



**Sandra Rosenbaum  
School of Social Work**  
UNIVERSITY OF WISCONSIN-MADISON

# Full-Time Program Field Education Handbook 2021-2022

1350 University Avenue  
Madison, WI 53706

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## **MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION:**

On behalf of the Sandra Rosenbaum 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 Sandra Rosenbaum 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, 2017). These mission statements are the basis for the education and curriculum in the Sandra Rosenbaum 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. Each year this handbook will be revised, and your input concerning any suggested improvements is greatly appreciated. Please contact me at [amconn@wisc.edu](mailto: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 Sandra Rosenbaum 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

## 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 Sandra Rosenbaum School of Social Work Mission**

The mission of the UW Madison Sandra Rosenbaum 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:
  - Populations and related social problems/issues;
  - 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;
  - Ethical advocacy and social, economic, and environmental justice;
  - Reflective leadership;
  - 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 be 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 15-16 hours per week (for 14 weeks) in field placement and two-and-a-half hours per week in the field unit integrative seminar. Advanced Practice Year (second-year MSW and advanced standing) students must complete a minimum of 320 hours per semester which includes the 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 the field unit integrative seminar.

It is each student's responsibility to ensure that they have the required number of hours completed in their field placement. Students remain in the same field placement for 2 semesters, and may not end their field placement prior to the last week of class in May.

## **How many credits is the field placement and integrative seminar?**

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 (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 Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work.

For those with a BSW more than 5 years old, there is an exemption examination process (refer to Policy for Exemptions from 1st Year of Field) which requires that you submit the “Exemption Eligibility Process Request form” to the Field Office by May 3.

**Is a caregiver/criminal background check required for field placement?**

Yes. The State of Wisconsin requires a caregiver/criminal background check for those working with vulnerable populations. Students are responsible for paying our contracted vendor, Castle Branch’s \$45 service fee. For additional information on the process, and to get started, use the link below and follow the instructions.

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

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

**Are field placements available during the summer?**

The School does not offer integrated field seminars and generally does not offer field placements during the summer. If a need arises for a summer field placement please contact the Director of Field Education.

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

The School will consider a field placement in another state when it is a unique educational opportunity and a compelling student need. Organizing such a placement takes a great deal of planning and requires the approval of the Director of Field Education. Currently, the School does not have 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.

**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.

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

**Can I count my lunch toward field hours?**

Similar to many employment situations, if you are taking a full break for lunch, you are not “on the clock” and would not be paid. Field hours would be counted in this same fashion, where a self-care lunch break would not count toward your field hours.

**Are there placements with weekend/evening hours available?**

There are limited options for weekend and evening placements. This is true in Wisconsin and nation-wide simply because most social work services are provided during traditional business hours. If you are a person who would like a weekend or evening placement, please discuss this with your field faculty during the placement process. We will try our best to accommodate your needs, but please know that there is no guarantee.

**Can I work at home for field hours?**

No, field hours must take place within the agency. This is because we want students to gain the full educational experience of being with other social workers, having access to supervision, and learning, in person, about the structure and processes within an organization.

**Can I count travel time for field hours?**

Similar to employment situations, students are not able to count the time it takes to travel to their placements. Once one had arrived at their placement, traveling for home visits or other educationally-related activities would count toward field hours.

**Can I complete hours before for spring semester?**

Field hours must be earned within the semester associated with the integrative seminar course. Once the field hours log has been turned in at the end of the semester, a student can begin working on their spring hours. Students commit to a two semester placement and cannot end their placement before May, even if they have completed the required hours.

**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 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.

**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.

## **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

<p style="text-align: center;"><b>Generalist Practice Competencies</b></p> <p style="text-align: center;">Description represents dimensions of the competency that include knowledge, values, skills, and cognitive and affective processes</p>	<p style="text-align: center;"><b>Generalist Year Behaviors</b></p> <p style="text-align: center;">Represent observable components of the competencies to be demonstrated in field experience</p>	<p style="text-align: center;"><b>Specialized Practice Competencies</b></p> <p style="text-align: center;">Description represents dimensions of the competency that include knowledge, values, skills, and cognitive and affective processes</p>	<p style="text-align: center;"><b>Specialized Year Behaviors</b></p> <p style="text-align: center;">Represent observable components of the competencies to be demonstrated in field experience</p>
<p><b>2.1.1 Demonstrate Ethical and Professional Behavior.</b></p> <p>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</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in</li> </ul>	<p><b>2.1.1 Demonstrate Ethical and Professional Behavior</b></p> <p>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</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Demonstrate ethical professional demeanor in</li> </ul>

<p>also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>behavior; appearance; and oral, written, and electronic communication.</p> <ul style="list-style-type: none"> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<p>understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>behavior; appearance; oral, written, and electronic communication and use of technology in a focus area;</p> <ul style="list-style-type: none"> <li>• Employ supervision and consultation to monitor professional judgments, behavior and guide ethical decision-making in a focus area</li> </ul>
<p><b>2.1.2 Engage Diversity and Difference in Practice</b></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability,</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and</li> </ul>	<p><b>2.1.2 Engage Diversity and Difference in Practice</b></p> <p>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezzo, and macro levels of practice in a focus area;</li> <li>• Present oneself as a learner to clients and constituencies, and</li> </ul>

