



SCHOOL OF SOCIAL WORK
University of Wisconsin-Madison

Part-Time Master of Social Work
Field Program

Field Education Handbook
2018-2019

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MESSAGE FROM THE ASSOCIATE DIRECTOR OF FIELD EDUCATION

On behalf of the School of Social Work and the Field Education Program, I would like to welcome students, agency supervisors, and community professionals. I thank you for continuing to support the mission of social work education and the continued success of the University of Wisconsin-Madison School of Social Work Part-Time Master of Social Work Program. This Program is a partnership between the University of Wisconsin-Madison and the University of Wisconsin-Eau Claire and symbolizes the great effort that took place over many years to develop and offer a part-time MSW program to meet the educational needs of students, professionals and agencies throughout Wisconsin and surrounding states. The School is excited and grateful to have your continued involvement and support.

The mission of the School of Social Work is to achieve an equitable, healthy and productive society through the enhancement of human well-being and the promotion of social and economic justice for people who are disadvantaged. The School's mission is consistent with the mission of the social work profession: to enhance human well-being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW Code of Ethics, 2018). These mission statements are the basis for the education and curriculum in the School of Social Work, and are evident in the content of courses, commitment to generalist social work practice, integration of field experiences, and program outcomes. We look forward to continuing this level of integrity and success in the Part-Time MSW Program.

This handbook was developed to provide information about the School's mission, structure, and policies, as well as the objectives of the Part-Time MSW Field Education Program. I encourage students and agency supervisors to read the handbook and keep it available to be used as a reference throughout the MSW program. Each year this handbook will be revised, and your input concerning any suggested improvements is greatly appreciated. Please contact me at (608) 265-4570 or amanda.ngola@wisc.edu to provide any feedback pertaining to the handbook.

Once again, I want to welcome you to the University of Wisconsin-Madison's School of Social Work Part-Time MSW Program. I am looking forward to an exciting and successful field experience with each of you.

Amanda S. Ngola, MSW, LCSW
Clinical Assistant Professor
Associate Director of Field Education

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MISSION STATEMENTS

University of Wisconsin System Mission

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

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

- a. Offer degree programs at the baccalaureate, master's, and doctoral levels;
- b. Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels;
- c. Conduct organized programs of research;
- d. Promote the integration of the extension function, assist the University of Wisconsin Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity;
- e. Encourage others in the System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions;
- f. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff; and
- g. Support activities designed to promote the economic development of the state.

University of Wisconsin-Madison Mission

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

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

- a. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels;
- b. Generate new knowledge through a broad array of scholarly, research, and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society;
- c. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning;
- d. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the University's designated land-grant status;
- e. Participate extensively in statewide, national, and international programs and encourage others in the UW System, at other educational institutions, and in state, national, and international organizations to seek benefit from the University's unique educational resources, such as faculty and staff expertise, libraries, museums and research facilities;
- f. Strengthen cultural understanding through opportunities to study languages, cultures, the arts, and the implications for social, political, economic, and technological change and through encouragement of study, research, and service off campus and abroad;
- g. Maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance; and
- h. Embody, through its policies and programs, respect for, and commitment to, the ideals of all pluralistic, multiracial, open and democratic society.

University of Wisconsin-Madison College of Letters and Science Mission

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

- a. Provide an intellectual community in which students and faculty can discover, examine critically, integrate, preserve, and transmit knowledge, wisdom, and values;
- b. Foster undergraduate and graduate education and research in the liberal arts, encompassing the humanities, the arts, the social sciences, the physical sciences and the biological sciences;
- c. Provide a supportive educational and employment environment for a community of students, faculty, and staff characterized by diversity;
- d. Serve the liberal arts curricular needs of applied and professional schools and colleges of the University;
- e. Encourage interdisciplinary linkages throughout the University;
- f. Respond to the citizens of Wisconsin through focused programs of outreach; and
- g. Manage human and material resources in a manner both to sustain the College and to enhance public support of higher education.

University of Wisconsin-Madison School of Social Work Mission

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

- Create, advance, strengthen and integrate interdisciplinary knowledge for students and the profession through research, scholarship, teaching and practice.
- Educate students to become highly skilled, culturally competent and ethical practitioners who will provide effective leadership for the profession of social work within the State of Wisconsin, nationally and internationally.
- Promote change at levels ranging from the individual to national policy, including empowering communities and populations that are disadvantaged and developing humane service delivery systems.
- Create and disseminate knowledge regarding the prevention and amelioration of social problems.

Adopted 1999, Revised 2003-04

FREQUENTLY ASKED QUESTIONS ABOUT THE PART-TIME MSW FIELD EDUCATION PROGRAM

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

In the latter part of fall semester, you will receive an email from the Associate Director of Field Education that contains a link to the Student Field Preference Form, which you will complete online and submit electronically. The form requires that you designate your interest with regard to the population(s), age group(s) and social work issues and services you would like to work with in your field placement. Using this information, the Associate Director of Field Education will determine your field unit assignment, and the corresponding field faculty will contact you with information about the field unit.

Next, field faculty will work to provide you with potential field placements that match the interests you identified on your Student Field Preference Form. You will then interview at the first listed field placement site, await their decision and only move to the next listed site if the first is not a match. If three interviews result in no match, you will be required to have a face-to-face meeting with your field faculty and the Associate Director of Field Education to assess the issues preventing a match. A decision will then be made as to whether additional placements will be sought for the current year. If it is determined additional placements will be sought, then a specific plan will be developed to address the current concerns. If it is determined that seeking additional placements may not be appropriate at this time, then your readiness for field will be assessed.

How much time do I spend at my field placement?

Generalist Practice Year students (Year 2 in the program) must acquire 512 hours total for the academic year, which includes their field placement and integrative seminar. This requirement averages out to 14-16 hours in the field placement (depending in part on whether student continues in their field placement over winter break), and 2.5 hours per week in the field unit integrative seminar.

Advanced Practice Year (Year 3 in the program and also referred to as Advanced Generalist Specialization Year) students must acquire a minimum of 640 hours total for the academic year, which includes their field placement and integrative seminar. These hours are acquired during the month of August, and the fall and spring semesters. This averages out to about 16-20 hours per week in the field placement (depending in part on whether student continues in their field placement over winter break) and 2.5 hours per week in their field unit integrative seminar.

It is each student's responsibility to ensure that they have the required number of hours completed in their field placement. Students may use winter break to finish their fall hours, or begin their spring hours, with the approval of their field faculty and agency supervisor. Students who do not have at least half of their hours (256 for Generalist, 320 for Advanced Practice) completed by the time that grades are due in December will need to take an "I" or Incomplete, and their letter grade will be issued once a signed hour log has been submitted to the field faculty. **Students remain in the same field placement for two semesters, and may not end their field placement prior to the last week of class in May.**

How many credits is the field placement and integrative seminar?

Generalist Practice Year students register for four credits for SW400 in the fall semester and four credits for SW401 in the spring semester. Advanced Practice Year students register for two credits for SW800 in the August summer semester, four credits for SW800 in the fall semester and five credits for SW801 in the spring semester.

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

If you received a BSW from an accredited school of social work **within 5 years** of the date you graduated to the date you enrolled into the MSW Program, and you attained a grade of B or better in the field course, you can apply to be exempted from the first year of field placement. Please contact your School advisor for more information.

For students with a BSW more than 5 years old, there is an exemption process (see “Exemption from First Year of Field, SW400/401” Page 34) that requires submission of an online “exemption eligibility process request” form.

