadership, clear professional identification and contribution, integration of learning, a solid knowledge and skills base in the Foundation Year objectives, and increasing practice knowledge and skills in their area of concentration.

Specific field objectives:

Advanced practice students should be able to:

1. Demonstrate competence in all of the first year objectives.
2. Demonstrate advanced assessment and intervention skills in a variety of social work roles.
3. Work autonomously and solicit supervision and consultation as needed.
4. Apply knowledge of human behavior and social policy within the area of concentration.
5. Demonstrate the ability to promote social and economic justice and assist vulnerable groups.
6. Demonstrate practice knowledge and skills to work with diverse populations, including issues of race, gender, ethnicity, social class, sexual orientation, disability, and other marginalized statuses.
7. Critically evaluate their practice utilizing research methods and feedback from supervisors and colleagues.
8. Identify and secure or develop resources needed for social work intervention.
9. Evidence the requisite behavior and attitudes necessary to practice social work in accordance with professional values and ethics such as those articulated in the NASW Code of Ethics.
10. Demonstrate professional identity as a social worker by such activities as participation in professional social work associations or working outside one's organization to further social work.
11. Demonstrate proficiency in larger system skills such as supervision, consultation, policy formulation, planning, evaluation, or leadership skills in committees, task forces or staff meetings.
12. Demonstrate proficiency in organizational assessment and analysis in order to modify policy and programs, and to improve service delivery.
13. Articulate mission of social work to others, e.g., inter-disciplinary team members, volunteers, the broader community, the news media, and political leaders.
14. Apply knowledge of social policies and programs in the area of concentration.
15. Demonstrate the ability to practice as an autonomous social worker in keeping with the values and ethics of the profession.
16. Demonstrate an understanding of intersecting oppressions linked to age, race, ethnicity, gender, class, sexual orientation, disability, and other marginalized statuses that shape exposure to life adversities and access to resources and services.
17. Demonstrate the ability to promote social justice and work to advance the well-being of oppressed, marginalized, and at-risk members of society.

FIELD PLACEMENT GUIDELINES AND EXPECTATIONS

PURPOSE

This statement 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 Madison campus provides for faculty to initiate and collaborate with social workers and other human services professionals on student field placements, utilizing the diversity of talent extant in the professional community and the university. Central to this endeavor is the ongoing communication and shared responsibility for student education. Tending to important process components of joint planning and development of learning opportunities, shared supervisory and consultative arrangements, provision of educational and supportive resources to students, and evaluation represent our mutual investment in student education. 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.

GUIDELINES AND CRITERIA

In addition to quality assurance, these guidelines should promote a reasonable degree of consistency among the many diverse learning opportunities in our community. Further, they are meant to inform new field practicum supervisors, students, and faculty of what is entailed 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 practicum supervisors' judgment in how these expectations are best met. It is clearly the spirit of these guidelines and criteria that we wish to promote. 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 objectives 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 the 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 preference of the School is to have students supervised by experienced masters level social workers. By virtue of training and orientation, masters 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 bachelors 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. When a student is not placed with a masters level social worker, field faculty assume additional responsibility to ensure that a social work perspective is maintained in the conception of the placement and the practicum activities of the student.

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.

POTENTIALS AND REWARDS

Student Potential: Beginning, as we do, 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 community 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 that students have time to learn about what they are doing), we recognize that 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 staff professionals and field faculty that transcend individual students and yearly projects. Many kinds 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

Field 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 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 plan, and 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, ensures learning opportunities, deals 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.

III. SOCIAL WORK FIELD UNIT DESCRIPTIONS

INTRODUCTION TO FIELD UNITS

In the following pages you will find descriptions of the different field units that are available to students and the types of placements that are typically associated with those field units. Unless otherwise noted, there is one field unit per description, and each field unit has an average of 15 students.

