SCHOOL OF SOCIAL WORK

2019-2020
Full-Time Program
Field Education Handbook

Field Education Office
School of Social Work Building, Rooms 318 & 320
1350 University Avenue
Madison, WI 53706
(608) 263-4813
https://socwork.wisc.edu/
MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION:

On behalf of the School of Social Work and Field Education Program, I would like welcome students, agency supervisors and their organizations, community professionals, academic and support staff, advisors, school and community committees, and faculty. I thank you for continuing to support the mission of social work education and the continued success of the University of Wisconsin-Madison Field Education Program. The School is excited and grateful to have your consistent 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, 1996). 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 throughout the program.

This handbook was developed to provide information about the School’s mission, structure, and policies, as well as the objectives of the 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 field program. Each year this handbook will be revised, and your input concerning any suggested improvements is greatly appreciated. Please contact me at amconn@wisc.edu to provide any feedback pertaining to the handbook or the Field Education Program.

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

Audrey M. Conn, MSSW, APSW
Clinical Associate Professor
Director of Field Education
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University of Wisconsin System Mission

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

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

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

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

c. Conduct organized programs of research;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

e. Encourage interdisciplinary linkages throughout the University;

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

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

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

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

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

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

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


BSW Program Mission and Goals

Guided by the core values of the social work profession and grounded in the generalist practice framework, the BSW program mission is to provide social work education that will nurture competent, ethical entry-level social work professionals committed to scientific inquiry, evidence-based practice, respect for human diversity, the promotion of human and community well-being, human rights, and social, economic and environmental justice.

We aim to cultivate skilled social work professionals and social change leaders capable of creating and advancing knowledge and addressing pressing social problems via multimethod and multilevel approaches.

Derived from the BSW program’s mission and context, the program goals are to:

- Provide a BSW curriculum that builds on a liberal arts based education, grounded in a person-in-environment, empowerment, and strengths perspective that promotes the values, ethics, and purposes of the profession.

- Prepare students for entry-level generalist practice that is transferable among diverse contexts, locations, and problems by providing knowledge, values, and skill training regarding:
  - Social, health, and/or human services systems and policies;
  - Systems of oppression, privilege, and power;
  - Multilevel and multimethod approaches based on scientific inquiry and best practices;
  - Advocacy and social, economic, and environmental justice;
• Research informed practice, and practice and program evaluation methods that contribute to the profession’s knowledge base.
• Develop and maintain an inclusive environment that will attract, nurture, and support diversity within the School among students, faculty, and staff.
• Cultivate and maintain partnerships with a variety of social, health, and/or human service organizations to provide meaningful field experiences and supervision while respecting and contributing to their respective mission.

**MSW Program Mission and Goals**

Guided by the core values of the social work profession and grounded in the advanced generalist practice framework, the MSW program mission is to provide social work education that will nurture competent, ethical autonomous social work professionals committed to scientific inquiry, evidence-based practice, respect for human diversity, the promotion of human and community well-being, human rights, and social, economic and environmental justice.

We aim to cultivate skilled social work professionals and social change leaders capable of creating and advancing knowledge and addressing complex pressing social problems via multimethod and multilevel approaches.

Derived from the MSW program mission and context, the program goals are to:

• Provide an MSW curriculum that builds on a liberal arts base, grounded in a person-in-environment, empowerment, and strengths perspective that promotes the values, ethics, and purposes of the profession.
• Prepare students for generalist and autonomous advanced generalist practice that is transferable across diverse contexts, locations, and problems by providing knowledge, values, and skills training regarding:
  o Populations and related social problems/issues;
  o Social, health, and/or human services systems and policies;
  o Systems of oppression, privilege, and power;
  o Multilevel and multimethod approaches based on scientific inquiry and best practices;
  o Ethical advocacy and social, economic, and environmental justice;
  o Reflective leadership;
  o Research informed practice, and practice and program evaluation methods that contribute to the profession’s knowledge base.
• Develop and maintain an inclusive environment that will attract, nurture, and support diversity within the School, among students, faculty, and staff.
• Cultivate and maintain partnerships with a variety of social, health and/or human service organizations to provide meaningful field experiences and supervision while respecting and contributing to their respective mission.
FREQUENTLY ASKED QUESTIONS ABOUT THE FULL-TIME FIELD EDUCATION PROGRAM

How do I obtain a field unit and a field placement?
New admitted students will receive an email from the 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 focus on in your field placement. Using this information, the 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 identified field placement site, await their decision and only move to the next 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 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 assessed.

How much time do I spend at field placement?
Generalist Practice Year (BSW and First-year MSW) students must complete a minimum of 256 hours per semester which includes their field placement and integrative seminar. This averages out to about 15-16 hours per week (for 14 weeks) in field placement and two-and-a-half hours per week in their field unit integrative seminar. Advanced Practice Year (second-year MSW and advanced standing) students must acquire a minimum of 320 hours per semester which includes their field placement and integrative seminar. This averages out to about 20-21 hours per week (for 14 weeks) in field placement and two-and-a-half hours per week in their field unit integrative seminar. Students remain in the same field placement for 2 semesters.

How many credits is the field placement and integrative seminar?
BSW students register for 5 credits (SW400 in fall & SW401 in spring), while Generalist Practice Year MSW students register for 4 credits (SW400 in fall & SW401 in spring). Advanced Practice Year MSW students register for 5 credits for SW800 in fall and 6 credits SW801 in spring).

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

For those with a BSW more than 5 years old, there is an exemption examination process (see
Policy for Exemptions from 1st Year of Field in Section III) which requires that you submit the “Exemption Eligibility Process Request form” to the Field Office by June 1.