<p>ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>constituencies as experts of their own experiences.</p> <ul style="list-style-type: none"> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<p>but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>engage them as experts of their own culture and experience in a focus area; and</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>2.1.3. Advance Human Rights and Social, Economic and Environmental Justice</b></p> <p>Social workers understand how diversity and difference characterize and</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at</li> </ul>	<p><b>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</b></p> <p>Advanced Generalist social workers demonstrate in a focus area an</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate advanced knowledge and understanding of social, economic, and environmental justice necessary to advocate for human rights at</li> </ul>

<p>shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>the individual and system levels.</p> <ul style="list-style-type: none"> <li>• Engage in practices that advance social, economic, and environmental justice</li> </ul>	<p>understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>the micro, mezzo, and macro levels of practice in a focus area;</p> <ul style="list-style-type: none"> <li>• Assess how mechanisms of oppression and discrimination impact clients and constituencies in a focus area; and</li> <li>• Engage in practices of advocacy and social change that advance social, economic and environmental justice for clients and constituencies in a focus area.</li> </ul>
<p><b>2.1.4 Engage in Practice-informed Research and Research Informed Practice</b></p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research.</li> </ul>	<p><b>2.1.4 Engage in Practice-Informed Research and Research Informed Practice</b></p> <p>Advanced Generalist social workers understand and apply quantitative and</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Use practice experience and theory to inform social work</li> </ul>

<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<ul style="list-style-type: none"> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<p>qualitative research methods to advance the science of social work and practice in a focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into a focus area of practice.</p>	<p>interventions in a focus area.</p> <ul style="list-style-type: none"> <li>• Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.</li> <li>• Disseminate research evidence to diverse groups to inform and improve practice, policy and service delivery in a focus area.</li> </ul>
<p><b>2.1.5 Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>• Apply critical thinking to analyze, formulate, and</li> </ul>	<p><b>2.1.5 Engage in Policy Practice</b></p> <p>Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, and engage policy</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Autonomously assess how social welfare and economic policies impact the delivery of and access to social services in a focus area.</li> <li>• Apply advanced critical thinking to analyze, formulate,</li> </ul>

<p>and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.</p>	<p>and advocate for policies.</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ul>	<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b></p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Autonomously use empathy, reflection and advanced level interpersonal skills to</li> </ul>

<p>and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate</p>		<p>behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.</p>	<p>effectively engage diverse clients and constituencies in a focus area.</p>
<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the</p>	<p><b>Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> </ul>	<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Advanced Generalist social workers independently engage</p>	<p><b>Advanced Generalist Social Workers:</b></p> <ul style="list-style-type: none"> <li>• Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and</li> </ul>

<p>dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</li> </ul>	<p>and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<p>constituencies in a focus area;</p> <ul style="list-style-type: none"> <li>• Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in a focus area;</li> <li>• 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;</li> <li>• 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.</li> </ul>
<p><b>2.1.8 Intervene with Individuals, Families,</b></p>	<p><b>Social Workers:</b></p>	<p><b>2.1.8 Intervene with Individuals,</b></p>	<p><b>Advanced Generalist Social Workers:</b></p>

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

			micro, mezzo and macro levels.
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## **GUIDELINES FOR GENERALIST PRACTICE YEAR: SW400 (Fall) and SW401 (Spring)**

The Generalist Practice 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.

### **Guidelines for Generalist Practice Year 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)**

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 affording students the opportunity to apply the Advanced Generalist Specialization behaviors to specific populations and/or social problem areas.

### **Guidelines for Advanced Practice Year Field Placements**

All Advanced Practice 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.

## **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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 in Field

### Student

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

### Field Practicum Supervisor/Community Setting

- Works with faculty to develop and maintain learning opportunities and 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 Seminar

- 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/Sandra Rosenbaum 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 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, addresses 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 Sandra Rosenbaum 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 Office of Field Education 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.

## **Social Work Field Unit Descriptions**

### **Introduction to Field Units**

The following pages describe the field units available to students and the types of placements typically associated with those field units. Unless otherwise noted, there is one field unit per description, and most field units have an average of 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 Office of Field Education at (608) 263-4813.

### **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 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 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:

<https://registrar.wisc.edu/course-search-enroll/>

### **If you are in:**

- SW400 (Fall)/401 (Spring) Students in the BSW program: register for 5 credits
- SW400 (Fall)/401 (Spring) Generalist Practice MSW students: register for 4 credits

- SW 800 (Fall) Advanced Practice MSW students, register for 5 credits.
- SW801 (Spring) Advanced Practice MSW students, 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

## **Social Work Field Unit Descriptions**

### **Introduction to Field Units**

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

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

Please contact the Director of Field Education with questions.

## **Social Work Practice in Community Agencies**

This unit provides opportunities to work with human service agencies and community programs. The practice perspective is generalist social work in direct and indirect services for individuals, families, groups, organizations, and communities. Also available is an opportunity to work in a multicultural agency setting serving persons of diverse ethnic, cultural, linguistic and national backgrounds. The primary purpose of the field placement and seminar is to provide generalist practice opportunities for the development, integration and application of 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

**2020-2021 Field Faculty:** Ron Chance, [rchance@wisc.edu](mailto: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.

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

**2020-2021 Field Faculty:** Mercy Greenwald, [mmgreenwald@wisc.edu](mailto:mmgreenwald@wisc.edu)  
Kelsey Siegel, [kngross@wisc.edu](mailto:kngross@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

**2020-2021 Field Faculty:** Joshua Lapin, [jlapin@wisc.edu](mailto:jlapin@wisc.edu)

Stefanie Primm, [sprimm@wisc.edu](mailto: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.