PLEASE NOTE: It is important for you to know that the intent of the descriptions is to provide you with an understanding of the emphases of each of the units so as to guide your field unit selection. The placements that are identified with a particular unit are not exhaustive and are not necessarily available each year. The seminar meeting times are listed as they are currently operated, but are also subject to change.

Students are not typically placed in the same field unit for both their professional foundation and concentration years. Please work closely with the Director of Field Education and your Academic Advisor regarding the field unit that fits best with your professional and educational plans, including your advanced practice concentration designation.

Field Unit Information Meetings will be held early Spring semester for continuing students and traditionally have been held in April for incoming students. Field faculty who teach each of the units will be on hand to answer specific questions you may have.

Please remember to fill out the Field Unit Placement Form and submit it to the Field Office by the designated date. Field unit designations will be assigned shortly thereafter and you will be notified of your field unit placement accordingly.

If you have any questions or concerns about field placements or filling out the Field Unit Placement Form, please feel free to contact the Field Education office at (608) 263-4813.

Field Units for Advanced Year Practice Concentrations

The listing below details field units approved for each concentration.
(Alternatives may be available with faculty planning and Concentration Chair consent.)

CONCENTRATION: *ADVANCED PRACTICE IN HEALTH, AGING & DISABILITY*

Social Work Practice with Older Adults
Social Work Practice in Health
Social Work Practice and Developmental Disabilities
Social Work Practice and Social Policy

CONCENTRATION: *ADVANCED PRACTICE IN CHILD, YOUTH & FAMILY WELFARE*

Social Work Practice in Child and Family Welfare
Social Work Practice with the Dane County Department of Human Services
Social Work Practice in Educational Settings
Social Work Practice with the Rock/Dane County Department of Human Services

Alternatives with concentration chair consent:

Social Work Practice and Advocacy in Multicultural Settings
Social Work Practice and Developmental Disabilities-Waisman Center
Social Work Practice in Mental Health
Social Work Practice in the Juvenile and Criminal Justice Systems
Social Work Practice and Social Policy

CONCENTRATION: *ADVANCED PRACTICE IN MENTAL HEALTH*

Social Work Practice in Mental Health
Social Work Practice and Social Policy

SOCIAL WORK PRACTICE AND ADVOCACY **IN MULTICULTURAL SETTINGS**

The practice perspective of this unit is on advocacy, activism, community organization, and political process in dealing with minority concerns and issues. Students gain skills in problem analysis, intervention, organization and mobilization, public communication and information, and individual and group counseling. Within the unit, there are varied learning opportunities for exposure to diverse racial and cultural backgrounds, activism, and advocacy within diverse community settings.

The goal is to help students develop an understanding of the philosophical underpinnings of advocacy and its practical applications. By focusing on advocacy issues and placing students in a variety of settings, this unit offers cultural competence (CSWE standard 4.1 Diversity) which includes valuing diversity, cultural assessment (CSWE Standard 4.0 Values and Ethics), cultural knowledge (CSWE Standards 4.2 Populations at Risk and Social Economic Justice), and cultural skills. In placements, students will not only experience first hand the complexity of social problems and issues, but also will examine and explore the myriad “causes” and strategize effective solutions. Emphasis will be on making connections between micro, macro, and meso-level dimensions of the human experience and the dynamics of difference (racism, institutional racism, bigotry, prejudice, ethnocentrism, mentacide, homophobia, heterosexism and genocide etc.) that often exists between those who are culturally different from one another. Students will learn how to effectively channel their concerns about inequity and injustice into creative social change that reflects complex culturally-based understanding of ecological and social issues. Skill acquisition includes but is not limited to culturally competent information gathering (assessment), problem analysis, intervention, and public communication.

Participating Agencies: Atwood Community Center, Big Brothers and Big Sisters, Boys and Girls Club, Eagle Heights Community Center, East Madison Community Center, Neighborhood House, Outreach, Inc., United Refugee Services, Vera Court Neighborhood Center, Wisconsin State Public Defenders Office, YWCA, and others.