Is a caregiver/criminal background check required for field placement?
Yes. The State of Wisconsin requires a caregiver/criminal background check for those working with vulnerable populations. Refer to Section III for additional information on the process and policies on background checks.

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

Is it possible to have a field placement in another state or country?
In the Full-Time Program, there are currently no field placements in other states. Out-of-state placements would be an exception rather than the rule. Students interested in out-of-state placements would need to discuss this with the Director of Field Education. During the 2019-2020 academic year, there are no international field placements available. The School typically offers a limited number of international field placements, usually during the spring semester, and is currently working to expand these opportunities. International placements are generally considered for Advanced Practice Year Students; however, Generalist Practice Year Students may request consideration. Please contact the Director of Field Education with questions related to international field placements.

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

Are employment-based field placements available?
The field course is an educational experience. It requires a learning experience and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. Under certain circumstances it may be possible to complete a field placement in an agency where a student is employed. To ensure that field placements in employment settings achieve high educational standards, considerable pre-planning is involved and prior approval for the field placement must be obtained from the Director of Field Education. See the “Field Placement in Employment Settings Policy” (Section III) for more information on the process involved. Step I of the process must be completed no later than April 19.

What days of the week am I in my field placement?
The School schedules most classes on Tuesdays and Thursdays, leaving significant blocks of time for field placements on Monday, Wednesday and Friday. Field unit integrative seminars meet on Monday, Wednesday or Friday. Students and their agency supervisor should plan a schedule together, taking into account agency and student needs. Field agency placement hours must not conflict with course work.
Do I need a vehicle for a field placement?
Having access to a vehicle is a requirement for many field placements. However, placements that do not require a vehicle are available. In addition, public parking on campus is at a premium and bringing your own vehicle to campus is not recommended. Madison, however, has a very accessible public bus system, and students have access to free bus passes.

What do I do if I have questions, issues or concerns about my field placement?
Periodically, questions arise regarding the continuation of a field placement. Students who have questions, issues or concerns regarding a field placement are expected to immediately discuss these with their field faculty so that appropriate and timely steps can be taken to address them. If questions, issues or concerns cannot be resolved after appropriate and timely steps, the Field Faculty and Director of Field Education (Associate Director of Field Education) will determine if the placement is to be terminated and will discuss this with the agency. The School of Social Work does not allow students to terminate a field placement on their own. If a student does not follow the previously identified procedure for addressing questions, issues or concerns regarding a field placement, the student 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.

What if I have a disability and need accommodations?
It is not uncommon for students to request accommodations for class and field settings. Students who are requesting an accommodation due to a disability are expected to inform the field faculty member and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined (i.e. during the placement process). Students are encouraged to have a conversation with the field faculty, (disclosing as much or as little as they feel comfortable) to determine a plan of support that is feasible and supports student learning and success.

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

The field course, comprised of the field placement and seminar, is distinct from classroom courses in important ways: it requires the development of professionalism and application of social work ethics. It takes into account the student’s total performance as a measure of appropriate completion of the field placement and seminar requirements. As an integral component of social work education, the primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of key competencies that are met through observable behaviors (see charts on next several pages). Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidence-informed practice. The educational focus for BSW and first year MSW students is on acquiring the competencies for entry level generalist practice. In preparing Advanced Practice Year students for advanced, autonomous practice, mastery of the core competencies is augmented by the development, integration and application of the Advanced Generalist 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 behaviors will be measured are identified and include 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, behaviors, guidelines, and roles in working with students are delineated on the next several pages to help support generalist field placements and student learning in both the Generalist Practice (BSW and First-year MSW students) and Advanced Practice years. We request the cooperation of all involved in meeting these expectations so field placements provide students with the learning experiences required by the curriculum of the School and to ensure students perform in accordance with high standards of professional practice. We encourage supervisors and students to clarify with field faculty any questions or concerns about these guidelines and expectations, especially early in the school year.

Successful completion of this course implies that students will have progressed towards achieving the social work competencies by demonstrating the following behaviors for the respective year (Generalist or Advanced practice):
## Social Work Competencies, Dimensions, and Behaviors

<table>
<thead>
<tr>
<th>Generalist Practice Competencies</th>
<th>Generalist Year Behaviors</th>
<th>Specialized Practice Competencies</th>
<th>Specialized Year Behaviors</th>
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<tbody>
<tr>
<td>Description represents dimensions of the competency that include knowledge, values, skills, and cognitive and affective processes</td>
<td>Represent observable components of the competencies to be demonstrated in field experience</td>
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### 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 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.

**Social Workers:**
- Make ethical decision by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

### 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 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.

**Advanced Generalist Social Workers:**
- Evaluate and render ethical decisions by applying the standards of the NASW Code of Ethics, relevant federal and state laws and regulations, agency regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in a focus area;
- 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.
### 2.1.2 Engage Diversity and Difference in Practice

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.

<table>
<thead>
<tr>
<th>Social Workers:</th>
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<tbody>
<tr>
<td>1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<tr>
<td>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
</tr>
<tr>
<td>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</tbody>
</table>

### 2.1.3 Advance Human Rights and Social, Economic and Environmental Justice

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.

