

Sandra Rosenbaum
School of Social Work
UNIVERSITY OF WISCONSIN–MADISON

Field Education Handbook
2025-2026

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, 2021). 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.

Field education has been an important and central part of social work education since the beginning of our profession. 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 to provide any feedback pertaining to the handbook or the Field Education Program.

Once again, I welcome you to the Field Education Program and the University of Wisconsin Madison Sandra Rosenbaum School of Social Work. I look forward to an exciting, rewarding, and successful year with each of you.

Audrey M. Conn, MSSW, APSW
Clinical 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:

- Offer degree programs at the baccalaureate, master's, and doctoral levels;
- Offer programs leading to professional degrees at the baccalaureate and post- baccalaureate levels;
- Conduct organized programs of research;
- 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;
- 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;
- 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
- 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

In the College of Letters & Science, we provide a liberal arts education that is both broad and deep through excellent, empathic teaching. We hire faculty who are interested in pursuing difficult questions, making new discoveries, and making an impact in their field. We reward excellent teaching and classroom innovation, and we are committed to shared governance.

We nurture and support groundbreaking research across the spectrum of disciplines, encouraging faculty and graduate students to push boundaries and devise new pathways to knowledge. Our goal is to create a learning environment that is stimulating, joyful, and productive.

L&S offers multiple opportunities for students to expand their horizons through travel, small learning communities, and undergraduate research. Faculty and administrators in the College of Letters & Science are committed to helping students:

- Develop the intellectual courage to seek answers and pose new questions.
- Seek underlying connections across people, cultures, methods and ideas to better understand our world.
- Hone critical thinking skills to solve problems.
- Tap into and nurture their own creativity, and value that wellspring in others, in order to find solutions to complex problems, navigate a rapidly changing world, and appreciate the richness of life.
- Share their ideas in clear, coherent language and use cutting-edge digital platforms.

In L&S, we are proud of the intellectual virtues that are hallmarks of our L&S faculty and students. These include honesty, fair-mindedness, humility, and perseverance.

But we elevate one worthy ideal above all others: the ability and desire to learn over one's lifetime. College is a remarkable period of learning and self-discovery. Giving our L&S students the love of learning and the foundation upon which to build will ensure a lifetime of intellectual joy and success.

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 seminar and a field placement?
New admitted students receive an email from the Director of Field Education that contains a link to the Student Field Interest Form, which is completed online and submitted electronically. The form requires that you provide sufficient information related to your interest in the population(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 seminar assignment, and the corresponding field faculty will contact you with information about the field seminar.

Next, field faculty will work to provide you with potential field placements that meet the requirements of the program, match the interests you identified on your Student Field Interest Form and the availability of programs and agencies. 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 by the field faculty and Director of Field Education.

How much time do I spend at field placement?
Generalist Practice Year (BSW and generalist-year MSW) students must complete a minimum of 256 hours per semester which includes their field placement and integrative seminar. This averages out to 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 (advanced 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 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 classes in the spring semester.

How many credits is the field placement and integrative seminar?
Full-Time Program:

- BSW students register for 4 credits (SW400 in fall & SW401 in spring)
- Generalist 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)

Part-Time MSW Program:

- Generalist Year MSW students register for 4 credits (SW400 in fall & SW401 in spring)
- Advanced Practice Year MSW students register for: SW 800 (fall): 5 credits: SW801 (spring): 6 credits OR SW 800 (fall): 6 credits: SW801 (spring): 5 credits

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

For those with a BSW more than 5 years old, there is an exemption examination process (refer to Policy for Exemptions from Generalist Year of Field Education) which requires that you submit the "Exemption Eligibility Process Request form" to the Office of Field Education no later than the first Monday in May.

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. Students will receive an email from the Office of Field Education with information on completing this requirement.

Are field placements available during the summer?
The school does not offer integrated field seminars and field placements during the summer.

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. Students must be available to attend the weekly seminar on campus. Currently, the School does not have international field placements.

Are block field placements available?
Our curriculum design calls for a concurrent field placement, field seminar participation, and course work, block placements (a full-time semester in a field placement), is not an option.

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 Office of Field Education.

What days of the week am I in my field placement?
In the full-time program 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. In the part-time program all classes, including the integrative seminar, are on Saturday leaving significant blocks of time for field placements during the week. 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 but at a limited amount. 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. For more information visit: https://transportation.wisc.edu/

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 to allow appropriate and timely steps to 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 options. The Sandra Rosenbaum School of Social Work does not allow students to terminate a field placement on their own. Terminating placements only occur in very rare circumstances, as it disrupts student learning, client care, and impacts 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.