Seminar Meeting Time: Mondays, 10:00-12:00noon

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Don Coleman, dacoleman@wisc.edu

SOCIAL WORK PRACTICE **IN CHILD & FAMILY WELFARE**

This Unit is part of the Children Youth & Families Concentration, offering all students social work content on child welfare and other family services. It offers Professional Foundation students a solid basis in generalist social work. It offers Advanced year students an opportunity to develop knowledge and skills in advanced practice areas and to strengthen Foundation areas as needed. The Unit also supports the graduate education of Title IV-E child welfare traineeship recipients.

Child and family welfare is the promotion of family well-being. Children are viewed as an integral part of the family unit, benefitting from the family's well-being, and as persons with rights. This Field Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being such as socioeconomic status, economic and/or sociocultural opportunity or oppression; resources for health care, housing, etc; and public sector service delivery.

All settings provide opportunity to learn *generalist social work* roles in child and family services with individuals, groups and/or families, including support, counseling, education; advocacy, case management, inter-agency participation, contributing to a humane and effective agency environment, working towards a just and supportive community environment. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc.

Participating Agencies [IV-E traineeship eligible placements in *italics*] *Catholic Charities special needs adoption; Children's Service Society supervised visitation; Community Action Inc.; Community Coordinated Child Care-4C; Community Partnerships; Early Head Start; The Exchange Center; Family Enhancement; Families United Network; Family Works treatment foster care; Head Start; Interfaith Hospitality Network, Safe Harbor.*

Seminar Meeting Time: Wednesdays, 9:00-11:30am

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Rosemarie Carbino, rcarbino@wisc.edu

SOCIAL WORK PRACTICE AND DEVELOPMENTAL DISABILITIES

This field unit's focus is on social work with persons with developmental disabilities and their families.

The primary setting for this placement is the Waisman Center on Mental Retardation and Human Development, which provides exemplary training, clinical services, and community education in the areas of mental retardation and other developmental disabilities. Some students will be placed in community-based agencies. The practice perspective of this unit uses an ecological approach to community-based treatment and services for persons with disabilities. Guided by the principles of normalization and community inclusion, the unit focuses on learning how to create environmental conditions and supports for persons with disabilities and their families, so that they can lead satisfying lives in their own communities. The unit also stresses interdisciplinary assessment, service planning, and team functioning.

Through direct and indirect practice students work with individuals, families, organizations, and communities to enhance the quality of life for persons with developmental disabilities and their families. The focus is on creating and strengthening personal and environmental conditions that enable and support people with developmental disabilities to lead satisfying lives in the community.

Participating Agencies: Students are considered trainees of the Waisman Center University Affiliated Program on Developmental Disabilities and Human Development. Some students complete their field hours in Waisman Center programs. Others are at community based agencies such as Connections Birth to Three, Family Support & Resources Center, Options in Community Living, Avenues to Community, Wisconsin Council on Developmental Disabilities, ARC, and the County Human Services Departments.

Seminar Meeting Time: Mondays, 3:00-5:30pm

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Susan Kidd Webster, skwebste@wisc.edu

SOCIAL WORK PRACTICE IN EDUCATIONAL SETTINGS

Participation in the educational setting field unit requires an interest in children and education, a tolerance for ambiguity, an ability to be somewhat autonomous, a 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 problem assessment and problem solving, systems theory, and delivery of social work services in the school setting. Participating agencies are the Madison Metropolitan Schools, other school districts, community groups, and organizations involved in education. The perspective of the Social Work in Educational Settings field unit 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.

PARTICIPATING AGENCIES

Practice settings are available at approximately twenty 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.

Seminar Meeting Time: Wednesdays, 9:00-11:15am

Student Composition: Concentration Year. Professional Foundation students are accepted on a limited basis. Decisions are made on a case-by-case basis. Please consult your Academic Advisor.