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<tr>
<td>1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>2. Engage in practices that advance social, economic, and environmental justice</td>
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### Advanced Generalist Social Workers

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<tr>
<td>Demonstrate and communicate a recognition and understanding of the importance role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area; and</td>
</tr>
<tr>
<td>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.</td>
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### Social Workers:

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<tr>
<td>Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area; and</td>
</tr>
<tr>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
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</tr>
<tr>
<td>Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</td>
</tr>
</tbody>
</table>
2.1.4 Engage in Practice-informed Research and Research Informed Practice

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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<table>
<thead>
<tr>
<th>Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
</tr>
<tr>
<td>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
</tr>
</tbody>
</table>

2.1.4 Engage in Practice-Informed Research and Research Informed Practice

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 multidisciplinary sources and multiple ways of knowing. Demonstrate the processes for translating research findings into a focus area of practice.

<table>
<thead>
<tr>
<th>Advanced Generalist Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use practice experience and theory to inform social work interventions in a focus area.</td>
</tr>
<tr>
<td>• Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</td>
</tr>
<tr>
<td>• Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.</td>
</tr>
</tbody>
</table>

2.1.5 Engage in Policy Practice

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 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.

<table>
<thead>
<tr>
<th>Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
</tr>
<tr>
<td>• Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
</tr>
</tbody>
</table>

2.1.5 Engage in Policy Practice

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 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.

<table>
<thead>
<tr>
<th>Advanced Generalist Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</td>
</tr>
<tr>
<td>• Apply advanced critical thinking to analyze, formulate, and advocate for policies.</td>
</tr>
</tbody>
</table>
### 2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities

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.

**Social Workers:**
- 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.

**Advanced Generalist Social Workers:**
- 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.
- Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area.

### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities

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:**
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 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

**Advanced Generalist Social Workers:**
- Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in a focus area;
Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interdisciplinary collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Critical Assessment</th>
<th>Social Workers:</th>
<th>Advanced Generalist Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths, needs, and challenges within clients and constituencies.</td>
<td>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>• 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;</td>
</tr>
<tr>
<td>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td>• 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;</td>
</tr>
<tr>
<td>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td>• 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;</td>
</tr>
<tr>
<td>• Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>• Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>• Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a focus area;</td>
</tr>
</tbody>
</table>

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

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 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.

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.
<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>Social Workers:</th>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</th>
<th>Advanced Generalist Social Workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>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.</td>
<td>Demonstrate the ability to use appropriate methods to evaluate practice and outcomes in a focus area;</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td>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;</td>
<td>Apply research skills to analyze, monitor and evaluate interventions, outcomes and program processes in a focus area;</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td></td>
<td>Apply and disseminate evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR GENERALIST PRACTICE YEAR: SW400 (Fall) and SW401 (Spring)

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

For Field Placements
All BSW and Generalist Year MSW field placements provide students with learning experiences that:

1. Give students an opportunity to learn and practice generalist social work, by which we mean:
   a. Provide experience in a variety of direct practice roles such as case worker or case manager, advocate, counsellor, (individual, family or group), educator, resource networker, outreach worker, community organizer, etc.
   b. Provide opportunities to work with different client system sizes, i.e. individuals, families, groups, organizations, and communities. Over the course of the placement, students should have learning experience with at least three system sizes.
   c. Provide the opportunity to utilize and develop resources in their work with clients.
   d. Provide opportunities to work in situations where the target of change is other than, or in addition to, the client system, e.g., with landlords, teachers, and/or many others in the social environment; also with staff of one’s own agency.

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

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

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

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

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

GUIDELINES FOR ADVANCED PRACTICE YEAR: SW800 (Fall) and SW801 (Spring)

For Student Learning
In preparing Advanced Practice Year students for advanced, autonomous practice, it is expected that they will be provided opportunities for the development, integration, and application of the 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; health, aging, or mental health (see section II for field unit options) affording students the opportunity to apply the Advanced Generalist Specialization behaviors to specific populations and/or social problem areas.

For Field Placements
All Advanced Practice Year field placements provide students with learning experiences that:

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

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

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

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

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

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

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

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

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

GENERAL FIELD PLACEMENT GUIDELINES AND EXPECTATIONS

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

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

Placement Criteria for Practitioners, Agencies, and Community Organizations

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

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

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

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

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

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

**POTENTIALS AND REWARDS**

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

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

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

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

#### Student

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

#### Field Practicum Supervisor/Community Setting

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

#### Field Unit

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

#### Field Faculty/School of Social Work

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

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

Current field units for the Generalist and Advanced Practice Year are listed and described in this section. Generalist Year students, in preparation for their Advanced Practice Year, attend Focus Area Informational meetings towards the end of the fall semester during their first year in the program. Although the focus is on learning about the Advanced Generalist Specialization, students are introduced to the field units (and respective focus areas).

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 (https://socwork.wisc.edu/students/courses/).

Students apply for field education using the Student Field Unit Preference Form, which is completed online and submitted electronically. This form is provided directly to students by the Field Education Office and is the key document for determining field unit assignments. Students are encouraged to learn as much as possible about the units and then fully complete the form. 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 focus on in your field placement. Using this information, the 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.

In determining field unit assignments, the Director of Field Education reviews the form and considers information provided regarding the student’s educational and career goals, past social work-related experience, and the populations, social issues, and services that are of interest. For incoming students, the form must be submitted online by the due date identified on the form. Students receive an email with their field unit assignment from the Field Office by no later than the end of May. For continuing MSW students, it is due two weeks after the last Focus Area Information meeting, unless otherwise noted.