**2020-2021 Field Faculty:** Katie Larsen-Klodd, [krlarsen@wisc.edu](mailto: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

**2020-2021 Field Faculty:** Tim Latimer, [twlatime@wisc.edu](mailto: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

**2020-2021 Field Faculty:** Meg Burge, [meburge@wisc.edu](mailto:meburge@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, 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

**2020-2021 Field Faculty:** Angela Willits, [awillits@wisc.edu](mailto:awillits@wisc.edu)

Lynette Studer, [lstuder@wisc.edu](mailto: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

**2020-2021 Field Faculty:** Jacob Dunn, [jdunn6@wisc.edu](mailto: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

**2020-2021 Field Faculty:** Laura Dresser, [ldresser@wisc.edu](mailto:ldresser@wisc.edu)

## **Social Work Practice in Public and Private Child Welfare (Generalist Practice Year including students in the Public Child Welfare Training 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  
**2020-2021 Field Faculty:** Alice Egan, [abpearson@wisc.edu](mailto:abpearson@wisc.edu)

## **Social Work Practice in Public Child Welfare**

### **(Advanced Practice Year students in the Public Child Welfare Training 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

**2020-2021 Field Faculty:** Michael Hoffmeister, [mhoffmeister@wisc.edu](mailto:mhoffmeister@wisc.edu)

## 2020-2021 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*

**Meg Burge**, Assistant Faculty Associate; MSW, University of Wisconsin Madison (2014); LCSW (2016). Interests: Clinical and nonclinical social work with mandated populations, paraphilias, criminality, psychopathy, trauma-informed services, motivational interviewing, and feedback-informed services. Field Unit: *Social Work Practice in Juvenile and Criminal Justice*

**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**, Field Faculty and 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**, Clinical Associate Professor; MSSW, APSW, University of Wisconsin-Madison (2003). Interests: Adoption and foster care, open adoption and birthparent support, attachment and bonding, prevention programs for children and families, strengths-based child welfare interventions. Field Unit: *SW Practice in Public and Private Child Welfare*

**Michael Hoffmeister**, Field Faculty Associate; MSW, CAPSW, University of Wisconsin – Madison (2014). Interests: Child Welfare, social policy, foster care and adoption, child maltreatment prevention, poverty, socioeconomics, family economic well-being. Field Unit: *SW Practice in Public Child Welfare*

**Mercy Greenwald**, Field Faculty Associate; APSW, LCSW, UW-Madison (2010). Interests: Trauma work, youth and family-based interventions (Child-Parent Psychotherapy, Trauma-Focused Cognitive Behavioral Therapy), infant mental health, immigration trauma, racialized trauma, culturally adaptive interventions, larger systems work around mental health access and equity, community-based and innovating models of mental health treatment. Also cats. Field Unit: *Community Mental Health Agencies*

**Joshua Lapin**, Field Faculty Associate; MSSW, University of Wisconsin-Madison (1998). Interests: Working with individuals with developmental disabilities and their families with focus area on behavioral health 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, trauma, restorative practice, LGBTQ+ populations, equity practice, anti- racism and Black Excellence. Field Unit: *SW Practice in Educational Settings*

**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*

**Kelsey Siegel**, Field Faculty Associate, MSW, LCSW, University of Wisconsin- Madison (2010). Interests: trauma focused cognitive behavioral therapy, racial trauma, infant mental health, treatment interventions in educational settings. Field Unit: *SW Practice in Community Mental Health Agencies*

**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, macro/mental health policy and work with LGBTQ+ (or queer) individuals, and social work leadership. Field Unit: *SW Practice in Mental Health*

**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*

**Amanda Zuehlke**, Field Faculty Associate; MSW, APSW, University of Wisconsin-Madison (2006). Areas of interest: Foster care, adoption, trauma informed care, community- based supports for children and adults with developmental disabilities. Field Unit: *Social Work Practice in Community Agencies*

# FIELD PROGRAM OPERATIONAL POLICIES

## Field Credits/Hours

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

- 5 credits/semester – undergraduate, a semester total of 256 hours including seminar credits/semester – 1st year graduate, a semester total of 256 hours including seminar  
*(total of 512 hours including seminar, per academic year)*

### Field Practice and Integrative Seminar III, IV: SW800 (Fall)/SW801 (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  
*(total of 640 hours including seminar, per academic year)*

## Field Sequences

All students are placed in a faculty-based field unit and meet once a week for group learning activities in the integrative seminar. While overall educational responsibility rests with the field faculty, students work in various social agencies under the practice supervision of experienced community practitioners. 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.

## Summer Placements

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

## Block Fieldwork Placements

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

intent presented below:

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

## **Work Study**

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.

## **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 Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work are required to complete the "Caregiver Background Check" with Castle Branch by the date indicated on

the “Important Dates Sheet.” This sheet can be found on the Student Resources Page on our School’s website. The process includes the completion of a Background Check Information Disclosure Form and a criminal records check. As indicated on the form, it is important to complete it truthfully and accurately. Health and Family Services 12.05(4), Wis. Adm. Code, provides for sanctions if the form is not completed truthfully and accurately. Untruthful or inaccurate completion of the form may also jeopardize a student’s participation in the Social Work Program. All costs (\$45) associated with the Caregiver Background Check shall be paid by the student.