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. Students are responsible for paying our contracted vendor, Castle Branch’s \$45 service fee. For additional information on the process, and to get started, use the link below and follow the instructions.

Go to: www.castlebranch.com and sign In /Place Order entering your username (email address) and your secure password. The package code is: UQ87bg

Students will receive an email from the Field Office with information on how to complete the background check prior to the end of their first semester.

Are field placements available during the summer?

The School does not have field placements during the summer, with the exception of the Advanced Practice field units (SW800) that begin in August.

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

The School will consider a field placement in another state when it is a unique educational opportunity and a compelling student need. Organizing such a placement takes a great deal of planning and requires the approval of the Associate Director of Field Education. Currently, the School is not developing international field placements for students in the Part-Time MSW program.

Are block field placements available?

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

Are employment-based field placements available?

The field course is an educational experience and requires a learning experience and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. Under certain circumstances, it may be possible to complete a field placement in an agency where a student is employed. To ensure that field placements in employment settings achieve high educational standards, considerable pre-planning is involved, and prior approval for the field placement must be obtained from the Associate Director of Field Education (see page 35).

What days of the week am I in my field placement?

The School schedules classes and the field unit integrative seminar on Saturdays, leaving time for field placements during the week. Students and their agency supervisor should plan a schedule together, taking into account agency and student needs. Field agency placement hours must not conflict with course work.

Do I need a vehicle for a field placement?

Having access to a vehicle is a requirement for many field placements; however, your field faculty will attempt to locate a field placement for you that does not require a personal vehicle.

What do I do if I have questions, issues or concerns about my field placement?

Periodically, questions arise regarding the continuation of a field placement. Students who have questions, issues or concerns regarding a field placement are expected to discuss these *immediately* with their field faculty so that appropriate and timely steps can be taken to address them. If questions, issues or concerns cannot be resolved after appropriate and timely steps, the field faculty and the Associate Director of Field Education will determine if the placement is to be terminated and will discuss this with the agency. **Under no circumstances will the School of Social Work allow students to terminate a field placement on their own.** Terminating placements only occurs in very rare circumstances, as it disrupts student learning, client care, and affects community relationships. If a student does not follow the previously identified procedure for addressing questions, issues or concerns regarding a field placement, the student is not guaranteed another field placement and it is possible that the student will not be able to complete the field program and, therefore, would not graduate.

Is the field course graded or pass/fail?

Students receive grades in the field course. The grade reflects performance in both the field placement and in the field unit integrative seminar. Grades are assigned by the field faculty after consultation with the agency supervisor. Since the field course reflects the student's ability to apply knowledge and skills to actual client situations, as well as enhance professional development, the field course grade is of special significance.

COMPETENCIES, BEHAVIORS AND GUIDELINES

The field course, comprised of the field placement and seminar, is distinct from classroom courses in important ways: it requires the development of professionalism and application of social work ethics, and it takes into account the student's total performance as a measure of appropriate

completion of the field placement and seminar requirements. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through observable behaviors (see charts on next several pages). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. The educational focus for Generalist Practice Students is on acquiring the competencies for entry-level generalist practice. In preparing Advanced Practice Year students for advanced, autonomous practice, mastery of the competencies is augmented by the development, integration and application of the Advanced Generalist Specialization behaviors.

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

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

Successful completion of the field course implies that students will have progressed towards achieving the identified social work competencies by demonstrating the practice behaviors listed below for the respective year (Generalist or Advanced Practice).

SOCIAL WORK COMPETENCIES, DIMENSIONS, AND BEHAVIORS

Generalist Practice Competencies Description represents dimensions of the competency that include knowledge, values, skills, and cognitive and affective processes	Generalist Year Behaviors Represent observable components of the competencies to be demonstrated in field experience	Specialized Practice Competencies Description represents dimensions of the competency that include knowledge, values, skills, and cognitive and affective processes	Specialized Year Behaviors Represent observable components of the competencies to be demonstrated in field experience
2.2.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand	Social Workers: <ul style="list-style-type: none"> • Make ethical decision by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for 	2.1.1 Demonstrate Ethical and Professional Behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo	Advanced Generalist Social Workers: <ul style="list-style-type: none"> • Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and

<p>frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>ethical decision making, ethical conduct of research and additional codes of ethics as appropriate to context.</p> <ul style="list-style-type: none"> • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgment and behavior. 	<p>and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area;</p> <ul style="list-style-type: none"> • Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence practice, and ethical issues and decisions that arise in a focus area; • Demonstrate ethical professional demeanor in behavior; appearance; oral, written, and electronic communication and use of technology in a focus area; • Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Present themselves as learners and engage clients and constituencies as experts of their own experiences. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Advanced Generalist Social Workers</p> <ul style="list-style-type: none"> • Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area; • Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in a focus area; and • Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in a focus area.

<p>2.1.3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. • Engage in practices that advance social, economic, and environmental justice 	<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at the micro, mezzo, and macro levels of practice in a focus area; • Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area; and • Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.
<p>2.1.4 Engage in Practice-informed Research and Research Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research. • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	<p>2.1.4 Engage in Practice-Informed Research and Research Informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice.</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Use practice experience and theory to inform social work interventions in a focus area. • Autonomously apply critical thinking in analysis of research methods and research findings to inform practice. • Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.
<p>2.1.5 Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. • Assess how social welfare and economic policies impact the 	<p>2.1.5 Engage in Policy Practice</p> <p>Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of social policies at the local, state and federal level that impact well-being, service delivery, and access to social services in a focus area. • Autonomously assess how

<p>understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>delivery of and access to social services.</p> <ul style="list-style-type: none"> • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<p>practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.</p>	<p>social welfare and economic policies impact the delivery of and access to social services in a focus area.</p> <ul style="list-style-type: none"> • Apply advanced critical thinking to analyze, formulate, and advocate for policies.
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<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Employ diverse strategies based on a demonstrated in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in a focus area. • Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in a focus area.
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking 	<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers</p>	<p>Advanced Generalist Social Workers:</p>

<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>to interpret information from clients and constituencies.</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 	<p>independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<ul style="list-style-type: none"> • Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area; • Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area; • Collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in a focus area; • Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in a focus area.
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Negotiate, mediate, and 	<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Implement interventions at different levels, with and on behalf of individuals, families, groups, organizations, and communities, to achieve desired practice outcomes in a focus area; • Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to a focus area; • Demonstrate advanced skill in inter-professional collaboration as appropriate

<p>constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>	<p>advocate with and on behalf of diverse clients and constituencies.</p> <ul style="list-style-type: none"> • Facilitate effective transitions and endings that advance mutually agreed-on goals 		<p>to achieve beneficial practice outcomes in a focus area;</p> <ul style="list-style-type: none"> • Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in a focus area; • Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>Social Workers:</p> <ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Advanced Generalist Social Workers:</p> <ul style="list-style-type: none"> • Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area; • Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to choose methods of evaluation most appropriate to a focus area; • Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area; • Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

GUIDELINES

Guidelines for Generalist Practice Year Student Learning: SW400 (Fall) and SW401 (Spring)

The Generalist Practice years provide the core values, knowledge, functions, and skills essential for entry-level generalist practice roles. The expectation is that students will be able to practice in a variety of direct service roles competently, under direct supervision, with varying sizes and types of systems, using different modalities of practice. Students must be able to demonstrate entry-level practice skills with individuals, families, groups, organizations, and communities. It is also expected that entry-level social work students will be equipped to evaluate their own practice efforts and keep abreast of the social policies and services that affect their practice efforts. The generalist perspective combines multidisciplinary knowledge bases, problem analysis skills, and multiple methods of practice to apply creative solutions to the problems and situational needs of people in their various life roles or social and economic realities. Central to the generalist

perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The field practicum and the integrative seminar bridge agency-based practice with practice theory, human behavior, social work policy/ services, and social work research.