When there is more demand than supply for a particular unit, assignment decisions are based on an educational assessment of student needs and available resources. To be eligible for any field unit, students may need to meet prerequisite or co-requisite requirements. Please note there may also be changes in a field unit assignment over the summer due to shifts in personnel, funding, or enrollment. Most of the units will be offered as announced, and in the event of any changes, students will be notified as soon as possible. Students in their Advanced Practice Year are given preference in field unit placement decisions given it is their last year in the program. Students are in the same field seminar and field placement for two semesters.
GENERALIST PRACTICE YEAR FIELD UNITS

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

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

ADVANCED GENERALIST SPECIALIZATION YEAR FIELD UNIT OPTIONS

The majority of our field units are organized by area of focus: Children, Youth, and Family Welfare; Health, Aging, or Mental Health. There are alternative field units that may be available within a focus area with faculty planning and the consent of the Chair for that focus area.

Aging Focused Field Units
Social Work Practice with Older Adults
Social Work Practice in Health (if placement in aging)
Social Work Practice in Intellectual and other Disabilities (if placement in aging)
Social Work Practice in Policy and Administration (if placement in aging)*

Child, Youth & Family Welfare Focused Field Units
Social Work Practice in County Human Service Agencies
Social Work Practice in Intellectual and Other Disabilities (if CYFW placement)
Social Work Practice in Educational Settings
Social Work Practice in Public Child Welfare (IV-E Program)
Social Work Practice in Policy and Administration (if CYFW placement)
Social Work Practice in Public and Private Child Welfare (non IV-E students)

Health Focused Field Units
Social Work Practice in Health
Social Work Practice in Intellectual and other Disabilities (if placement in health)
Social Work Practice in Policy and Administration (if placement in health)*

Mental Health Focused Field Units
Social Work Practice in Mental Health
Social Work Practice in Policy and Administration (if placement in mental health)*

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

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

All field education students will receive notification by email of their Field Unit Seminar from the Field Office by the end of May. The email will also contain the specific course numbers to use when registering. Registration for all field units will be closed until the first week of July. 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:
- SW400 (Fall)/401 (Spring) Students in the BSW program: please register for 5 credits
- SW400 (Fall)/401 (Spring) Generalist Practice MSW students: please register for 4 credits
- SW800 (Fall) Advanced Practice MSW students register for 5 credits.
- SW801 (Spring) Advanced Practice MSW students, please register for 6 credits.

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

The following pages describe the field units available to students and the types of placements typically associated with those field units. Unless otherwise noted, there is one field unit per description, and most field units have an average of 12-16 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, 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.

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

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

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

**Participating Agencies:** Centro Hispano, Bay View and Goodman Community Centers, Big Brothers and Big Sisters, Boys & Girls Club, East Madison Community Center, Bridgepoint and Vera Court Neighborhood Centers, UW-Madison Office of Equity and Diversity, Bridge Lake Point Waunona, Goodman, Vera Court Neighborhood Center, Dane County Court Appointed Special Advocates (CASA), Second Harvest Food Bank, Youth Services of Southern Wisconsin, Briarpatch, YWCA, Community Care Resources, and RISE.

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

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

**2018-2019 Field Faculty:** Ron Chance, rchance@wisc.edu
Social Work Practice in Community Mental Health Agencies

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

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

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

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

Student Composition: Generalist Practice Year
2018-2019 Field Faculty: David LeCount, lecount@wisc.edu
Social Work Practice in County Human Services

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

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

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

Student Composition: Generalist Practice Year and Advanced Practice Year 2018-2019 Field Faculty: Alice Egan, abpearson@wisc.edu
Social Work Practice in Intellectual and other Disabilities

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

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

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

Student Composition: Generalist Practice Year and Advanced Practice Year 2018-2019 Field Faculty: Joshua Lapin, jlapin@wisc.edu  
Stefanie Primm, sprimm@wisc.edu
Social Work Practice in Educational Settings

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

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

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

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

2018-2019 Field Faculty: Katie Larsen-Klodd, krlarsen@wisc.edu
Social Work Practice in Health

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

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

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

**Student Composition:** Advanced Practice Year
**2018-2019 Field Faculty:** Tim Latimer, twlatime@wisc.edu
Social Work Practice in Juvenile and Criminal Justice

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

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

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

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

Student Composition: Generalist Practice Year
2018-2019 Field Faculty: Steve Tupper, sbtupper@wisc.edu
Social Work Practice in Mental Health

Each year there are two field units in mental health for advanced practice students only. These units provide an integrative seminar and supervised practice of clinical social work, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents and adults who experience a wide range of DSM-V-TR-recognized mental health problems. All of the mental health field units share the same course description and objectives in terms of demonstrating competencies and behaviors.

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

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

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

Student Composition: Advanced Practice Year
2018-2019 Field Faculty: Angela Willits, awillits@wisc.edu
Lynette Studer, lstuder@wisc.edu
Social Work Practice with Older Adults

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

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

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

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

Student Composition: Generalist Practice Year and Advanced Practice Year
2018-2019 Field Faculty: Jacob Dunn, jdunn6@wisc.edu
Social Work Practice in Policy and Administration

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

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

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

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

Student Composition: Advanced Practice Year
2018-2019 Field Faculty: Laura Dresser, ldresser@wisc.edu
Social Work Practice in Public and Private Child Welfare
(Generalist Practice Year including students in the IV-E Program)

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

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

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

Student Composition: Generalist Practice and Advanced Practice Year
2018-2019 Field Faculty: Alice Egan, abpearson@wisc.edu
Social Work Practice in Public Child Welfare
(Advanced Practice Year students in the IV-E Program)

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

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

Student Composition: Advanced Practice Year
2018-2019 Field Faculty: Jeanne Ferguson, Jeanne.ferguson@wisc.edu
2018-2019 Field Education Faculty