Field Faculty: Thom Evans, tevens@madison.k12.wi.us

SOCIAL WORK GENERALIST PRACTICE IN HUMAN SERVICES **AND DIRECT PRACTICE SETTINGS**

(2 units)

These units provide opportunities to work with human service agencies and community programs providing services to individuals, groups, and the community. Areas of skill acquisition include assessment, provision of direct services, consultation and program development. Students learn skills that are applicable to a number of settings in which social workers practice.

The practice perspective is generalist social work in direct service to individuals, families, groups, and communities. As an integral component 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 situations. The educational focus for first year students is on the integration of professional foundation concepts within the practice setting. For the advanced student, this integration is assumed and the emphasis is on the consolidation of advanced competencies in an area of concentration. Emphasis is upon problem-solving and multi-method interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. Specific areas of skill acquisition or enhancement are those inherent in the generalist process model, i.e., building empowering relationships, situational assessment and problem formulation, planning of action including data collection, value clarification, and decision making, implementation and intervention including development of action systems and exercising of influence, and evaluation and termination.

PARTICIPATING AGENCIES: The unit works with a large number of agencies that provide services to children, adolescents, families and adults. Agencies may include: Atwood Community Center, Blacksmith House (MHDCDC), Community Partnerships, Dane County District Attorney's Office-Family Violence Program; Dean of Student's Office; Domestic Abuse Intervention Services; East Madison Community Center, Gateway Community Support Program (MHDCDC), Jewish Social Services, Off the Square Club, Rape Crisis Center; Safehaven, Vera Court Neighborhood Center, Wisconsin Coalition for Advocacy, Yahara House (MHDCDC), Youth Services of Southern Wisconsin (Briarpatch and the Community Adolescent Program Divisions), and YWCA.

Seminar Meeting Time: Mondays, 9:00-11:00am and 1:00-3:00pm

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Sandy Kohn, sjkohn@wisc.edu, and David LeCount, lecount@chorus.net

SOCIAL WORK GENERALIST PRACTICE IN UNIVERSITY SYSTEMS AND SERVICES

Universities and colleges are best seen as large, complex systems of interlocking missions, stakeholder groups, activities, and services. They are the perfect arena to engage in generalist social work practice since the university is complex and challenging, but also “contained” enough to allow you to see the real impact you can have on the system. This field unit provides a unique opportunity to be on the "inside" of the day-to-day workings of a world-class public institution of higher education. It is expected that interns will (1) gain in-depth experience in one aspect of university services, (2) gain knowledge about all aspects of university services, and (3) develop a perspective on an ecological approach to address the needs of a university community.

Week to week, we will meet to discuss practice issues arising from interns' placements and how they relate to what others are learning in their placements. Emphasis will be placed on developing linkages among the services and agencies of the university; developing our ability to work within the entire university system. I will provide a conceptual overview and assign didactic material to augment the experiential learning found in the field placements. Topics to be covered this year will include: student development and the transition from late adolescence to early adulthood, short-term ecological models of treatment, suicide and depression, drug and alcohol issues, cultural competence, eating disorders, sex and sexuality, beginning group work, and working with diverse stakeholder groups.

Participating Agencies: Possible placements are in the Dean of Students Office, in University Housing, Equity and Diversity Resource Center, the Morgridge Center for Public Service, University Health Services Prevention Services, the Provost’s Office, the Wisconsin Alumni Association, the Admissions and Recruitment offices, and Eagle Heights Housing for Graduate and International students. Possible placements might also exist at Edgewood College and MATC.

Seminar Meeting Time: Monday, 10:00-12:00noon

Student Composition: Professional Foundation Year

Field Faculty: Aaron Brower, ambrower@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 clinical 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 provide first year students with the opportunity to develop a professional foundation of generalist practice.

For second year students the objective is to develop advanced 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, The Northeast Family Medical Clinic.