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

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

### **Background Check Results and Field Placement Process**

The student and the Sandra Rosenbaum 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 Sandra Rosenbaum 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 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.

## **Student Consent to Release Information Forms**

There are two release of information forms related to the Field Education Program that require a student's signature. The first release pertains to the Background Check and allows the School 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 Sandra Rosenbaum School of Social Work and the agency regarding the student's field placement. The release forms can be found in Appendix D and will be accessed through the SWIMS, signed electronically and kept in the student's file.

## **Students' Continuing Duty to Inform**

Students have a duty to inform the Sandra Rosenbaum 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 Director of Field Education.

## **Length of Time in Field Placements**

The School's policy sets a two-semester maximum for field placements in each year in the program. This policy insures that students are exposed to different practices, settings and supervisors. Generalist Practice Year students spend an average of 15-16 hours per week in field placement, which with the Integrative Seminar hours, totals 512 hours per academic

year. Advanced Practice Year students spend an average of 20-21 hours per week in field placement, which with the Integrative Seminar, totals 640 hours per academic year. For field placement purposes, the semester is considered 15 weeks. The integrated seminar does not meet over winter break.

### **Changing / Terminating Field Placements**

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

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

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

### **Field Course and Classroom Course Conflicts**

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

### **Protected Time for Field Placements**

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 Sandra Rosenbaum 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 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.

### **Significance of the Field Course Grade**

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, making the field course grade 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.

Both the Sandra Rosenbaum School of Social Work and the University provide procedures for hearing student complaints or grievances. For information on the School and University's process, click on the following links:

Sandra Rosenbaum School of Social Work: [Grievance Policy](#)

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.

## FIELD PLACEMENT CONCERNS

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

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

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

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

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

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

## **AGENCY SUPERVISOR POLICIES AND PROCEDURES**

Should a problem arise in placement, or if a student is not making satisfactory progress, the supervisor should follow the procedures listed below. If the concerns include any issue that may result in removing a student from the field placement (refer to Removal of Student from Field section for more detailed information), the agency supervisor should contact the field faculty member immediately:

- a) The agency supervisor should notify the student and the field faculty as soon as they suspect a problem (refer to Supervisor Responsibilities section). The severity of the concern will influence the level of intervention required by the agency supervisor. The agency supervisor will meet with the student to discuss and hopefully resolve the difficulty. Document the discussion (using the *Supervisors Documentation of Student Concerns* Form), any concerns, means to alleviate the problem(s), and length of time in which the problem is expected to be resolved. The student should sign this document. The supervisor will forward the form to the field faculty member.
- b) If the problem is not resolved, the agency supervisor will notify the student again, providing written documentation of the ensuing discussion and continuing concerns. Discussion and documentation should clearly outline expected outcomes, desired time limit, and consequences if expected outcomes are not met. The fact that the student is not meeting the expectations of the supervisor must be made clear. Contact must be made immediately with the field faculty member to discuss the concerns and plan of action outlined with student. The field faculty member will be forwarded a copy of all documentation. The field faculty member will notify the Director of Field Education regarding the concern. The field faculty member may request a meeting to discuss the student's performance.
- c) If difficulty continues, the agency supervisor will contact the field faculty member to schedule a meeting to discuss options. The agency supervisor will document all contacts and discussions held with student and field faculty. The field faculty member will schedule a meeting with the student and agency supervisor to address concerns.
- d) If the student fails to meet the requirements within the agreed upon time, then the student receives an unsatisfactory evaluation. Students receiving an unsatisfactory field evaluation receive a grade of failing. A failing grade in field may result in dismissal from the program. The Director of Field Education will schedule a meeting with the student, field faculty member, and academic advisor. The student will receive documentation from the Office of Field Education on the identified issues and grievance process.

## **STUDENT POLICIES AND PROCEDURES**

Should a problem arise in placement, the student should follow the procedures outlined below. It's the student's responsibility to first make a serious effort to resolve a grievance with the individual with whom the grievance originated. If the concerns include any issues that may jeopardize the student's safety (sexual harassment, macroaggressions, discrimination or other situations that impact wellbeing) the student should contact the field faculty member, Office of Field Education, or Academic Advising immediately. (Refer to the sections of Safety, Bias, and Sexual Harassment for more detailed information)

- a) Meet with the agency supervisor to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem(s), and expected length of time to resolve the problem (*Student Documentation of Concerns Form*). Contact the field faculty member for support and feedback.
- b) If the problem is not resolved, the student should notify the agency supervisor, the field faculty member, and the Office of Field Education. The field faculty member will 1) attempt to resolve the issue with the student and the agency supervisor, and 2) notify the Associate Director of Field Education of the problem and progress toward a resolution. The student documents the discussion and concerns and how they relate to field experiences and competencies. All documentation must be submitted in writing to the field faculty member.
- c) If resolution efforts are not successful the student, field faculty member, and Director of Field Education will meet to discuss field placement options and make formal recommendation to remedy the concerns.

Some guidelines are:

1. Students should have ongoing regularly scheduled 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 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 issues. 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 Sandra Rosenbaum School of Social Work will ensure proper referral to campus and community resources:

Resources for Students include (in addition to Sandra Rosenbaum School of Social Work faculty, advisors, and staff):

- University Health Services (265-5600) 333 East Campus Mall, Floors 5 to 8
- 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 ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Wisconsin-Madison and the Sandra Rosenbaum 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. Russ 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: PROCEDURES AND POLCIES TO ADDRESS CONCERNS**

The Field Performance Review Guidelines outlined below 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 successfully meeting field education requirements.