Ron Chance, Adjunct Field Lecturer; A.M. University of Chicago, School of Social Service Administration (1992). Community Social Work, Early Childhood Programs, Restorative Justice, Community Organizing, Youth Gangs, Timebanking, Community-based Human Services Models. Field Unit: SW Practice in Community Agencies

Laura Dresser, Clinical Assistant Professor; MSW, PhD, University of Michigan (1994). Interests: social policy and practice, especially in labor market systems; care work and minimum wages; unions and community organizations; social justice and social movements. Field Unit: SW Practice in Policy and Administration

Jake Dunn, Adjunct Field Faculty and Adjunct Lecturer; MSW, LCSW, George Williams College of Aurora University (2011). Interests: Aging and mental health, long term care, health care, community case management, neurocognitive disorders and treatment /interventions of behavioral/psychological symptoms of neurocognitive disorders. Field Unit: SW Practice with Older Adults

Alice Egan, Field Faculty Associate; MSSW, APSW, University of Wisconsin-Madison (2003). Interests: 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: SW Practice in Public and Private Child Welfare


Joshua Lapin, Adjunct Field Lecturer; MSW, University of Wisconsin-Madison (1998). Interests: Working with individuals with developmental disabilities and their families with focus area on challenging behaviors and helping people be full members of their community. Field Unit: SW Practice in Intellectual and Other Disabilities

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

Katie Larsen-Klodd, Field Faculty Associate; MSSW, University of Wisconsin-Madison (1996). Interests: social work in education, mental health in schools, Positive Behavior Systems, Adaptive Schools, social emotional learning, strength based practice, achievement gap in schools. Field Unit: SW Practice in Educational Settings

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

Stefanie Primm, Adjunct Field Lecturer; MSW, UW-Madison (2008). Interests: Providing support to families and their adult children with disabilities to creatively utilize services and supports to lead to an inclusive and fulfilling life. Field Unit: SW Practice in Intellectual and Other Disabilities

Lynette Studer, Clinical Assistant Professor, MSW, PhD, LCSW, University of Wisconsin-Madison (2015). Interests: Community treatment for persons with mental illness, assertive community treatment, evidenced-based practices implementation, social work leadership. Field Unit: SW Practice in Mental Health

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

Angela Willits, Clinical Assistant Professor; MSW, LCSW, Simmons College (2005). Interests: trauma and PTSD; trauma-informed care; secondary trauma; mental health; clinical supervision; cognitive behavioral therapy. Field Unit: SW Practice in Mental Health

III. FIELD PROGRAM OPERATIONAL POLICIES

FIELD CREDITS/HOURS

Field Practice and Integrative Seminar I, II: SW 400 (Fall)/SW 401 (Spring)
5 credits/semester – undergraduate, a semester total of 256 hours including seminar
4 credits/semester – 1st year graduate, a semester total of 256 hours including seminar
(a total of 512 hours including seminar, per academic year)

Field Practice and Integrative Seminar III, IV: SW 800 (Fall)/SW 801 (Spring)
5 credits fall semester and 6 credits spring semester – Advanced Practice Year (second year
graduate students and advanced standing graduate students), a semester total of 320 hours
including seminar
(a total of 640 hours including seminar, per academic year)

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

BEGIN FIELD IN FALL ONLY
To ensure proper educational sequencing, all field placements begin in the fall semester.
Exceptions will be allowed only to take advantage of stipend situations or for unique learning
opportunities as defined by faculty.

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

Background Check Results and Field Placement Process
The student and the School of Social Work’s Field Program receive the background check results from Castle Branch. The Field Program provides field faculty with a letter and a copy of the background check results for the students assigned to their field unit. The field faculty member ensures that the agency has the letter and background check for the student in order for the agency to determine if background check results are substantially related to the care of the agency’s patients or clients. If the agency determines that the results are substantially related, the School’s Field Program will not place the student in that agency. The 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 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 agencies. Field Faculty will document the referrals made. Once the reasonable efforts to place the student have been exhausted, the student may not be able to be in the Field Program which, in turn, would prevent completion of the professional degree programs.
Background Checks in Effect for Four (4) Years
If it has been four (4) years or more since the student has completed the background check, the student will need to complete another one.

Retention of Background Check Records
Background checks will be retained in digital format for seven (7) years post-graduation, to meet University record retention requirements. Any older paper copies of background checks will be kept in a locked file in the Field Education Office, and sent to archives and retained for seven (7) years post-graduation to meet these same record retention requirements.

Students’ Continuing Duty to Inform
Students have a duty to inform the School of Social Work of any changes or additions to the admissions application and background check. Students sign and date a “Duty to Disclose and Consent to Release of Information” Form at the time of acceptance into the program. The completed form is kept in the main admissions file. A copy of the completed form is available to the student.

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

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

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

For Questions, Concerns, and/or To Appeal This Process
Students who have questions, concerns or wish to appeal the process should contact the Field Office, 263-4813.

STUDENT CONSENT TO RELEASE INFORMATION FORMS
There are two release of information forms related to the Field Program that require a student’s signature. The first release pertains to the Background Check and allows us to release that information to the field placement location or agency. The other release of information relates to Family Education Rights and Privacy Act (FERPA) and allows communication between the School of Social Work and the agency regarding your field placement. The release forms can be found in Appendix D and will be accessed through the Student Portal, signed electronically and kept in the student’s file.
LENGTH OF TIME IN FIELD PLACEMENTS
The School's policy sets a two-semester maximum for field placements so that students may be exposed to different settings and supervisors. BSW and first-year MSW students spend an average of 15-16 hours per week in field placement in addition to the integrative seminar for a total of 256 hours per semester. Advanced Practice Year Students spend an average of 20-21 hours per week, in addition to the integrative seminar, totaling 320 hours per semester. For field placement purposes, the semester is considered 14 weeks.