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 would like to request a weekend or evening placement, please add this information on the Field Preference Form and 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 complete field hours remotely?
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 service delivery of an organization. However, given the shifts in practice in recent years, more agencies are providing hybrid services. If your agency is one who provides telehealth appointments, for example, and this is a duty of yours as a student, you are permitted to engage in this work from home. In other words, working remotely is permittable if it is in line with the agency's delivery of particular services, and is agreed upon by your agency supervisor and field faculty. Fully remote field placements are not permitted.

Can I count travel time for field hours?
Students are not able to count the time it takes to travel to their placements. Once you had arrived at their placement, traveling for home visits or other educationally related activities would count toward field hours.

Can I complete hours before 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 the last week of classes in the spring semester, even if they have completed the required hours and weekly hours cannot be drastically reduced that it would impact the student's learning and services to clients. It is strongly encouraged that students proactively discuss their hours and schedule with the agency supervisor and field faculty.

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. The field course reflects the student's ability to apply knowledge and skills to client situations and aims to enhance professional development, making the field course grade of particular significance.

What if I have a disability and need accommodations?

Students who are requesting an accommodation due to a disability 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.

Students can provide the field faculty member 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). The Director of Field Education, an advisor, and /or the Disability Laision at the Sandra Rosenbaum School of Social Work are also available if questions or concerns arise.

FUNCTION OF THE OFFICE OF FIELD EDUCATION

The Director of Field Education, is charged with planning, implementing, and evaluating the field education program. Assessing all potential and continuing agencies and mutually planning with them for the appropriateness of the program and learning opportunities for students are available and enriching is the responsibility of the Office of Field Education. It is also responsible for planning, implementing, and evaluating field education seminars.

The Office of Field Education plays a major role in bringing together practitioners invested in a specific field of service with field faculty. The field faculty work with agencies to enhance communication and problem-solving, mitigate difficulties, serve as an advocate for field education and sound social work practice.

The Office of Field Education is responsible for placing students in community-based agencies. It is also responsible for orientation of students, monitoring student performance, communicating student strengths and weaknesses and processing all related student forms. In collaboration with advisors the Office of Field Education serves as a resource to students with questions or concerns about their learning in the field and their placement.

Field faculty report regularly to the Director of Field Education and the Faculty and serve as links for communication to faculty, students, agency supervisors and agencies. This level of coordination of information sharing is necessary for consistency in implementing and achieving the school's mission and achieving the field education program learning objectives. The continuing education provided throughout the year by the Office of Field Education Events and trainings provided by the field education office ensures not only relevant training on student supervision but also offers multiple opportunities for all to receive and share information.

PURPOSE AND STRUCTURE OF FIELD EDUCATION

The School of Social Work folds field placement and the weekly integrative seminar is central in the educational BSW and MSW program, maintaining its centrality to the school mission and its relevance to course work. Field education is an integral part of social work education which not only partners with community agencies and programs as learning experiences for students but also represents the central form of knowledge, skill development and instruction. Central to social work field education is to connect and integrate the theoretical and conceptual contribution of the classroom with the practice setting.

Field placements expose students to the broad field of social work, as well as to a wide range of experiences. The field experience is directly related to classroom learning and serves to synthesize and integrate theory and practice. Through this experience, students gather more information about their commitment to social work values and ethics and their professional identity. Becoming a professional social worker demands that a student embark on an exploration of challenging theories, complex analyses of policies and programs and self-examination and how the student uses new information to deal with the multifaceted problems presented in professional social work field education.

COMPETENCIES, BEHAVIORS, GUIDELINES, AND ROLES IN THE FIELD PROGRAM

The field course, comprised of the field placement and integrative 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 included in a learning plan, which is completed by the student in conjunction with the agency supervisor and the field faculty. The goal of this 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 Generalist Year MSW students) and Advanced Practice years. We request the cooperation of all involved in meeting these expectations in order to allow field placements to 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 Generalist practice).