Seminar Meeting Time: Mondays, 3:00-5:00pm

Student Composition: Concentration Year. Professional Foundation students are accepted on a case-by-case basis and as space permits.

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: presentence decisions, probation and parole supervision, institutional interventions, group homes, research, 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, placement planning working with special populations and policy and administration. Emphasis varies with placement. Specific intervention strategies, mitigation, community alternatives to imprisonment, and case management will be addressed. Ethical, culturally competent and professional decision making in social work in justice settings will receive specific attention. Discussions and class content will address specific problems and needs of juvenile offenders, minority groups, female offenders, crime victims, sex offenders, violent offenders, risk assessment, community intervention, incarcerated offenders and their families in a culturally competent social work practice.

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, Juvenile Group Homes for male and female delinquent youth, Mendota Mental Health Institute, U.S. Probation Office, Wisconsin Adult Correctional Institutions, Wisconsin Public Defender's Office (partial list).

Seminar Meeting Time: Mondays, 3:30-5:30 pm

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Steve Tupper, tupp@centurytel.net

SOCIAL WORK PRACTICE
IN MENTAL HEALTH
(3 units)

These advanced practice social work field units provide an integrative seminar and supervised practice of clinical social work services, 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. The three mental health field units share the same course description and objectives, but adopt the particular clinical expertise of the field faculty. One of the units focuses on direct clinical social work practice in a community mental health center setting that is recovery oriented and committed to provision of culturally appropriate, effective services to clients who have traditionally been underserved or poorly served due to economic, social and political disenfranchisement. The other two units focus on helping students understand a mental health client as a "person in context," emphasizing the relevant systemic connections that pertain to the problem. These connections include the individual, family, social/community network, service providers, and the society at large. The seminar perspective for mental health treatment is interpersonal, interactional and problem-and-action oriented.

Participating Agencies: Catholic Charities, Children's Service Society, Dean Clinic, Family Services, Family Therapy Center, Lake Monona Psychotherapy and Recovery Center, Lutheran Social Service, Madison Mental Health Services, Mental Health Center of Dane County, Meriter Child/Adolescent Psychiatry, Oregon Mental Health Services, University Counseling and Consultation Services, UW Psychiatry and Psychology, VA Hospital. Other agencies/private practice sites may also be available.

Seminar Meeting Time: Mondays, 9:00-11:00am

Student Composition: Concentration Year

Field Faculty: Peggy Sleeper, msleeper@wisc.edu, Carol Faynik, cjfaynik@wisc.edu

SOCIAL WORK PRACTICE **WITH OLDER ADULTS**

This field unit provides placements in a variety of agencies and community programs that serve older adults. All of the agencies in which students are placed as interns deal with issues of 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 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 and 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 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: Alzheimer's Association, Elder Care of Dane County, the Geriatric Research Education and Clinical Center at Veterans Administration Hospital, Hospice, Jewish Social Service, Methodist Health Center, Catholic Charities, Elder Abuse Program, UW Geriatrics Clinic at University Station, St. Mary's Adult Day Care, and several of the Coalitions for Older Adults (i.e., Westside, South Madison, Northeast Madison, East Madison-Monona).

Seminar Meeting Time: Wednesdays, 5:00-7:00pm

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Francie Saposnik, fssaposn@wisc.edu

SOCIAL WORK PRACTICE WITH
ROCK/DANE/JEFFERSON COUNTY
DEPARTMENT OF HUMAN SERVICES
(2 Units)

These are public social service agency units with practice including both direct and indirect services to clients. Most students are involved in direct practice as part of the agency services which include court-ordered services to involuntary clients, group work, planning, administration and program planning and social work practice in small towns, suburbs, and rural settings in Dane County. Students gain a solid understanding of the place of a public social service agency in the social service and community system.

Direct service placements provide skills in assessment, resource evaluation, linkages, time-limited counseling; indirect services placements include planning, evaluation, and group leading.