- 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.
- Field faculty will communicate to the student the specific learning and skills to be achieved and observed in all field settings.
- 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 will include an opportunity for the student to talk about their 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 the student will demonstrate, the resources available to remedy the situation, and a plan of action with time lines and specified responsibilities.

The field faculty will write a letter 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 agency supervisor will provide appropriate input to the field faculty for this letter. The Office of Field Education will place copies of this letter in the student's file and provide a copy to the agency supervisor.

More than one meeting may be needed. Field faculty will provide timely updates to the Director of Field Education.

If the above mentioned strategies are not sufficient, and performance issues persist, 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 of Field Education for the Sandra Rosenbaum School of Social Work. The student may invite an individual they consider a helpful support in these circumstances. A field review is expected to result in the successful resolution of the field performance difficulties.

The Field Performance Review and subsequent field performance by the student may result in a range of possible outcomes, including continued enrollment in the course with the student receiving the grade they earned. However, if a student does not pass the course, the student may be allowed to withdraw, depending on time of semester and university guidelines, or be assigned a grade of C, D, or F (which would result in them being dismissed from the Social Work program). The Director of Field Education will write a letter documenting the situation and outcome with copies provided to the student, the student's file, and the field faculty. Students considering grieving or appealing their grade should refer to the Sandra Rosenbaum School of Social Work's Professional Students Rights and Responsibilities, found on the Sandra Rosenbaum School of Social Work website.

## **REMOVAL OF A STUDENT FROM FIELD**

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the field site, and the community. Should a student's personal problems, psychological and physical well-being, lack of judgement or lack of learning readiness in the student role impair the student's field performance and responsibilities to clients, the field placement, and/or the community, the field faculty, agency supervisor, and Director of Field Education have the responsibility to intervene.

The Director of Field Education has the responsibility to remove any student from field when the student's professional or ethical behavior jeopardizes the services provided by the agency or the clients served by the agency. The Director of Field Education will consult with the Associate Director of Field Education, field faculty, agency supervisor, Director of the School, and the Field Education Committee when appropriate to assist in making the decision to dismiss a student from placement.

The Office of Field Education has the responsibility to intervene and possibly remove a student from field for any of the following reasons:

1. Student's failure to abide by the NASW Code of Ethics, Students Rights and Responsibilities, Duty to Disclose, assigned agency policies or procedures, and Sandra Rosenbaum School of Social Work policies or procedures;
2. Student's violation of any of the principles outlined in the NASW Code of Ethics, Students Rights and Responsibilities, or Sandra Rosenbaum School of Social Work policies or procedures;
3. Student's attempt to harm oneself, others or clients;
4. Student's repeated tardiness and unexcused absences without notification to agency supervisor and field faculty;
5. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation;
6. Any student that is arrested or otherwise charged with a crime shall immediately notify the Office of Field Education (prior to returning or reporting to any field placement);
7. This will prompt a Student Performance Review (see student handbook for the entire review process) to determine whether the student will be allowed to continue in their field placement and, if so, under what conditions;
8. To the extent that the Office of Field Education has a concern that a student is unfit to perform any of the required duties associated with a field placement, the student

may be immediately removed from the field placement, and the Office of Field Education may require the student to provide adequate assurances from an appropriate health care professional acceptable to the Office of Field Education, that the student is fit to perform all duties associated with the field placement;

9. Any student that is credentialed by a state regulatory board is responsible for notifying the Office of Field Education immediately of any sanction or disciplinary actions taken against them during their tenure in the social work program. This will prompt a Student Performance Review to determine if the student will be allowed to continue or be placed in a field placement. Students being asked to leave an agency or removed by the Office of Field Education due to any of the above mentioned reasons may forfeit completed hours in the field placement, and may be assigned a grade of "Fail". In such situations, the student may be denied another field placement and/or dismissed from the social work program. A failing grade or removal from field may result in dismissal from the program. Students will receive written documentation of reasons for dismissal, and outline of procedures that will occur after removal.

### **PLACEMENT SITE FACTORS RESULTING IN REMOVAL OF STUDENT**

If through no fault of the student, a field placement must be discontinued, every effort will be made to reassign the student to another field placement setting as expeditiously as possible. (This will depend on availability of appropriate placements sites). Every attempt will be made to minimize the loss of continued accumulation of placement hours. The Director of Field Education, in consultation with the field faculty and agency supervisor, will determine what conditions must be in place before the field placement setting can host another field placement. A student may be removed from field due to:

- Decision of the Office of Field Education and field faculty that the agency experience is not meeting the outlined Learning Plan of the field placement on the field faculty recommendation. The field office will make every effort to replace student within that semester. Students will not have to forfeit any hours earned.
- Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, which does not support field placement requirements. Students will not forfeit any hours earned.
- Agency's inability to demonstrate commitment to the values and ethics of social work practice in interactions with students, clients and/or community as well as Social Work mission and program goals as an approved field placement site. **Continued** inability of the supervisor in providing supervision **despite creation and implementation of remediation plan**, over the students learning experiences and activities.
- Student's personal safety is jeopardized by continuing placement. The Director of Field Education reserves the right to work with a student on a new field placement without adherence to procedures outlined in the Policies and Procedures (Page 53-54) in the event that the student's rights have been violated, and/or it is felt that field education competencies cannot be met in the current agency setting.