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

If questions, issues or concerns cannot be resolved after appropriate and timely steps, the field faculty and Director of Field Education (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. The School of Social Work does not allow students to terminate a field placement on their own. Termination of a placement is very complex and has an impact on not only the student’s learning and educational process, but also the welfare of agency clients and the relationship with community agencies.

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

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

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

2. Attendance at all field unit seminars is required for participation in any particular field unit. Actual placement hours on site can be completed on Mondays, Wednesdays and Friday mornings, or at other suitable times negotiated with community agencies and faculty.
3. Advance planning is key to the successful coordination of field hours, course requirements, and job commitments. Consult with faculty before selecting or beginning a field unit placement regarding hour flexibility and requirements. If faculty are presented with numerous barriers in relation to a student's schedule, there is little opportunity to negotiate a placement that may be in the best interest of the student. Students with significant barriers may wish to consider the School’s Part-Time MSW Program (see the School’s website for more information).

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

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

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

WORK-STUDY/FIELDWORK COMBINATIONS
Work-study is primarily a form of student financial aid and most often it is granted for nonprofessional work in non-profit agencies and organizations. Some organizations are willing to match the work-study grant of a field student and accept field placement activities as the work contribution. The important consideration is the educational merit of the field placement. Thus, the policy is that students may arrange work-study support for field placements, as long as field faculty approve of this arrangement.

The process usually is that the student who has a work-study grant negotiates with faculty support to have the learning plan accepted as a work-study contribution by the agency. The agency must put up the fifty percent matching funds, and a contract is signed by the agency and the Office of Student Financial Aid’s Work-Study Office. A few agencies or organizations provide stipends for students. Inquire with the field faculty of the unit you are considering if there are any agencies that provide stipends.
SUMMER PLACEMENTS
The School does not have a summer field program and integrative seminars are not offered during the summer. For these reasons, students are generally discouraged from summer placements. Placement decisions are based on the educational needs and interests of students, available opportunities and faculty, and need for summer placement in order to graduate in August or the following December. Students are expected to continue in the field unit seminar through the year if granted a summer placement.

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

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

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

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

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

5. Students granted a block placement must be part of a field unit and participate in regular field unit activities, or an alternative procedure to ensure linkage between the field and school programs must be developed and approved by the field faculty member involved and the Field Education Committee.

6. Planning and prior approval of block placements are necessary; thus, requests for block field placements must be made to the Director of Field Education at least two months prior to the semester of placement. A written proposal must be submitted that outlines:
   a. the reason for the request;
   b. a discussion of the student's overall educational plan leading to a degree;
   c. substantiation of the educational plan leading to a degree;
   d. the agency's written support for the plan.
POLICY FOR MSW PROGRAM EXEMPTION FROM THE GENERALIST YEAR OF FIELD SW 400 & SW 401: FIELD AND INTEGRATIVE SEMINARS I & II

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

Students who received a BSW degree from an accredited school of social work MORE than 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.

Students wishing to apply to be considered for the test out will need to complete the student portion of the “Exemption Eligibility Process Request Form (FTP-E-1) and submit it, with the Student Field Unit Preference Form, to the Full-time MSW Program Field Office (room 318 Social Work Building) no later than June 3. Students may contact Amy Basel, Field Program Assistant, at fieldoffice@socwork.wisc.edu to receive the required forms. You will be notified by early July regarding your eligibility to continue with the exemption process. If eligible, you will receive instructions regarding the completion of a portfolio. In the portfolio you would provide documentation demonstrating that you have achieved the 9 competencies as measured by the corresponding generalist behaviors for SW400 & SW401. Students who pass the test out (portfolio) are then granted the exemption from the integrative seminar and field placement. If you have questions about this exemption process, please contact the Field Office at 263-4813.
POLICY FOR ADVANCED GENERALIST SPECIALIZATION YEAR FIELD PLACEMENTS FOR STUDENTS IN THE JOINT MSW/Ph.D. OPTION

Research is an essential component of all levels of social work practice and is a crucial element for advancing the field. The joint MSW/Ph.D. option for the Ph.D. in Social Welfare Program is highly invested in training students to contribute to social work’s knowledge base by producing and consuming methodologically rigorous research that has the potential to inform social policy and social work practice. As such, Advanced Practice Year Students in the joint MSW/Ph.D. option are entitled and encouraged to engage in a research-focused field placement that is supervised by a member of the School’s research faculty. Generalist Practice Year Students in the joint MSW/Ph.D. program are assigned to the Social Work Practice in County Human Services field unit.

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

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

The research-focused field placement may constitute the entire Advanced Practice Year field placement or a portion of the placement, at the student and research field supervisor’s request. If the research-focused placement is to constitute only a portion of the placement, the student and research field supervisor will collaborate with the field faculty to coordinate the learning plans between the two placements.
Requirements for Field Placements in Employment Settings (Policy)

Field (SW400/SW401 & SW800/SW801) 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 focus 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 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.
- 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 practice behaviors, using the School of Social Work’s Field Evaluation Instrument.
• If the field placement in a student’s employment setting is originally approved but subsequently not all terms of the agreement are met (by the agency, the field placement supervisor, or the student), the student may be reassigned to an alternate field placement that meets competencies, practice behaviors and guidelines, which may involve placement outside of the employment setting.