Guidelines for Generalist Practice Year Field Placements

All Generalist Practice Field Year 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. Provide experience in a variety of direct practice roles such as caseworker or case manager, advocate, counselor, (individual, family or group), educator, resource networker, outreach worker, community organizer, etc.
 - b. Provide opportunities to work with different client system sizes, i.e., individuals, families, groups, organizations, and communities. Over the course of the placement, students should have learning experience with at least three system sizes.
 - c. Provide the opportunity to utilize and develop resources in their work with clients.
 - d. Provide opportunities to work in situations where the target of change is other than, or in addition to, the client system, e.g., with landlords, teachers, and/or many others in the social environment; also with staff of one's own agency.
2. Provide regular weekly supervision, not only to ensure good task performance, but also to discuss how the student's performance can be understood in terms of social work's mission and roles, as well as measurement of the practice behaviors and measurement of the student's ability to use supervision effectively.
3. Provide timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities.
4. Provide opportunities to participate in the problem-solving or planned change process over time, especially the opportunity to follow through from beginning to end on case assignments.
5. Provide opportunities to incorporate ideas from the classroom with their field experiences.
6. Provide opportunities to work with, and on behalf of, clients from oppressed populations, emphasizing culturally competent approaches in social work processes, all roles, and including advocacy methods and social justice goals.
7. Provide ongoing opportunities in supervision for critical reflection upon their practice and the development of a professional identity as a social worker.

Guidelines for Advanced Practice Year Student Learning: SW800 (Summer & Fall) and SW801 (Spring)

In preparing Advanced Practice Year students for advanced, autonomous practice, it is expected that they will be provided opportunities for the development, integration and application of the

core competencies. The competencies are to be met through observable Advanced Generalist Specialization behaviors as identified in this section. Within the Advanced Generalist Specialization, there are some field units that are tied to an area of focus: children, youth, and family welfare, mental health, or health and aging affording students the opportunity to apply the Advanced Generalist Specialization behaviors to specific populations and/or social problem areas.

Guidelines for Advanced Practice Year Field Placements

All Advanced Practice field year placements should provide students with learning experiences that will:

1. Provide students opportunities to gain knowledge in and practice any core Generalist Practice skills needing further development , e.g., social group work, work with targets other than clients, development of new resources, interventions with one's own agency to better accomplish its mission or to support client goals.
2. Provide students an opportunity to apply generalist social work at advanced levels:
 - a. Assign problems to solve rather than solely discrete tasks to complete.
 - b. Further develop their current direct practice roles in more complex situations, e.g., family treatment, community organization roles, grant writing, delivery of in-service training on cultural competence, policy development.
 - c. Strengthen mezzo-level roles within their agency setting, e.g., run a staff meeting; convene and host an interagency conference; directly address service disparities within the agency, especially in regard to oppressed populations.
 - d. Develop macro-level roles on behalf of the clients/consumers of their agency setting, e.g., testifying in public policy forums, cooperating to draft proposed legislation, representing the agency's mission in statewide meetings or task forces.
3. Provide the opportunity to evaluate and improve resources and to develop mezzo- and macro-level resources for the agency and community.
4. Provide the opportunity for leadership within the agency for roles that help disseminate new knowledge from the focus area knowledge base.
5. Give students increasingly more responsibility for arranging weekly supervision, providing feedback on evaluation of one's own work, eliciting supervision, and suggesting additional and alternative ways to solve problems and develop professionally. Measure student's performance of the practice behaviors, including the ability to use supervision effectively.
6. Ask students to identify the conceptual basis for their practice and its connection to social work mission, roles, and ethics and to identify increasingly the knowledge base for their practice approaches, especially to explicate *social work* approaches to issues arising in the field setting and focus area.
7. Encourage opportunities to connect with social work professional associations and conferences, especially to NASW, and with other associations and programs relevant to the

focus area, e.g., the Midwest Conference on Child Sexual Assault, NAMI, Autism Society of America.

General Field Placement Guidelines and Expectations

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

Criteria. These guidelines should promote a reasonable degree of consistency and quality assurance among the many diverse learning opportunities in our community. Further, they are meant to inform new agency supervisors, students, and faculty of what is involved in a social work field placement from the UW-Madison. In most cases, these are minimum standards, and it is important to emphasize the critical role of faculty and agency supervisor's judgment in how these expectations are best met. 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 competencies, behaviors, and other guidelines of the field course.

Placement Criteria for Practitioners, Agencies and Community Organizations

1. A demonstrated interest and commitment to student education. This criterion implies a willingness to work with students and faculty to develop substantial learning opportunities and to support staff involvement in student supervision and consultation, as well as in developing and maintaining an affiliation with the University.
2. Provision of access and orientation to the agency/organization's mission, service objectives and client systems. This criterion 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 time for planning purposes is approximately 2-3 hours per week, including communication with faculty, arrangements and efforts on behalf of students, and actual supervisory time.

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

POTENTIALS AND REWARDS

Student Potential

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

Contribution Potential

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

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

Agency Staff/Faculty Potential

The final area is to recognize the long-range collaborative possibilities between agency supervisors and field faculty that transcend individual students and yearly projects. Many types of program and resource development projects, joint research, as well as policy/advocacy efforts, are possible. Many field 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. In addition, the School extends University privileges and titles, to the extent possible, to recognize the ongoing contributions of practitioners.

SUMMARY OF EDUCATIONAL ROLES IN WORKING WITH FIELD STUDENTS

Student

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

Agency Supervisor/Community Setting

- Works with faculty to develop and maintain learning opportunities and an affiliation with the University.
- Participates in student selection/placement process.
- Works with student and faculty in developing supervisory arrangements.
- Orients student to agency, work unit and practice area.
- Participates in teamwork with student.
- Provides ongoing practice supervision.
- Provides good professional role modeling.
- 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 agency supervisor to develop learning opportunities and affiliation with agency/organization.
- Responsible for student selection and community placement.
- Develops and approves learning plans and supervisory arrangements with student and agency 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 modeling.
- Maintains regular contact with agency 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 agency supervisors on future planning for student placements.

ADVANCED GENERALIST SPECIALIZATION YEAR FIELD UNIT OPTIONS

Below are the field units offered in the Part-Time MSW Program and approved for the Advanced Generalist Specialization in Social Work: Child, Youth & Family Welfare, Health & Aging, and Mental Health focus areas.

Advanced Generalist Specialization in Social Work: Child, Youth & Family Welfare Focus Area

Field Unit:

Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings

Advanced Generalist Specialization in Social Work: Health & Aging Focus Area

Field Unit:

Social Work Practice in Health and Aging

Advanced Generalist Specialization in Social Work: Mental Health Focus Area

Field Unit:

Social Work Practice in Mental Health

FIELD PRACTICE AND INTEGRATIVE SEMINAR REGISTRATION AND CREDIT

Web-based registration for Field Practice and Integrative Seminar (SW400 & SW800) begins the first week in July.

All field education students will receive notification by email of their Field Unit Seminar from the Part-Time MSW Program Office before July. The email will also contain the specific course numbers to use when registering. If you have questions regarding the registration process, the Registrar's Office phone number is (608) 262-3811.