Participating Agencies: Dane County Department of Human Services Division of Children, Youth and Families has offices in Madison, Cross Plains, Stoughton and Sun Prairie. There are Joining Forces for Families locations scattered throughout the county. There are also several field placement opportunities in Rock County and Jefferson County Human Services.

Seminar Meeting Time: Mondays, 9:00-11:00am

Student Composition: Professional Foundation and Concentration Year

Field Faculty: Severa Austin, severa@chorus.net, and John Borquist, jborquist@wisc.edu

SOCIAL WORK PRACTICE **AND SOCIAL POLICY**

Students in the Social Policy unit obtain knowledge about socio-political systems, as well as analytic and interactional 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. This field unit exposes students to information about the concepts and events in the development of social policy and its 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 and implementation; coalition building; organizational, program assessment and evaluation.

Participating Agencies: Wisconsin Coalition for Advocacy, Prevent Child Abuse Wisconsin, Wisconsin Council on Children and Families, Interfaith Coalition for Worker Justice of South Central Wisconsin, United Way of Dane County, State of Wisconsin Department of Health and Family Services.

Seminar Meeting Time: Mondays, 9:00-11:00am

Student Composition: Concentration Year

Field Faculty: Barbara Hughes, bhughes1@wisc.edu

FIELD UNIT PLACEMENT FORM

**Questions and return of completed form to: Field Education Program, School of Social Work, 1350 University Ave,
Madison WI 53706-1510 Room 318. (608) 263-4813 or (608) 263-1032**

Student ID#: _____
Name: _____ Address and telephone during summer months: _____
Present address: _____ Home _____
Phone: _____
Cell or Work Phone/s: _____
E-mail address: _____

I will be (**check all that apply**) incoming graduate student continuing grad undergrad social work major
 MSW student PhD student Joint program student full-time student part-time student
 I do not intend to enroll in Field now, but plan to take Field in _____(year)

Field status upon enrolling	Requesting a field exemption	If Advanced year (Year II),
Year I Year II	(For students who have rec'd a	what is your concentration area?
<input type="checkbox"/> SW400 <input type="checkbox"/> SW800	BSW within the past 7 yrs.)	<input type="checkbox"/> Aging, Health & Disability
<input type="checkbox"/> SW401 <input type="checkbox"/> SW 801	<input type="checkbox"/> SW400 <input type="checkbox"/> SW401	<input type="checkbox"/> Children, Youth & Families
		<input type="checkbox"/> Mental Health

Name of past field *faculty, unit, and placement* if you are or have been enrolled at UW-Madison:

Past *social work* job or volunteer experience: _____

Past <i>social work</i> field experience, (if from another School of Social Work)	# hrs / #weeks in field
<u>School:</u> _____ <u>Type of experience:</u> _____	<u>(e.g., 16hrs / 15wk):</u> _____
1st sem _____	_____/_____
2nd sem _____	_____/_____

Do you have a BSW? _____ If not, give major _____ Year of undergrad degree _____

This semester, I will enter field for the first time at UW-Madison yes no

PLEASE STATE THREE *FIELD UNIT* PREFERENCES (not agency or concentration):

1. _____ 2. _____ 3. _____

What other language(s) do you speak, and how proficiently? _____
Do you have the use of a car? yes no

Please give a brief statement concerning your educational goals for field work this year, as relates to your career goals and past experience.

As part of your MSSW program, do you intend to take the courses and field placements necessary to:

meet the State of Wisconsin's requirements to be licensed as a **School Social Worker**? In addition to special course work, this requires a first-year field placement with children, youth, and families, and a second-year (concentration year) field placement in the public schools. Yes No

qualify (2 years post MSSW) for the State of Wisconsin's certification as a **Licensed Clinical Social Worker**? This certification is for people who are focusing their practice in the mental health area. It requires mental health related course work and a concentration year field placement providing mental health services to individuals, families, and groups). Yes No

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IV. FIELD PROGRAM OPERATIONAL POLICIES