Steps in the Field Placement in Employment Settings Process:
Students wishing to apply to complete a Field Placement in an Employment Setting may contact Amy Basel, Field Program Assistant at fieldoffice@socwork.wisc.edu to receive an electronic application. Please contact Audrey M. Conn, Director of Field Education, at amconn@wisc.edu if you have any questions regarding this policy.

PROCESS FOR INTERNATIONAL FIELD PLACEMENT CONSIDERATION AND APPROVAL

International field placements are not currently available for the 2019-2020 academic year. Typically, the School of Social Work offers a limited number of international field placements, which are generally placements where we have established relationships. We also collaborate with the UW International Academic Programs (IAP) Office (https://www.studyabroad.wisc.edu/) to identify possible placements. Field work abroad is usually done during the spring semester, although summer placements are sometimes given consideration. International placements are generally considered for Advanced Practice Year Students however, Generalist Practice Year Students may also request consideration. Please contact the Director of Field Education regarding questions about international field placements.

SAFETY AND SECURITY OF STUDENTS IN THE FIELD EXPERIENCE

Increasingly, social work service and educational programs are becoming concerned with safety and security issues. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students in their field experience to exercise caution and take preventive measures to ensure their safety while delivering social services to clients. For this reason, we encourage students, faculty, and agency supervisors to take seriously the potential risks that may occur in practice. Where appropriate, this should be part of a student's orientation to the agency and addressed by field faculty. The School also provides a session on safety as part of the required New Student Workshop.

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

**STATEMENT OF NONVIOLENCE AND RESPECT**

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

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

**Responsibility:**

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

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

**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.”

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

**Situation of Concern but Not an Immediate Threat:** When there is not an immediate threat or harm but the incident is of concern, faculty, staff and students should communicate with the relevant parties identified below as soon as possible. The importance of early communication cannot be emphasized enough. Trust yourself, if you have any concern and/or fear, take it seriously, and communicate with one or more of these individuals:
Faculty and staff are expected to communicate situations of concern with any member of the Administration Team (the School Director, Associate Director, Assistant Director, Part-time MSW Program Director, Director of Field Education, or the Academic Department Supervisor).

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

III. Team Composition

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

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

IV. Consultation Team Responsibilities:

A. Prevention

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

B. Crisis Management

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

2. When Activated: The Administration Team typically determines if the Consultation Team is to be activated for an incident or incident/situation of concern.
C. Post Incident: The Consultation Team will prepare a post incident report that evaluates the immediate response to the incident, indicates future actions (e.g., individual or group processing of incidents, prevention of future incidents, and improvements in handling of the incident or future incidents). The report is reviewed by the Administration Team, which may make additional recommendations.

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

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

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

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

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

   • Students to receive information about and understand mandated reporting laws. We would like to see the mandated reporting laws for child abuse and/or neglect and for elder abuse as required readings in 440 and field.
   • Students to know reporting procedure of agency.
   • Students expected to report situation(s) to their agency supervisor and follow reporting procedures of their agency.
   • Students to discuss any issues or concerns about mandating reporting with their field faculty.

(Guidelines - 08.13.12)
PROVISION OF INSURANCE

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

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

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

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

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

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

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

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

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

Personal or emotional problems of a more serious nature can present great difficulty. These problems may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol abuse, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common performance problems have to do with deficits in competence, understanding, or excessive absences.
These problems usually present an interrelated set of concerns that require monitoring, communication, and professional judgment on the part of faculty and agency supervisors. The concerns are: the rights of clients to adequate service and professional care, the educational needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student.

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

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

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

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

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

- University Health Services (265-5600) 333 East Campus Mall, Floors 5 to 8, https://www.uhs.wisc.edu/mental-health/
- Dean of Students Office (263-5700), 70 Bascom Hall, 500 Lincoln Drive
- Journey Mental Health Center (280-2700), 49 Kessel Court
- McBurney Disability Resource Center (263-2741), 702 W. Johnson St #2104

ACCESS AND ACCOMMODATION IN INSTRUCTION FOR STUDENTS WITH DISABILITIES

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

FIELD PERFORMANCE REVIEW GUIDELINES

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

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

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

3. If indicated, the field faculty may call a meeting which could include but is not limited to the student, the agency supervisor and the field faculty. This meeting is an effort to assist a student in finding ways to successfully accomplish field education goals and objectives (e.g., achievement of the competencies). This shall include an opportunity for the student to talk about his/her understanding of the situation and offer potential options for remedy.

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

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

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

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

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

Students drop courses for many reasons, including: educational considerations, serious illness or personal crisis and occasionally, for performance problems. It is to this last reason, namely performance problems in the field placement or field course, that the following policy is addressed. Should a student drop the field course for performance problems, the Field faculty will (if it is otherwise not yet done) write a letter to the student (with copies to the student’s file and Director of Field Education) describing the steps taken to remedy the student’s performance problems in field. This letter will also specifically and thoroughly include suggestions for improvement, corrective action to address deficits and potential resources.
POLICY ON RE-ENTERING FIELD EDUCATION
Any student who drops the field course or withdraws from the program following substantial performance problems will not be allowed to enroll in the field course in the following semester without special review and permission of the Director of Field Education. In some situations, such as those involving alcohol and other substance abuse or other circumstances that are of a serious nature, students may not be eligible to request re-entry for one calendar year or more. The usual procedure will be for students to take time off from the field course to address underlying deficits that impair their performance, such as knowledge or interpersonal skill deficits, personal problems, behavior factors, attendance problems, situational or circumstantial factors, etc., as noted by the field faculty and/or the Director of Field Education. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes that enhance a student’s stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field course, based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student’s motivation toward corrective action, judgment of the student’s ability to hear and use feedback constructively, availability and use of educational, career advising and therapeutic resources.