For additional registration and course information, you may access the following link: http://registrar.wisc.edu/schedule_of_classes.htm

If you are in:

- SW 400 (Fall) /401 (Spring) Generalist Practice Field Year Students, please register for 4 credits
- SW 800 (Summer and Fall)/801 (Spring) Advanced Practice Field Year students, please register for 2 credits in the Summer semester and 4 credits in the Fall semester and 5 credits in the Spring semester

The total number of credits received in field is:

- 8 for a Generalist Practice Field Year Student
- 11 for an Advanced Practice Field Year Students

FIELD UNIT ASSIGNMENTS: POLICIES AND PROCEDURES

Our policies for field unit assignments 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 unit assignment process.

Students in their Advanced Practice Field Year are given preference in field unit placement decisions. Advanced Practice Year Students must have a field unit appropriate to their curriculum focus area. When there is more demand than supply for a particular unit, placement decisions are based on an educational assessment of student needs and available resources. To be eligible for any unit, students may need to meet prerequisite or co-requisite requirements and may need an interview.

All students are advised of available field units for the following year through this Field Education Handbook. **Students should use the Handbook as a point of departure and follow up with interviews with the field faculty (when required) to become familiar with each unit they may be interested in.** In addition, all field units have syllabi that provide additional information about community placements, seminar content, expectations, and evaluation. These syllabi are available at the School of Social Work website (<http://socwork.wisc.edu/>).

In the latter part of the fall semester, you will receive an email from the Associate Director of Field Education that contains a link to the Student Field Unit Preference Form, which you will complete online and submit electronically. The form requires that you designate your interest with regard to the population(s), age group(s) and social work issues and services you would like to work with in your field placement. Using this information, the Associate Director of Field Education will determine your field unit assignment and the field faculty will contact you with information about the field unit. Please note there could also be changes in a field unit assignment over the summer due to shifts in personnel, funding or enrollment. Most of the units will be offered as announced, and in the event of any changes, students will be notified as soon as possible.

SOCIAL WORK FIELD UNIT DESCRIPTIONS

Introduction to Field Units

The following pages describe the field units available to students and the types of placements typically associated with those field units. Unless otherwise noted, there is one field unit per description, and most field units have an average of 10-15 students. All field units emphasize the generalist framework for practice.

The intent of the descriptions is to provide a working understanding of each unit in order to assist students in their field unit selections. The agency placements identified with each particular unit are not exhaustive and are not necessarily available each year. The field faculty and seminar meeting times listed are for the prior academic year and are subject to change.

Students are not placed in the same field unit for both their Generalist Practice Field Year and Advanced Practice Field Year. Please work closely with the field faculty, Associate 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 focus area designation.

Please contact the Associate Director of Field Education in the Part-Time MSW Program Field Education Office (School of Social Work, Room 317) at (608) 265-4570 with questions.

Social Work Practice in Child & Family Welfare: Public, Private, and Educational Settings

This Advanced Generalist Children, Youth, and Families field unit offers all students social work content on child welfare and other family services in public, private, and educational settings. It offers Advanced Practice Year students an opportunity to develop knowledge and skills in Advanced Practice areas and to strengthen generalist areas as needed.

Child and family welfare is the promotion of family well-being. Children are viewed as an integral part of the family unit, benefiting 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 socio-cultural opportunity or oppression; resources for health care, education, housing, etc.; and public sector service delivery. Participation in this field unit requires 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 public, private, and educational settings with a focus on a continuum of intervention strategies from the individual to the organization and community.

Combined with the field seminar, all field placement settings provide opportunities to learn *generalist social work* roles at initial or advanced levels 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, ethics and ethical-decision making. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc. All settings, combined with the field seminar, provide the opportunity to acquire the required competencies.

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

Seminar Meeting Time: Saturdays, 9:00–11:30 a.m.

Student Composition: Advanced Practice Field Year

Field Faculty: Jennifer Braunginn and Kent Smith

Social Work Practice in Mental Health

The Advanced Generalist Mental Health field unit provides an integrative seminar and supervised practice of clinical social work, including assessment, diagnosis, treatment (including psychotherapy and counseling), client-centered advocacy, consultation, ethics, ethical-decision making, 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-5 -recognized mental health problems. The seminar perspective for mental health treatment is interpersonal, interactional, and problem-and-action oriented.

Seminar Meeting Time: Saturdays, 9:00-11:30 a.m.

Student Composition: Advanced Practice Year

Field Faculty: Heidi Frank, Amanda Neckar, Holly Pagel and Naomi Takahashi

Social Work Practice in Health and Aging

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

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

Student Composition: Advanced Practice Year

Field Faculty: Kathleen Krchnavek

Social Work Practice in Community Agencies

This unit provides opportunities to work with human service agencies and community programs. The practice perspective is generalist social work in direct service to individuals, families, groups, organizations, and communities. The primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through measureable practice behaviors. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice.

The emphasis in this unit is upon problem solving and multi-method, evidenced-informed interventions with active consultation, support, and teamwork from the student unit, agency staff, faculty, and other professional relationships. The integrative seminar provides an arena for faculty lectures, student presentations, guest presentations, and other seminar activities. Content areas include: child and family welfare, learning styles, ethical dilemmas and ethical decision making, diversity, at-risk populations and implications for social work practice, cultural competence, social justice and human rights, violence prevention, some alcohol and other drug abuse and mental health, crisis intervention, AIDS network services, program development, educational and advocacy services, and social work in the workplace.

Seminar Meeting Time: Saturdays, 9:00-11:30 a.m.

Student Composition: Generalist Practice Field Year

Field Faculty: Julie Tallard Johnson, Amanda Zuehlke and Alice Egan

FIELD EDUCATION FACULTY

Jenny Braunginn, Field Faculty Associate; MSSW, CISW, University of Wisconsin-Madison (1982). Areas of interest: School Social Work specialist; 30 years of experience, children and youth advocacy, community organizing, social and cultural issues and the impact on families, education issues. Field Unit: Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings.

Alice Egan: Field Faculty Associate: MSSW, APSW, University of Wisconsin-Madison (2003). Areas of interest: Adoption and foster care, birthparent counseling, open adoption and transracial/transcultural adoption, attachment and bonding, prevention programs for children and families, group work with adolescents. Field Unit: Social Work Practice in Community Agencies.

Heidi Frank: Field Faculty Associate; MSW, LCSW, College of St Catherine/University of St Thomas (2005). Areas of interest: clinical social work and psychotherapy including working with adolescents and adults with trauma and severe personality disorders. Field Unit: Social Work Practice in Mental Health.

Amanda Neckar: Field Faculty Associate; MSW, LCSW, University of Wisconsin-Madison (2013). Areas of interest: clinical social work, community based mental health services, strength based interventions with adults with serious and persistent mental illness. Field Unit: Social Work Practice in Mental Health.

Holly Pagel, Field Faculty Associate; MSW, LCSW-SA. Areas of interest: Substance Abuse Prevention and Treatment; Trauma Informed Care and Treatment; Co-Occurring Mental Health and Substance Use Treatment; Functional Family Therapy; Mental Health Recovery Model; NiaTx Model for Change. Field Unit: Social Work Practice in Mental Health.

Kent Smith: Field Faculty Associate; MSSW, CISW, LSSW., UW-Madison. Areas of interest: equity and social justice, school social work, behavior support. Field Unit: Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings.