Field Credits/Hours

Field Practice and Integrative Seminar I, II: SW 400 (Fall) / 401 (Spring)

4 credits/semester - 1st year graduate (a semester total of 256 including seminar)

5 credits/semester - undergraduate (a semester total of 256 including seminar)

Field Practice and Integrative Seminar III, IV: SW 800 (Fall) / 801 (Spring)

5 credits/semester - advanced graduate (a semester total of 320 including seminar)

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 member, students work in various social agencies under the practice supervision of experienced community practitioners. The I and II field sequence is designed to provide a generalist, direct practice orientation to social work practice. The III and IV concentration year sequence is designed to produce autonomous social workers, building on the competencies obtained in the foundation year. Over-all objectives for the Field Course are stated on the first pages of the Objectives Section.

EXEMPTIONS FOR FIELD

An exemption releases a student from taking a core course and reduces the overall credit requirement for the MSW program. For example, if you apply for and are granted an exemption for Field Practice and Integrative Seminar I & II (SW 400 & 401- 8 credits), you have fulfilled this core requirement and have two fewer courses to complete your degree. To obtain an exemption from Field Practice and Integrative Seminar, you must submit a syllabus, along with the number of hours and credits received for your undergraduate or graduate field work from a CSWE-accredited social work program. These will be used to evaluate equivalency. Exemptions for SW400 and 401 are based on course equivalency only, not on examination. Exemptions are not permitted for any of the advanced field courses (SW 800 or 801). Graduates of accredited BSW programs within the UW system need not submit syllabi. Note that the School, per Council on Social Work Education regulations, does not grant exemptions of the field course for work or life experience.

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 taking 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, however, if granted a summer placement.

POLICY ON BLOCK AND PAID PLACEMENTS

The School of Social Work has specific policy that selectively allows for block or paid placements as exceptions to our regular unpaid and concurrent field course design. Such placements require advance planning and approval by faculty and the Director of Field Education and are based on available opportunities and educational merit. Policy and procedures are listed below.

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.

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:

- a. 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 800/01).
- b. The block placement must be in a different agency from a student's previous field placement or work experience.
- c. Students may take only one additional course concurrently with a block placement.
- d. 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.
- e. 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 Course Committee.
- f. 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 1) the reason for the request, 2) a discussion of the student's overall educational plan leading to a degree, 3) substantiation of the educational plan leading to a degree, and, 4) the agency's written support for the plan.

Paid Fieldwork Placements

The Field Course experience is an educational experience and not a work experience. It may frequently involve educational and learning experience and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. To ensure that paid fieldwork placements achieve high educational merit, the School will consider paid placements only if such placement conforms to the intent presented below:

- a. Paid placements are intended primarily for students for whom such is a key factor in being able to complete the degree.

- b. Planning and prior approval for paid placements are necessary; thus, requests for approval of paid placements must be made to the Director of Field Education two months prior to the semester of placement, if possible.
- c. A written proposal must be submitted that 1) outlines the reason for the request, 2) a discussion of the student's overall educational plan leading to a degree, and, 3) a preliminary plan of how the work situation would be modified to meet the educational objectives of the Field Course. The agency's written support for the plan must be included with the proposal.
- d. No student shall complete more than two semesters in this option. In instances where a student has only two semesters of fieldwork to complete, only one semester may be completed in a paid fieldwork placement.
- e. Students granted a paid 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 Course Committee. Students must have a strong record of achievement in their prior course work and field placement.

BEGIN FIELD IN FALL ONLY

To ensure proper educational sequencing, all field placements begin in the Fall semester only. Exceptions will be allowed only to take advantage of stipend situations or for unique learning opportunities as defined by faculty. Theory and Practice Methods (SW440) is always taken concurrently with Field Practice and Integrative Seminar I (SW400) in the Fall semester.