In most cases, students will be expected to take at least a semester to address their educational needs and performance problems prior to reentering the field course. Only in exceptional cases will a student be allowed to resume the field course in the next semester following the drop, and only if the Director of Field Education, with the option to consult with the Field Education Committee, is convinced the student has demonstrated improved readiness to perform adequately in the field course. If a student is readmitted to the field course after significant performance problems have occurred, file information from faculty and the prior field agency documenting the problem areas, suggested corrective actions, etc., as noted above, will be shared on a “need to know” basis with prospective field agencies and supervisors. Students must initiate a request in writing to reenter the field course. At a minimum, this letter must address the suggestions for improvement, corrective action taken to address deficits and the resources utilized to ensure their good standing in the social work program. In initiating the request for reentry, students will be expected to document their efforts towards growth and change that support the likelihood of satisfactory performance in the field. The Director of Field Education will conduct a review and, with the option to consult the Field Education Committee, will make the decision. Faculty involved in the original placement, if on the Field Education Committee, will not participate in such action. Since this is a major decision, which affects a student’s ability to complete the BSW or MSW program, students may appeal to the School’s Director to reconsider an adverse decision by the Director of Field Education.
STATEMENT ON NON-DISCRIMINATION
In conformance with applicable federal and state law and with University policy, the University of Wisconsin-Madison School of Social Work does not discriminate on the basis of age, race, color, religion, sex, national origin or ancestry, sexual orientation, arrest or conviction record, marital status, handicap, political affiliation, or veterans status, with regard to treatment of employees and students in educational programs or activities it operates. Inquiries concerning this policy may be directed to appropriate campus admitting or employing units or to the Office for Equity and Diversity, 179A Bascom Hall, 608/263-2378. These policies extend and apply to Field Education.

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

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

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

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

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

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

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

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

For information about fees, examinations, applications and requirements for certification contact: Wisconsin 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. (608) 266-0145. E-mail: web@drl.state.wi.us Website: http://dps.wi.gov/Home

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

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

GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

ADVANCED PRACTICE YEAR STUDENTS (also referred to as Advanced Generalist Specialization): These are 2nd year MSW or advanced standing students completing the second-year curriculum of the Master’s program (see Curriculum Focus Area below).

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

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

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

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

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 UW Madison School of Social Work has one Field Education Program that is comprised of a Full-Time Program on the Madison campus and the Part-Time Program which has a UW-Madison and a UW-Eau Claire campus. These programs have the same educational requirements leading to a degree from UW-Madison. The Handbook for the Part-Time MSW Program is also available at the School’s website.

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

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

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

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

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

GENERALIST PRACTICE YEAR: The School’s generalist curriculum for BSW students and first year MSW students. It includes the generalist, direct practice oriented field course (SW400/ SW401 Field and Integrative Seminars I & II).

GENERALIST PRACTICE YEAR STUDENTS: BSW or 1st year MSW students.

INTEGRATIVE SEMINAR: A seminar class taught by field faculty to provide content on social work practice, problem area content and intervention methods. It also serves as an arena for case presentations, guest lectures, and group discussion of students’ practice in the community. The seminar group is intended to provide both an intellectual and supportive environment for the integration of classroom learning with practice experience.
PROFESSIONAL CONSULTATIVE COMMITTEE: A group of social work practitioners from the community that provides valuable consultation and input to the overall curriculum of the School with particular emphasis on the field program. The PCC members and constituency represent agency supervisors/the professional community who work with field students and faculty. Some committee members serve on other School committees.

PROFESSIONAL DEGREE PROGRAM: The entire Social Work Degree Program- (BSW or MSW) all courses and Field.
Duty to Disclose and Consent to Release of Information

Instructions: Please read the following statement and type your full 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.
APPENDIX D

UW-Madison School of Social Work
Student Consent to Release Background Check Information

University of Wisconsin-Madison, School of Social Work and many field placement sites require students to undergo a background check prior to commencing their placement. To facilitate this process for students, the School of Social Work has engaged a vendor to perform these checks. The field placement site (not the School of Social Work) determines whether the results of the background check makes a particular student unsuitable for the site. In order for the field placement site to make this determination, the site needs the results of the background check.

I, __________________________ (Name), consent to the UW-Madison School of Social Work releasing the results of my background check (including the Caregiver Background Check and all information obtained through the background check process) to any and all field sites to which I have applied. This consent authorizes verbal disclosures as well as the release of a copy of the background check and Caregiver Background Check results. The purpose of this disclosure is to allow the field placement site(s) to determine whether I am able to be placed at the site(s) to complete my field placement.


____________________________________  ______________________
Signature                                      Date

UW-Madison School of Social Work
Student Consent to Release Information to Field Placement Site

Field experience is a critical component of the education and training of School of Social Work students. Successful field placements require communication among faculty and staff from the School of Social Work and staff from students’ field placement sites regarding educational goals, student performance, student experience at the site, and educational outcomes.

I, __________________________ (Name), consent to the UW-Madison School of Social Work sharing information in verbal or written format (1) with any field placement site(s) to which I have applied about my application or qualifications for the field placement and (2) with any field placement site(s) at which I am placed about any aspect of my performance or experience at the field placement site(s). These disclosures may be made in order to facilitate my personal field placement experience(s) or to evaluate the general efficacy of the field placement site(s). This consent shall be effective until I graduate from my current program within the School of Social Work, unless I submit written request to revoke this authorization to: Field Program Office 1350 University Avenue (Room 318), Madison WI 53706.


____________________________________  ______________________
Signature                                      Date