Naomi Takahashi, Field Faculty Associate; MSW, LCSW, University of Wisconsin-Madison (2012). Areas of interest: Trauma informed practice, TF-CBT, motivational interviewing, culturally responsive practice and the implications of systemic oppression on mental health, reflective supervision, and equity and inclusive policies and practices as they relate to therapeutic interventions, program implementation, and organizational culture. Field Unit: Social Work Practice in Mental Health.

Julie Tallard Johnson, Field Faculty Associate; MSW University of Minnesota Duluth. Field Unit: Social Work Practice in Community Agencies.

Amanda Zuehlke, Field Faculty Associate; MSW, APSW, University of Wisconsin-Madison (2006). Areas of interest: Foster care, adoption, trauma informed care, community-based supports

for children and adults with developmental disabilities. Field Unit: Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings.

FIELD PROGRAM OPERATIONAL GUIDELINES AND STANDARDS

FIELD CREDITS/HOURS

Field Practice and Integrative Seminar I, II: SW400 (Fall)/SW401 (Spring)

SW400/401 4 credits/semester – Generalist Practice Year Students (512 hours including seminar, per academic year)

Field Practice and Integrative Seminar III, IV: SW800 (Summer and Fall)/SW801 (Spring)

4 credits fall semester, 5 credits spring semester and 2 credits summer semester – Advanced Practice Students (a total of 640 hours including seminar, per academic year)

FIELD SEQUENCES

All students are placed in a faculty-based field unit and meet once a week for group learning activities in the integrative seminar. While overall educational responsibility rests with the field faculty, students work in various social agencies under the practice supervision of experienced community practitioners. Social Work Practice in Community Agencies seminars are designed to provide a generalist, direct practice orientation to social work practice. Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings, Social Work Practice in Mental Health, and Social Work Practice in Health and Aging, the Advanced Practice Year sequence, are designed to produce autonomous social workers, building on the competencies obtained in the Generalist Practice year with practice behaviors specific to the Advanced Generalist Specialization.

SUMMER PLACEMENTS

With the exception of the Advanced Practice field units that begin in August, the School does not have a summer field program, and integrative seminars are not offered except those attached to the summer class. For these reasons, summer placements are not available except when attached to class. Placement decisions are based on the educational needs and interests of students, as well as, available opportunities and faculty.

BLOCK FIELDWORK PLACEMENTS

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

1. Students may seek permission to complete one block placement (40 hours/week or equivalent within one semester) in the course of their advanced field course requirement (SW 800/01).
2. The block placement must be in a different agency from a student's previous field placement or work experience.
3. Students may take only one additional course concurrently with a block placement.
4. Students may be paid for a block placement if they have not had a previous paid placement. A proposal for a paid block placement would need also to meet criteria for paid placements.
5. Students granted a block placement must be part of a field unit and participate in regular field unit activities, or an alternative procedure to ensure linkage between the field and school programs must be developed and approved by the field faculty involved and the Field Education Committee.
6. Planning and prior approval of block placements are necessary; thus, requests for block field placements must be made to the Associate Director of Field Education at least two months prior to the semester of placement, if possible. A written proposal must be submitted that outlines a.) the reason for the request; b.) a discussion of the student's overall educational plan leading to a degree; c.) substantiation of the educational plan leading to a degree; d.) the agency's written support for the plan.

BEGIN FIELD IN FALL ONLY

With the exception of the Advanced Practice field placements, all field placements begin in the Fall semester in order to ensure proper educational sequencing. Requests for beginning a placement in the summer will only be considered when an earlier start date is necessary in order to take advantage of stipend situations or for unique learning opportunities as defined by faculty.

AFFILIATION AGREEMENT WITH ORGANIZATIONS

The University enters into an Affiliation Agreement with agencies/organizations that provide placements for students. The agreement identifies the responsibilities of the School of Social Work and the agency in providing a practical learning experience for social work students.

CAREGIVER BACKGROUND CHECKS

All newly admitted students to the School of Social Work are required to complete the "Caregiver Background Check" with Castle Branch by the date indicated on the "Important Dates Sheet." This sheet can be found on the Field Program Overview Page on our School's website. The Part-Time MSW Program process includes the completion of a Background Check Information Disclosure Form and a criminal records check. As indicated on the form, it is important to complete it truthfully and accurately. Health and Family Services 12.05(4), Wis. Adm. Code, provides for sanctions if the form is not completed truthfully and accurately. Untruthful or inaccurate completion of the form may also jeopardize a student's participation in the Social Work Program. All costs (\$45) associated with the Caregiver Background Check shall be paid by the student.

For additional information on the process, and to get started, use the link below and follow the instructions.

Go to: www.castlebranch.com and sign In /Place Order entering your username (email address) and your secure password. The package code is: UQ87bg

Background Check Results and Field Placement Process

The student and the School of Social Work's Field Program receive the background check results from Castle Branch. The Field Program provides the field faculty with a letter and a copy of the background check results for the students assigned to their field unit. The field faculty ensures that the agency has the letter and any noted discrepancy for the student in order for the agency to determine if background check results are substantially related to the care of the agency's patients or clients. If the agency determines that the results are substantially related, the School's Field Program will not place the student in that agency. The language in the School of Social Work's Field Education Affiliation Agreement contains language to this effect:

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

In situations where a student's background check results present significant challenges in terms of finding an agency for the student's practicum, the School's Field Program will make reasonable efforts to place the student. "Reasonable efforts" is defined as a referral to three (3) agencies. The field faculty will document the referrals made. Once the reasonable efforts to place the student have been exhausted, the student may not be able to be in the Field Program, which, in turn, would prevent completion of the professional degree program.

Background Checks in Effect for Four (4) Years

If it has been four (4) years or more since the student has completed the background check, the student will need to complete another one. Please note that if you are in the Program longer than four years, then you will need to do a new background check.

Retention of Background Check Records

Background checks will be retained in digital format for seven (7) years post-graduation, to meet University record retention requirements. Any older paper copies of background checks will be shredded.

STUDENTS' CONTINUING DUTY TO INFORM

Students have a duty to inform the School of Social Work any changes or additions to the admissions application and background check throughout the course of their education. When students are accepted into the Part-Time MSW Program, the student will be provided with a link to a "Duty to Disclose and Consent to Release of Information" form, which students will

electronically sign. The completed form is stored on the School's file server. Students may print out a copy of the form for their own records.

The "Duty to Disclose" form requires that students notify the School in writing if there are changes or additions to the admissions application and/or background check as follows:

- If there are any changes or additions regarding the admissions application, the student provides the written notification to the Admissions Office.
- If there are changes or additions to background check, the student is required to provide the written notification to the Associate Director of Field Education. The written notification of changes or additions will be shared with the student's field faculty who, in turn, will be expected to share the information with the agency. *In the interim, the student will be required to complete another background check and the results will be processed following the same procedures.*

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

Students who have questions, concerns or wish to appeal the process should contact the Associate Director of Field Education at 608-265-4570.

LENGTH OF TIME IN FIELD PLACEMENTS

The School's policy sets a two-semester field placement maximum for generalist and a three-semester maximum for advanced practice students. This policy insures that students are exposed to different problems, settings and supervisors. Generalist Practice Year students spend an average of 14-16 hours per week in field placement, which with the Integrative Seminar hours, totals 512 hours per academic year. Advanced Practice Year students spend an average of 16-20 hours per week in field placement, which with the Integrative Seminar, totals 640 hours per academic year. The Integrated Seminar does not meet over winter break.