## **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. Should the student return to field in the future, they may need to repeat seminar and a field placement in order to master competencies, address performance concerns, and adhere to field model at UW-Madison.

## **WITHDRAWAL FROM FIELD PLACEMENT**

Students may withdraw with a "W" grade if done within the University deadlines (contact the Academic Advising Office for timelines and information.) In all cases, a student who decides to withdraw with a "W" grade will forfeit credit for ALL hours completed in the agency prior to the drop date. Students withdrawing from field placement will have to wait 1-2 semester(s) before reapplying for field placement.

### **Field Office Procedures to be Followed Before Withdrawing from Field:**

1. Discuss decision with field faculty member and agency supervisor.
2. Discuss decision and options with Field Office.
3. Notify agency in writing in the form of a resignation letter and forward a copy to the field faculty and Office of Field Education.
4. Complete any necessary termination activities required by the NASW Code of Ethics, field faculty member, and agency supervisor.
5. Discuss University procedures and course sequencing with Academic Advisors.

Students deciding to withdraw from their field seminar once they have been accepted and/or have begun their field placement in the agency must notify the field faculty member and Office of Field Education of this decision before leaving the agency. Failure to notify the Office of Field Education of this decision may result in a Failing Grade, which may result in dismissal from the program.

**Students withdrawing from their assigned field placement after receiving an Unsatisfactory Evaluation or documented problems meeting the course competencies will count as an unsuccessful placement and may result in dismissal from the program.** The Director of Field Education will meet with the student, field faculty, and agency supervisor to review all information regarding student's performance. This information will be used to determine if the student will be allowed to re-register for the appropriate field course. Student will be notified in writing of all concerns and decision regarding their status in field. Students withdrawing after being removed from their field agency (detailed information regarding policy and procedures for Removal of Student from Field is listed (on page 55-56) will not be allowed to re-register for field education courses **until the student addresses the concerns outlined in the letter provided by the field faculty member and requests a re-entry meeting with through the Office of Field Education.** In such situations, the student may be denied another field placement and/or dismissed from the social work program. Students will receive written documentation of reasons for dismissal, and outline of procedures that will occur after withdrawal. Students withdrawing from field after being removed from their field placement will be referred to Academic Advising Services at the Sandra Rosenbaum School of Social Work.

## **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 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, 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 MSW program, students may appeal to the School’s Director to reconsider an adverse decision by the Director of Field Education.

### **REQUEST TO CHANGE FIELD PLACEMENT**

The Office of Field Education will not make any placement changes without a completed Request to Change Field Placement Form submitted by the student. Any change in placement within or between semesters must be supported by educational reasons, and must be recommended by the field faculty and the Office of Field Education.

Changes in placement during the semester are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for making a change during the semester of placement.

- For students enrolled in SW400 or SW800 who request a change of placement, the Office of Field Education does not guarantee that a new placement can be arranged during the requested semester. The student will have to discuss options with the field faculty member. The field faculty member will then consult with the Director of Field Education regarding the proposed plan.
- Students enrolled in SW401 or SW801 requesting a change of placement will forfeit hours earned to date in the agency for that semester, and will have to retake the course.

The Office of Field Education cannot guarantee an immediate replacement or the impact on the hours required for the current semester. It may be necessary to repeat the course and complete additional field placement hours.

## Policy for MSW Program Exemption from the Generalist Year of Field

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 connect with the academic advisor.

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

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

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

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). Students may contact Amy Basel, Field Program Assistant, at [fieldoffice@socwork.wisc.edu](mailto: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. Please contact the Field Education Office at 263-4813 if you have questions about the exemption process.

## **Policy for Advanced Generalist Specialization Year Field Placements for Students in the Joint MSW/PhD**

Generalist Practice Year Students in the joint MSW/Ph.D. program are assigned to the *Social Work Practice in Community Services* field unit to gain experience in a direct practice field placement.

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 encouraged to engage in a research- focused field placement that is supervised by a member of the School's research faculty.

To arrange such a placement, a student should identify a faculty mentor who is willing to serve as the student's field supervisor and with whom the student will engage in a research project that will comprise the field placement. The student and field supervisor (i.e., faculty mentor) will then consult with the Director of Field Education regarding the student's field placement and requirements of the field program. Advanced Practice Year Students in the joint MSW/Ph.D. program are assigned to the *Social Work Practice in Policy and Administration* field unit.

Once the student is enrolled in a field unit, the student and field supervisor will complete the learning plan that includes the competencies and behaviors. 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, field faculty, and research field supervisor's request. If the research-focused placement is to constitute only a portion of the placement, the student and research field supervisor will collaborate with the field faculty to coordinate the learning plans between the two placements.

## **POLICY FOR MSW FIELD PLACEMENT IN EMPLOYMENT SETTINGS**

### **POLICY:**

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

In the field, students are expected to demonstrate a level of learning and autonomy beyond and separate from existing job descriptions. The field placement experience must be based on the educational needs of the student, and must be a rigorous, master's-level experience. Field placement agency-based supervisors are educational partners with course faculty who, together assure that students' field placements are designed to achieve the social work competencies (as measured by the corresponding 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 the Office of Field Education 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 Office of Field Education, 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 Sandra Rosenbaum School of Social Work.
- Students may not terminate from their current field placement in order to do a field placement in employment.