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. If a student has only three semesters of field required (if just one semester was exempted), a request may be made to complete the third semester in the same placement with the consent of field faculty and agency supervisor. The request must include an educational plan that describes the expanded learning opportunities and merit of the third semester placement.

First-year students spend 16 hours per week in field placement including the Integrative seminar for a total of 256 hours per semester. Advanced-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.

SAFETY AND SECURITY OF STUDENTS IN THE FIELD EXPERIENCE

Increasingly, social work service and educational programs are becoming concerned with safety and security issues. Regrettably, society has become more violent and some client populations more aggressive. 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 assure 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.

Students have the right and are encouraged to raise issues of safety and potential risk with their agency field 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

field supervisor and field faculty (agency director or Director of Field Education are alternates), who will assure 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.

Concerns in this area should be brought to field supervisors, field faculty, or the Director of Field Education. See also the Safety/Security Resource Handbook available in the Social Work Library (your field faculty also has a copy of this handbook).

PROVISION OF INSURANCE

Liability insurance: The university provides professional liability insurance under the State Self-Funded Liability Program [Section 895.46(1)] 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.

FIELD CLASS 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 field supervisors or students in conflict with students' class participation. Questions or conflicts in this area should be brought to field faculty.

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 practicable. 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-a-vis course requirements and job requirements.

These are:

a) 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 community supervisors.

b) 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, Fridays, Wednesday morning, or at other suitable times negotiated with community agencies and faculty.

c) 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 *afait accompli* 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.

WORK-STUDY FIELDWORK COMBINATIONS

Since work-study is primarily a form of student financial aid, most often it is granted for nonprofessional work in non-profit agencies and organization. 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 30% matching funds, and a contract is signed by the agency and the Work-Study Office.

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 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, 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.

SIGNIFICANCE OF THE FIELD COURSE GRADE - GRADUATE STUDENT POLICY ONLY

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 professional degree program. A grade of "C" in the final semester will not permit a student to graduate. 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 Field Course following the receipt of a grade of "C" may be granted by the Field Course 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 objectives 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 community supervisors to plan and deliver a good 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 community 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 judgement on the part of faculty and community 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 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:

a. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Field 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. Field 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. There is sufficient program flexibility and resources within the university and the community to give 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.

b. 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.

c. Faculty and community 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 judgement 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 (in addition to School of Social Work faculty, advisors, and staff) include:
UW Counseling & Consultation Services (265-5600); evenings/crisis (265-6565)
Dean of Students Office (263-5700)
Mental Health Center of Dane County (280-2700).
McBurney Disability Resource Center (263-2741).

FIELD REVIEW GUIDELINES

The Field Performance Review Guidelines outlined below are meant to guide students and instructors 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 Instructor, or self-identified by the student. As warranted, the Field Instructor will notify the Director of Field Education of these persistent performance difficulties.

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

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

This meeting is an effort to assist a student in finding ways to successfully accomplish field education goals and objectives.

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 Instructor 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 may also 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 Instructor, 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 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 Instructor.¹

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 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

¹ Students are referred to the School of Social Work's "A Handbook of Student Rights and Responsibilities" if they are considering grieving or appealing his/her grade.

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 Instructor 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. 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 Instructor 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, judgement 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 Committee, is convinced that 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 Committee, will

make the decision. Faculty involved in the original placement, if on the Field 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 veteran's status, with regard to treatment of employees and students in educational programs or activities which it operates. Inquiries concerning this policy may be directed to appropriate campus admitting or employing units or to the Office of Affirmation Action and Compliance, 175 Bascom Hall, 608/262-2378. 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 instructors 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 instructors 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 field supervisors. The School of Social Work and the University have specific staff resources for complaints and recourse. These include: field unit faculty, student advisors, sexual harassment designated contact person for the School of Social Work, Director of Field, and Director of the School, as well as campus-wide resources including the Dean of Students office and the Office of Affirmative Action and Compliance. Instances or allegations of sexual harassment should be reported to any of the above staff.