CHANGING/TERMINATING FIELD PLACEMENTS

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

If questions, issues or concerns cannot be resolved after appropriate and timely steps, the Associate Director of Field Education for the Part-Time MSW Program will determine if the placement is to be terminated and will discuss this with the agency. **Under no circumstances will the School of Social Work allow students to terminate a field placement on their own.** Terminating placements only occurs in very rare circumstances, as it disrupts student learning, client care, and affects community relationships. Termination of a placement is very complex and has an impact on not only the student's learning and educational process, but also the welfare of agency clients and the relationship with community agencies.

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

FIELD COURSE AND CLASSROOM COURSE CONFLICTS

School policy is clear in this area: students should not miss classes to participate in regular fieldwork activities and the only exception would be a genuine client emergency. Furthermore, regular or supplementary field experiences should not be scheduled by agency supervisors or students in conflict with students' class participation. Questions or conflicts in this area should be brought to the student's field faculty.

PROTECTED TIME FOR FIELD WORK

Field placements require substantial blocks of time during the week to work with clients in community agencies. Most often, blocks of time less than four hours are not practical. The School of Social Work schedules classes on Saturdays, allowing time for field during the week. 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 regarding course requirements and job requirements are advisable when planning field placements.

1. Students should plan course work or job commitments in such a way as to leave blocks of time for field placements. A series of two- or three-hour blocks of time during the week will probably not be viable logistically or educationally acceptable to faculty and agency supervisors.
2. Attendance at all field unit seminars is required for participation in any particular field unit. Actual placement hours on site can be completed during the week or at other suitable times negotiated with community agencies and faculty.
3. Advance planning is key to the successful coordination of field hours, course requirements and job commitments. Before selecting or beginning a field unit placement, please consult with faculty regarding hour flexibility and requirements. If faculty is presented with numerous barriers in relation to a student's schedule, little opportunity exists to negotiate a placement that may be in the best interest of the student.

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 has 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 is free, of course, to encourage students to attend various workshops, conferences, and symposia as a supplementary educational experience that can be incorporated into their course. If a fee is required for such offerings, faculty cannot require the student to attend as part of any course requirement.

If students wish to attend a particular workshop or conference, which though valuable is not germane to their current course work, the suggestion to students is to discuss their participation with faculty and agency supervisors to negotiate some flexibility in their field hours so they can attend such events on their own time. There are many free colloquial "grand rounds" presentations,

luncheon seminars, and workshops that are routinely available in Social Work, other departments, University Hospital and Clinics, and of course, the various field agencies.

SIGNIFICANCE OF FIELD COURSE GRADE

Because the field course tests the student's ability to apply knowledge and skill to actual client situations and aims to enhance his or her professional development, the field course grade is of special significance. A grade of "C" in the first, second, or third semester of the field course will not allow a student to continue in the entire professional degree program. A grade of "C" in the final semester will not permit a student to graduate with a MSW degree. Both situations may be remediated if the field faculty upon consultation with the Associate Director of Field Education agrees to permit additional field study and practice, and the student succeeds in raising the grade upon satisfactory completion of additional work. Permission to continue in the entire social work professional degree program following the receipt of a grade of "C" may be granted by the Field Education Committee upon the student's written request and committee review of the student's educational needs, performance problems, and the likelihood of improved performance.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD

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

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

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

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

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

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

1. Students should have ongoing supervisory review and consultation. *Early recognition and feedback* of serious performance problems is especially important. Agency supervisors and faculty should communicate their observations and concerns to each other as soon as they are identified. Students as well as clients are better served by early recognition of significant performance problems. Agency supervisors and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication with each other if in doubt as to whether a particular deficit is serious or major and merits particular attention. As always, the Associate Director of Field Education is available for consultation in these situations.
2. When students perform poorly in placement, the treatment and service needs of clients become the higher priority. In these situations, agency supervisors and faculty should act to protect the needs of the client and ensure appropriate service provision. There is sufficient program flexibility and resources within the university and the community to provide students time and support to deal with personal problems that affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc., all could be part of a response to these problems.
3. Faculty and agency supervisors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially to bring to the attention of the student serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of supervising staff and faculty. It is not unlike the response of a staff supervisor in recognizing an employee's performance deficits and referring to an employee assistance program. Referral to faculty, staff, advisors, or the Associate Director of Field Education for the School of Social Work will ensure proper referral to campus and community resources.

Resources for Field Students

- Part-Time MSW School of Social Work faculty, advisors, Program Director and Site-Director, Program Coordinator, Associate Director of Field Education and staff
- Division of Student Life (608-263-5700)

ACCESS AND ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

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

FIELD PERFORMANCE REVIEW GUIDELINES

The Field Performance Review Guidelines outlined below are meant to guide students and 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 faculty or self-identified by the student. As warranted, the field faculty will notify the Associate Director of Field Education of these persistent performance difficulties.
2. It is expected that the field faculty communicate with the student about what specific learning and abilities are to be achieved.
3. If indicated, the field faculty may call a meeting, which could include but is not limited to the student, the agency supervisor and the Associate Director of Field Education.

This meeting is an effort to assist a student in finding ways to accomplish successfully field education goals and objectives (e.g., achievement of the competencies).

This shall include an opportunity for the student to talk about his/her understanding of the situation and offer potential options for remedy.

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

More than one meeting may be indicated.

Timely updates will be provided to the Associate Director of Field Education.

4. Persistent performance problems will be referred to the Associate Director of Field Education for further attention. A Field Performance Review meeting may, at the discretion of the Associate Director of Field Education, be held, which can include some combination of the following: the student, the field faculty, the Associate Director of Field Education, the Director of Field Education, relevant faculty members, Advisor(s), and the Director of the Part-Time MSW Program. 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 is possible including the grades of: A, AB, B, BC, C, D and F. If a student does not pass the course, the student may be allowed to withdraw or to be assigned a grade of C, D or F, which would result in him/her being dropped from the entire Social Work program. A letter documenting the situation and outcome will be written by the Associate Director of Field Education with copies provided to the student, the student's file, the Director of Field Education, the Advisor and the field faculty. Students are referred to the School of Social Work's *Handbook of Students Rights and Responsibilities* if they are considering grieving or appealing their grade.

FIELD PROGRAM POLICIES

POLICY FOR MSW PROGRAM EXEMPTION FROM THE GENERALIST YEAR OF FIELD SW400 & SW401: FIELD AND INTEGRATIVE SEMINARS I & II

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

Students who received a BSW degree from an accredited school of social work MORE than 5 years ago (from the date the student graduated to the date of enrollment into the MSW program) are encouraged to complete the field program as designed. However, you may apply to be considered for the exemption test-out from the first year of field if all of the following conditions apply:

1. You attained a B or better in your field course while completing your BSW. In a pass/fail system, you must be able to demonstrate that you attained the equivalent of a B or better level.
2. You have kept current in the field of social work since graduation. Typically, this is demonstrated through significant post-BSW social work experience for no less than the equivalent of two full-time years within a five-year period prior to the date you begin the MSW program along with professional development and training.

With both of these conditions met, you may apply to be considered for exemption from the first year of field by completing a request form and then, if eligible to proceed, you would complete a test out (portfolio) that covers both the integrative field seminar and the field placement. The generalist year of field, SW400 & SW401 is a field course sequence comprised of both the integrative seminar and the field placement.