- In accordance with CSWE Accreditation Standards, student field placements must include duties, responsibilities and learning that are separate and distinct from their employment.
- A student in a field placement in an employment setting must follow the guidelines and meet the same criteria outlined in the Field Education Handbook.
- 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 Office of Field Education by the deadline indicated in the application.
- Final approval of the proposal requires the approval of the Office of Field Education. 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 observed by the behaviors, using the Sandra Rosenbaum School of Social Work's Field Evaluation Instrument.
- If the field placement in a student's employment setting is originally approved but subsequently not all terms of the agreement are met (by the agency, the field placement supervisor, or the student), the student may be reassigned to an alternate field placement that meets competencies, behaviors and guidelines, which may involve placement outside of the employment setting.

**Steps in the Field Placement in Employment Settings Process:**

Students wishing to apply to complete a Field Placement in an Employment Setting, or have any questions regarding this policy, may contact Audrey M. Conn, Director of Field Education, at [amconn@wisc.edu](mailto:amconn@wisc.edu).

## **Mandated Reporting Guidelines**

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

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

In addition:

1. All field units will address mandated reporting to ensure that Advanced Practice Year students receive the information. The need to cover this in field continues because advanced standing students from other schools may not have had this content.
2. Field units will encourage Generalist and/or Advanced Practice Year students to review and discuss child abuse and/or neglect and elder abuse practice situations (without identifying information).
3. In terms of preparing for and responding to cases of child abuse and/or neglect and elder abuse, the following would apply:
  - a. Students receive information about and understand mandated reporting laws.
  - b. Students know reporting procedure of agency
  - c. Students expected to report situation(s) to their agency supervisor and follow reporting procedures of their agency
  - d. Students discuss any issues or concerns about mandating reporting with their field faculty

## **Statement of Safety and Security of Students in the Field Experience**

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

The School also provides a session on safety as part of the Field Orientation. The field orientation is mandatory but in some unforeseen situations a student may be unable to make attend. In those situations, the student is required to view all orientation sessions (which includes the Safety and Security session) online and complete an assignment and review of all material. The Director of Field Education also follows up with the student and field faculty to offer any additional materials and answer questions.

Students have the right and are encouraged to raise issues of safety and potential risk with their agency supervisors and the field faculty. When students encounter threats to their safety or actual abuse or harm (including verbal) in their placement, they should immediately notify the respective agency supervisor and their field faculty (agency director or 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work, and/or local, state and federal law. Students who present potential self-harm are to be referred by School personnel to the appropriate resources (e.g., UW Counseling Services, the Office of the Dean of Students or 911 if in immediate danger).
- C. Educational partners whose personnel or clients engage in such behavior will have their affiliation or other agreements/contracts reviewed. Educational partners include agency supervisors, teaching and research project assistants, or anyone who is performing an educational role in connection with or under the auspices of the School and is in contact with social work students, faculty and staff.

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

**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 of Field Education, Assistant Director, Part-Time MSW Program Director, Director of Field Education or the Academic Department Supervisor).

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

### **III. Team Composition**

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

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

### **IV. Consultation Team Responsibilities:**

#### **A. Prevention**

*Offer training in this area, such as:*

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

#### **B. Crisis Management**

**1. Purpose:** The Consultation Team is convened to facilitate the appropriate internal and external authority responses (e.g., UW resources and other resources

such as the Office of the Dean of Students and its threat assessment team, police, violence experts, UW EAP) to an incident or incident of concern and to develop, coordinate, and evaluate a response plan. In ALL cases of potential or actual threat or incident, the Office of the Dean of Students' designated contact person for violence situations will be contacted.

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

### **C. Post Incident**

The Consultation Team will prepare a post incident report that evaluates the immediate response to the incident, indicates future actions (e.g., individual or group processing of incidents, prevention of future incidents, and improvements in handling of the incident or future incidents). The report is reviewed by the Administration Team, which may make additional recommendations. (Approved. 10/21/09, Rev. 02/02/11)

## **Provision of Insurance**

**Liability insurance:** The University provides professional liability insurance under the State Self-Funded Liability Program [Section 895.46(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:** Students are expected to maintain their 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 Office of Field Education

### **Statement on Hate and Bias**

The University of Wisconsin-Madison and the Sandra Rosenbaum School of Social Work are committed to creating a safe and supportive environment for all people. We value a

diverse community where all members are able to fully participate in the Wisconsin Experience. Incidents of bias or hate can impact individuals and groups and negatively impact safety, wellbeing, and quality of learning. UW-Madison and the Sandra Rosenbaum School of Social Work take such incidents seriously and will respond appropriately to reported or observed incidents of bias or hate. The Sandra Rosenbaum School of Social Work has support available and we encourage students to reach out to their field faculty, student advisors, Director of Field Education, Associate Director of Field Education, Part-Time MSW Program Director and the Director of the Sandra Rosenbaum School of Social Work for consultation and support. Names and contact information are listed here:

Audrey Conn, Director of Field Education: [amconn@wisc.edu](mailto:amconn@wisc.edu) (608)263-1032  
Michelle Helmer, Eau Claire Site Director: [helmer2@wisc.edu](mailto:helmer2@wisc.edu) (715) 836-5365  
Latoya Kirton, Madison Academic Advisor: [lkirton@wisc.edu](mailto:lkirton@wisc.edu) (608)263-6330  
Amanda Ngola, Associate Director of Field Education: [Amanda.ngola@wisc.edu](mailto:Amanda.ngola@wisc.edu) (608)265-4570  
Mary Paulauskis, Eau Claire Academic Advisor: [paulauskis@wisc.edu](mailto:paulauskis@wisc.edu) (715) 836-2777  
Stephanie Robert, Director: [sarobert@wisc.edu](mailto:sarobert@wisc.edu) (608)263-6336  
Angela Willits, Part-Time MSW Program Director: [awillits@wisc.edu](mailto:awillits@wisc.edu) (608) 262-4630

The university provides campus-wide resources for additional support including the Dean of Students Office, Multicultural Student Center, Gender and Sexuality Campus Center, International Student Services, Office of Conduct and Community Standards, and the Veterans Services and Military Assistance Center. Secure and Confidential (in-person or online) Bias and Hate Incident Reporting that can be access in-person, at the campus offices listed above, or online via this link. [Report Bias or Hate](#).

Instances or allegations of hate or bias in a field placement setting should be reported immediately to any of the Director or Associate Director of Field Education. For more information please visit: <https://socwork.wisc.edu/students/rights/>

### **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 and to remember that policies prohibiting sexual harassment pertain to all students, faculty and agency supervisors. A copy of the definitions and rules governing the conduct of University of Wisconsin-Madison faculty in the area is available at: [UW-Madison-Policy-on-Sexual-Harassment-And-Sexual-Violence-January-2018](#)

The Sandra Rosenbaum School of Social Work has support available for students. Professor Tracy Schroepfer is the Sexual Harassment Liaison at the Sandra Rosenbaum School of Social Work and is available to consult and provide support to Sandra Rosenbaum School of Social Work students. Students can also reach out to field faculty, student advisors, Director of Field Education, Associate Director of Field Education, Associate Director, Part-Time MSW Program Director and the Director of the Sandra Rosenbaum School of Social Work for consultation and support. Names and contact information are listed below. Instances or allegations of sexual harassment in a field placement setting should be reported immediately to any of the Director or Associate Director of Field Education. For more information and resources please visit: <https://socwork.wisc.edu/students/rights/>

Audrey Conn, Director of Field Education: [amconn@wisc.edu](mailto:amconn@wisc.edu) (608)263-1032  
Michelle Helmer, Eau Claire Site Director: [helmer2@wisc.edu](mailto:helmer2@wisc.edu) (715) 836-5365  
Latoya Kirton, Madison Academic Advisor: [lkirton@wisc.edu](mailto:lkirton@wisc.edu) (608)263-6330  
Amanda Ngola, Associate Director of Field Education: [Amanda.ngola@wisc.edu](mailto:Amanda.ngola@wisc.edu) (608)265-4570  
Tracy Schroepfer, Professor: [tschroepfer@wisc.edu](mailto:tschroepfer@wisc.edu) (608)263-3837  
Mary Paulauskis, Eau Claire Academic Advisor: [paulauskis@wisc.edu](mailto:paulauskis@wisc.edu) (715) 836-2777  
Stephanie Robert, Director: [sarobert@wisc.edu](mailto:sarobert@wisc.edu) (608)263-6336  
Angela Willits, Part-Time MSW Program Director: [awillits@wisc.edu](mailto:awillits@wisc.edu) (608) 262-4630

The University provides campus-wide resources including the Dean of Students, Office of Compliance, and the Office for Equity and Diversity. University Health Services (<https://www.uhs.wisc.edu/survivor-resources/>) offers victim advocacy, a 24-hour crisis line, and counseling via appointment or drop-in. The University also has a Title IX office that provides information on your rights and reporting an incident. For more information: please visit: <https://compliance.wisc.edu/titleix/>

## 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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](mailto:web@drl.state.wi.us) Website: <http://dsps.wi.gov/Home>

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

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

## APPENDIX B

### GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

**ADVANCED PRACTICE YEAR (also referred to as Advanced Generalist Specialization) STUDENTS:**

These are second year MSW or advanced standing students doing 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 disabilities; or 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 Sandra Rosenbaum 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 (SW 400/ SW 401 Field and Integrative Seminars I & II).

**GENERALIST PRACTICE YEAR STUDENTS:** These are BSW or 1<sup>st</sup> year MSW students.

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

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

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

## APPENDIX C

### Duty to Disclose and Consent to Release of Information

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

Accepted students to the UW-Madison Sandra Rosenbaum School of Social Work have a **continuing** duty to update information they disclosed on all background checks required by the Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work and that UW-Madison employees may disclose and discuss this information with my field placement site.

## APPENDIX D

UW-Madison Sandra Rosenbaum School of Social Work

### Student Consent to Release Background Check Information

University of Wisconsin-Madison, Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work has engaged a vendor to perform these checks. The field placement site (not the Sandra Rosenbaum 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 Sandra Rosenbaum 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.

I acknowledge that this consent form comports with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 CFR Part 99.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### UW-Madison Sandra Rosenbaum 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 Sandra Rosenbaum School of Social Work students. Successful field placements require communication among faculty and staff from the Sandra Rosenbaum 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 Sandra Rosenbaum 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 Sandra Rosenbaum 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.

I acknowledge that this consent form comports with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 CFR Part 99.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date