To be considered for the test out, you will need to complete the student portion of the “Exemption Eligibility Process Request Form (PTP-E-1). You must submit the form to the Part-Time MSW Program Office (room 220 Social Work Building) no later than the date indicated in the *Process Request Form*, which is emailed to students by the Associate Director of Field Education. You will be notified regarding your eligibility to continue with the exemption process within two weeks after submitting this form. If eligible, you will receive instructions regarding the completion of a portfolio.

In the portfolio, you will be asked to provide documentation demonstrating that you have achieved the 10 CSWE competencies as measured by the 42 corresponding generalist practice behaviors for SW400 & SW401. Students who test out (portfolio) are then granted the exemption from the integrative seminar and field placement (SW400 & SW401). If you have questions about this exemption process, please contact the Part-Time MSW Program Office at 608-263-3576.

POLICY FOR MSW FIELD PLACEMENT IN EMPLOYMENT SETTINGS

POLICY:

Field (SW 400/SW 401 & SW 800/SW 801) is a unique course that is an educationally directed experience, not a work experience, and is comprised of a field placement and an integrative seminar. Its purpose is to educate and prepare social work students for generalist practice at the entry level and for advanced practice in an area of Specialization at the advanced level. Under very rare circumstances, it may be possible to complete a field placement in an agency where a student is employed.

In the field, students are expected to demonstrate a level of learning and autonomy beyond and separate from existing job descriptions. The field placement experience must be based on the educational needs of the student, and must be a rigorous, master's-level experience. Field placement agency-based supervisors are educational partners with course faculty who, together assure that students' field placements are designed to achieve the social work competencies (as measured by the corresponding practice behaviors) and meet the program's field placement guidelines.

A field placement in an employment setting is an *exception*, and approval is not assured. To ensure that field placements in employment settings meet high educational standards, considerable pre-planning is involved and prior approval for field placements must be obtained from the Field Faculty, Associate Director of Field Education and Director of Field Education. Approval will only be granted when all of the requirements listed below are met.

Requirements for Field Placement in Employment Settings

- Students must demonstrate that a Field Placement in an Employment Setting will help them to achieve their educational goals, and that they will have the opportunity to achieve the Core Competencies set forth by the Council on Social Work Education.
- In accordance with CSWE Accreditation Standards, the employment supervisor and the field supervisor cannot be the same person. The field supervisor must have an MSW degree, and have a minimum of two years of post-MSW work experience. Exceptions for a field placement supervisor without an MSW degree will be considered only when a highly experienced staff member with a degree in a related field is available to provide field supervision. This exception requires both Field Faculty and Field Education Office approval.
- Students must receive one hour of protected supervision time each week from their MSW field supervisor.
- Students may not be paid as an employee for their field placement work. Occasionally, with approval from the Field Education Office, agencies are able to offer a stipend for field placement work.
- Students may complete only one field placement in an employment setting while enrolled in the UW-Madison School of Social Work.

- Students may not terminate from their current field placement in order to do a field placement in employment.
- In accordance with CSWE Accreditation Standards, student field placements must include duties, responsibilities and learning that are separate and distinct from their employment.
- A student in a field placement in an employment setting must follow the guidelines and meet the same criteria outlined in the Field Handbook, available here: <https://socwork.wisc.edu/fielded> .
- In order to be considered for a field placement in an employment setting, students must complete the Application for Field Placement in Employment Settings and submit it to the Field Education Office by the deadline indicated in the application.
- Final approval of the proposal requires the approval of the Field Education Office. If needed, final approval will also require completion of an Affiliation Agreement between the agency and School.
- Students granted a field placement in their employment setting must, as with all field placements, complete both semesters in the same placement; be part of a field unit; and participate in regular field unit activities and assignments. The Field Faculty and Field Supervisor will evaluate achievement of the competencies, as measured by the behaviors, using the School of Social Work's Field Evaluation Instrument.
- If the field placement in a student's employment setting is originally approved but subsequently not all terms of the agreement are met (by the agency, the field placement supervisor, or the student), the student may be reassigned to an alternate field placement that meets competencies, behaviors and guidelines, which may involve placement outside of the employment setting.

Steps in the Field Placement in Employment Settings Process:

Students wishing to apply to complete a Field Placement in an Employment Setting may contact Amanda Ngola at amanda.ngola@wisc.edu or Amy Basel at fieldoffice@socwork.wisc.edu to receive an electronic application.

Please contact Amanda Ngola, Associate Director of Field Education, at (608) 265-4570 or amanda.ngola@wisc.edu if you have questions regarding this policy.

(Rev. 6/15/16)

SAFETY AND SECURITY OF STUDENTS IN THE FIELD EXPERIENCE

Increasingly, social work service and educational programs are becoming concerned with safety and security issues. Unfortunately, some client populations are more aggressive than others. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students in their field experience to exercise caution and take preventive measures to ensure their safety while delivering social services to clients. For this reason, we encourage students, faculty, and agency supervisors to take seriously the potential risks that may occur in practice. Where appropriate, this should be part of a student's orientation to the agency and addressed by the field faculty.

The School also provides a session on safety as part of the Field Orientation. If a student is unable to attend the Field Orientation, they are required to view all sessions (which includes the Safety and Security session) online at UW-Madison School of Social Work's YouTube page: (https://www.youtube.com/watch?v=NE_YEDmtBtk).

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

INTERIM MANDATED REPORTING GUIDELINES

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

Students who suspect or witness abuse must report the information to their Agency Supervisor and Field Faculty. Upon collaboration, the student will be advised on next steps, including self-care. Students **may** report suspected child abuse and neglect to law enforcement or the appropriate county agency. No student making a report in good faith may be disciplined or threatened with discipline for making a report.

In addition:

1. All field units will address mandated reporting to ensure that Advanced Practice Year students receive the information. The need to cover this in field continues because advanced standing students from other schools may not have had this content.
2. Field units will encourage Generalist and/or Advanced Practice Year students to review and discuss child abuse and/or neglect and elder abuse practice situations (without identifying information).
3. In terms of preparing for and responding to cases of child abuse and/or neglect and elder abuse, the following would apply:

- Students receive information about and understand mandated reporting laws.
 - Students know reporting procedure of agency
 - Students expected to report situation(s) to their agency supervisor and follow reporting procedures of their agency
 - Students discuss any issues or concerns about mandating reporting with their field faculty

STATEMENT OF NONVIOLENCE AND RESPECT

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

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

Responsibility:

- A. Faculty and staff** may be subject to discipline and be otherwise held accountable under University policies and rules, as well as local, state and federal law.
- B. Students** may be held accountable through the disciplinary process under University of Wisconsin System Administrative Code Chapter 17 (student non-academic misconduct), program action within the School of Social Work, and/or local, state and federal law. Students who present potential self-harm are to be referred by School personnel to the appropriate resources (e.g., UW Counseling Services, the Office of the Dean of Students or 911 if in immediate danger).
- C. Educational partners** whose personnel or clients engage in such behavior will have their affiliation or other agreements/contracts reviewed. Educational partners include agency supervisors, teaching and research project assistants, or anyone who is performing an educational role in connection with or under the auspices of the School and is in contact with social work students, faculty and staff.

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

- I. Immediate Threat or Harm:** Faculty, staff or students should contact 911 when they perceive any IMMEDIATE threat or harm to self, or others.
- II. Situation of Concern but Not an Immediate Threat:** When there is not an immediate threat or harm but the incident is of concern, faculty, staff and students should communicate with the

relevant parties identified below as soon as possible. The importance of early communication cannot be emphasized enough. Trust yourself, if you have any concern and/or fear, take it seriously, and communicate with one or more of these individuals:

- **Faculty and staff** are expected to communicate situations of concern with any member of the Administration Team (the School Director, Associate Director of Field Education, Assistant Director, Part-Time MSW Program Director, Director of Field Education or the Academic Department Supervisor).
- **Students** are expected to communicate with any field faculty, faculty mentor, advisor or any member of the School's Administration Team (members previously identified). Students are also encouraged to communicate with the Office of the Dean of Students about the incident. School personnel, who receive a communication or report of concern from a student, shall immediately contact a member of the School's Administration Team. The Administration Team will determine the next appropriate steps to deal with the matter. These steps may include activating the School's Consultation Team.

III. Team Composition

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

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

IV. Consultation Team Responsibilities:

A. Prevention

Offer training in this area, such as:

- What is workplace violence?
- What is the School's policy on violence?
- How to handle incidents
- What are the "warning signs" of potential violence?
- "Levels of threat" and the appropriate response
- What to do when an incident actually occurs

B. Crisis Management

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

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

C. Post Incident

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

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

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.

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

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

Students drop courses for many reasons, including educational considerations, serious illness or personal crisis, and occasionally for performance problems. It is to this last reason, namely performance problems in the field placement or field course, that the following policy is addressed. Should a student drop the field course for performance problems, the field faculty will (if it is otherwise not yet done) write a letter to the student (with copies to the student's file, the Associate Director of Field Education, Director of Field Education, and the Advisor) describing the steps taken to remedy the student's performance problems in field. This letter will specifically and thoroughly also 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 Associate Director of Field Education and the Director of Field Education. In some situations, such as those involving alcohol and other substance abuse or other circumstances that are of a serious nature, students may not be eligible to request re-entry for one calendar year or more. The usual procedure will be for students to take time off from the field course to address underlying deficits that impair their performance, such as knowledge or interpersonal skill deficits, personal problems, behavior factors, attendance problems, situational or circumstantial factors, etc., as noted by the field faculty and/or the Associate 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 such as nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student's motivation toward corrective action, judgment of the student's ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

In most cases, students will be expected to take at least a semester to address their educational needs and performance problems prior to re-entering the field course. Only in exceptional cases will a student be allowed to resume the field course in the next semester following the drop. Resuming field can only happen if the Associate Director of Field Education in consultation with

the Director of Field Education and the option to consult with the Field Education Committee is convinced the student has demonstrated improved readiness to perform adequately in the field course. If a student is readmitted to the field course after significant performance problems have occurred, file information from faculty and the prior field agency documenting the problem areas, suggested corrective actions, etc., as noted above, will be shared on a “need to know” basis with prospective field agencies and supervisors. Students must initiate a request in writing to re-enter 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 re-entry, students will be expected to document their efforts towards growth and change that support the likelihood of satisfactory performance in the field. The Associate Director of Field Education along with the Director of Field Education will conduct a review and, with the option to consult the Field Education Committee, make the decision. Faculty involved in the original placement, if on the Field Education Committee, will not participate in such action. Since this is a major decision which affects a student’s ability to complete the MSW program, students may appeal to the School’s Director of the Part-Time MSW Program to reconsider an adverse decision by the Associate Director of Field Education.

In addition, students who choose to drop or withdraw from field education, for any reason, will be required to meet with the Associate Director of Field Education to make a plan for success in field, prior to re-entry into field education.

STATEMENT ON NON-DISCRIMINATION

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

POLICY ON CONFLICT OF INTEREST

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

POLICY ON SEXUAL HARRASSMENT

Sexual harassment, threats, or intimidation are particularly insidious, not only because of the vulnerable position and compromised learning situation for the student, but because it is so

personally demeaning. As such, University rules strictly prohibit University of Wisconsin faculty and staff from engaging in any form of sexual harassment. Field supervisors in the community who share important instructional responsibilities with faculty also share responsibility to reinforce a strong sense of fair and decent treatment of students. Most social service agencies have personnel policies prohibiting sexual harassment, and we are all governed by pertinent state and local statutes. It is important to exercise vigilance as we go about our normal field unit teaching and supervisory duties.

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

APPENDIX A

CERTIFICATION/LICENSURE - STATE OF WISCONSIN

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

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

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

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

Licensed Clinical Social Worker (LCSW) is granted to those who: 1) hold a Master's degree from a CSWE accredited school of social work with a clinical or direct practice focus that includes one course in psychopathology and two other approved clinical courses, and supervised clinical or direct practice field training in a clinical setting,*and 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 Safety and Professional Services, Examining Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, P.O. Box 8935, Madison, WI, 53708-8935. *Phone:* (608) 266-0145. *E-mail:* web@drl.state.wi.us
Website: <http://dsps.wi.gov/Home>

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

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

APPENDIX B

GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

Advanced Practice Year (also referred to as Specialization Year) Students: These are MSW students in the Part-Time MSW Program, who have advanced standing, or who are completing the Specialization curriculum of the Master's program (see Curriculum Specialization below).

Agency Supervisors/Field Placement Supervisors: Professional staff in social work agencies and organizations who provide the actual practice supervision of students in the community. They also provide orientation, case assignment, and participate in identifying strategies or methods for completing learning plan goals, evaluation, and grading. Additionally, they offer, together with field faculty, a professional role model and often career guidance. The staff is 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 Specialization: The advanced practice year of the Master's program during which students are in the Advanced Generalist Specialization and designate a focus area: children, youth and family welfare; health and aging; or mental health. The Specialization, field units and focus areas are detailed in the Specialization Handbook.

Director of Field Education: The faculty member assigned the overall administrative and coordinative responsibility for the operation of the field program.

Educational Field Supervisor or Field Supervisor of Record: In placement in employment settings or in settings without an MSW supervisor, this person will ensure that the placement is educationally directed. The Educational Supervisor or Supervisor of Record cannot be the same person as the employment supervisor.

Associate Director of Field Education: The faculty member assigned the overall administrative and coordinative responsibility for the operation of the Part-Time MSW field program.

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

Field Education Committee: A curriculum area committee charged by the faculty of the School with responsibility for the overall planning, development, and monitoring of Field Education Program. The Field Education Committee includes faculty members, representatives from the professional community, and student members.

Field Education Program: The University of Wisconsin-Madison School of Social Work has one Field Education Program comprised of a Full-Time and a Part-Time MSW Program. The Full-Time Program is located on the Madison campus, and the Part-Time Program has sites at both the UW-Madison and UW-Eau Claire campuses. These programs have the same educational requirements leading to a degree from UW-Madison.

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 field integrative seminar, dealing with placement problems, working closely with agency supervisors to provide student supervision, 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 agency supervisors based upon student interest, learning needs, and availability of community agencies.

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

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

Generalist Practice Years: The School's generalist curriculum for MSW students who were not admitted as Advanced Standing students. It includes the generalist, direct practice-oriented field course (SW 400/401 Field and Integrative Seminars I & II).

Generalist Practice Year Students: These are MSW students in the Part-Time MSW Program completing their first two years of the program.

Integrative Seminar: A seminar class taught by field faculty to provide content on social work practice, problem area content, and intervention methods. It also serves as an arena for case presentations, guest lectures and group discussion of students' practice in the community. The seminar group is intended to provide both an intellectual and supportive environment for the integration of classroom learning with practice experience.

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

Professional Degree Program: The entire Social Work Degree Program- (MSW) all courses and Field.

APPENDIX C

Duty to Disclose and Consent to Release of Information

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

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

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

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

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

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