Social Work Competencies, Dimensions, and Behaviors

Competency 1: Demonstrate Ethical Professional Behavior	
MSW Generalist Year	**Advanced Generalist Competencies**
Social Workers understand the value base of the profession and its ethical standards, as well as relevant policies laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview personal experiences and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaging in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.	Advanced generalist social workers possess a comprehensive understanding of the ethical standards, laws, and regulations that impact practice with individuals, families, groups, communities, and organizations in diverse practice settings. Advanced generalist social workers proactively recognize ethical problems and dilemmas and employ one or more frameworks for ethical decision-making, including collaboration and consultation with other professionals. Advanced generalist social workers have a high capacity for critical self-reflection and readily distinguish between personal and professional values to understand how their own lived experiences and evolving worldviews influence their professional interactions, decision-making, and service delivery. Recognizing the vital role of self-care, advanced generalist social workers engage in regular professional and personal self-care practices. Advanced generalist social workers identify as lifelong learners and recognize that continuing education is essential to competent and ethical social work practice.
Social workers: • Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; • Demonstrate professional behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior.	**Advanced generalist social workers:** • Employ ethical reasoning and decision-making, including appropriate use of consultation and supervision, in problem solving with individuals, families, groups, communities, and organizations. • Engage in critical self-reflection to examine boundaries, personal and professional needs, implicit biases, and the impact of power, positionality, status, privilege, and oppression in their social work practice. • Uphold the code of ethics and values of the profession through respectful communication, productive conflict resolution, reliable and responsible work ethic, ethical use of technology, and strong interpersonal skills that foster effective relationships with clients, supervisors, and other professionals.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political economic, social and cultural human rights are protected.	Advanced generalist social workers understand that all human beings are equally entitled to freedom, dignity, and rights including freedom of expression and movement, safety and security, physical and mental health, education, housing, privacy, and more. Advanced generalist social workers hold that all humans have the right to access social systems and services that can support the fulfilment of these rights. Advanced generalist social workers contribute to the development of institutions and policies that promote these human rights and are accountable to the people served. Using an intersectional lens and critical analysis, advanced generalist social workers have skills to identify and analyze social injustice due to historical and ongoing systemic oppression in various forms (for instance, colonization, enslavement, genocide, climate change, mass migration, war). Advanced generalist social workers apply critical theory to develop strategies to advocate for extending and securing human rights in direct practice with individuals, advocacy within organizations and agencies, and social justice at the societal and political levels
Social workers: • Advocate for human rights at the individual, family, group, organizational, and community system levels; • Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	**Advanced generalist social workers:** • Draw on intersectional and anti-oppressive critical theories to analyze underlying social and organizational structures and oppressive forces that deny universal human rights and shape inequities across the lifespan. • Develop and implement strategies to advocate for extending human rights in direct practice, in organizational practice, and/or in social change.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identify development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste,	Advanced generalist social workers understand and embrace the principles of anti-racism and are knowledgeable about relevant laws and regulations that promote diversity, equity, inclusion, and justice and disrupt racist practices at the micro, mezzo, and macro levels. Advanced generalist social workers understand cultural humility and recognize the extent to which our society's structures and values create and maintain privilege and power resulting in systemic oppression and exclusion. Advanced generalist social workers collaborate and interact with other professionals in an inclusive and anti-racist manner, ensuring that professional collaboration and co-creation promotes equity and diversity. Advanced generalist social workers apply cultural humility, a strengths-based orientation, and anti-racist intersectional perspectives at the micro, mezzo, and macro levels of practice.

class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology race nationality, religion and spirituality, sex, sexual orientation and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression poverty marginalization and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	
Social workers: • Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and • Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	**Advanced generalist social workers:** • Can describe the extent to which our society's structures and values oppress, marginalize, alienate, create, and/or enhance privilege and power and address their own internalized prejudices and biases. • Identify, evaluate, and address detrimental aspects of systems and environments with targeted populations, work to change policies and practices which by design or default, perpetuate inequities using strength-based, anti-racist, and anti-oppressive perspectives. • Co-create with families, individuals, organizations, and communities, interventions and plans for advocacy that focus on equity and social justice and support those constituents' goals and aspirations.
Competency 4: Engage in Practice- Informed Research and Research- Informed Practice	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice, decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to	Advanced generalist social workers appreciate the essential role of advances in the science of social work and related fields in improving social work practice and promoting equitable access to best practices at the micro, mezzo, and macro levels. Advanced generalist social workers translate human and professional challenges observed in practice into queries for empirical evidence to inform their practice. Advanced generalist social workers know how to access and critically evaluate, critique, and synthesize existing research evidence to understand a social work issue or problem. Advanced generalist social workers understand the general process of developing a research question into a research project. Advanced generalist social workers have the skills to contribute to quantitative or qualitative projects aimed at building evidence for interventions at clinical, program, or policy levels. Advanced generalist social workers have the skills to

develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.	communicate research findings in ways that are useful to constituents and have the capacity to translate research into more effective practice and policy.
Social workers: • Apply research findings to inform and improve practice, policy, and programs; and • Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	**Advanced generalist social workers:** • Translate practice and policy issues into researchable questions, processes, and outcomes. • Translate research findings into more effective practice and policy. • Evaluate the strengths and weaknesses in existing evidence-based research to draw conclusions relevant to social work practice at the micro, mezzo, and macro levels.
Competency 5: Engage in Policy Practice	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.	Advanced generalist social workers are knowledgeable about the nuanced and complex interplay of policy, opportunity, and service delivery affecting individuals, families, groups, communities, and organizations. Advanced generalist social workers understand how policy can support social justice, equity, and inclusion of individuals, families, groups, communities, and organizations. Drawing on critical theory and critical reflection, advanced generalist social workers develop and apply policy to pursue social justice for all humans by identifying policy opportunities and needed changes to support the individuals, families, and communities with which they work.
Social workers: • Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and • Apply critical thinking to analyze, formulate, and advocate for policies that advance	**Advanced generalist social workers:** • Understand how international, national, local, and organizational policies shape services, rights, and well-being of individuals, families, and communities. • Drawing on community engagement and input, critically analyze policies that are limiting the rights and well-being of the individuals, families, and communities they work with.

human rights and social, racial, economic, and environmental justice.	• Develop and contribute to the improvement of policy to extend well-being, social justice, and human rights.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Advanced generalist social workers value the importance of human relationships and understand engagement skills are essential to building trust and rapport with individuals, families, groups, communities, and organizations. Advanced generalist social workers use engagement throughout the working relationship to foster collaboration with clients, stakeholders, and other professionals. Advanced generalist social workers simultaneously draw on theories, self-reflection, and consultation to effectively engage diverse clients and constituencies. Advanced generalist social workers also understand human behavior in the context of various ecological settings and apply a relational, collaborative, strengths-based, culturally sensitive, and reflective framework to critically analyze and use varied engagement skills that are culturally congruent.
Social workers: • Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	**Advanced generalist social workers:** • Demonstrate a range of interpersonal engagement skills, including warmth, empathy, and genuineness, to engage in culturally responsive practice with individuals, families, groups, communities, and organizations. • Engage in effective interprofessional collaboration and consultation through advocacy, interprofessional communication, flexibility, role responsibility, and accountability with various stakeholders. • Employ self-reflection and consultation to identify and critically evaluate how positionality, power, privilege, personal experiences and values, and oppression may impact the working relationship and apply this knowledge to facilitate effective engagement with varied clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge	Advanced generalist social workers are aware that assessment is a critical component of effective micro, mezzo, and macro practice. Advanced generalist social workers critically evaluate and apply theories toward the development and implementation of multi-dimensional assessments grounded in evidence-based theoretical practice models. Advanced generalist social workers also understand human behavior in the context of various ecological settings and apply

in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self- reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	a relational, collaborative, strengths-based, culturally responsive, and reflective framework to critically analyze and use varied assessments that are culturally congruent.
Social workers: • Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and • Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	**Advanced generalist social workers:** • Enhance and expand on basic assessment strategies by drawing on diverse theories and demonstrating ability to use assessment to inform interventions with individuals, families, groups, communities and organizations. • Employ multiple assessment tools and skills with individuals, families, groups, communities, and organizations at the micro, mezzo, and macro levels. • Synthesize assessment findings, client input, system-level analysis, and critical reflection to inform intervention plans. • Employ self-reflection and consultation to identify and critically evaluate how positionality, power, privilege, oppression, and personal experiences and values may impact the assessment interpretation and apply this knowledge to facilitate effective assessment with varied clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
MSW Generalist Year	**Advanced Generalist Competencies**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.	Advanced generalist social workers recognize the value of advocacy and evidence-informed interventions at the micro, mezzo, and macro levels and prioritize using these interventions with individuals, families, groups, communities, and organizations. Advanced generalist social workers are skilled in identifying and translating scientific findings and innovations into research-informed interventions that promote the well-being of individuals, families, groups, communities, and organizations. Advanced generalist social workers also understand human behavior in the context of various environments and apply a relational, collaborative, strengths-based, culturally responsive, and reflective framework to critically analyze and use varied interventions that are culturally congruent.

Social workers: • Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and • Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	**Advanced generalist social workers:** • Use critical thinking skills, client and interprofessional collaboration, and a strengths-based perspective to plan, evaluate, and adapt a variety of models of intervention with individuals, families, groups, communities, and organizations. • Demonstrate effective use of advocacy as an intervention skill. • Employ self-reflection and consultation to identify and critically evaluate how positionality, power, privilege, personal experiences and values, and oppression may impact interventions and apply this knowledge to facilitate effective intervention with varied clients and constituencies.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	
MSW Generalist Year	**Advanced Generalist Competencies**
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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Advanced generalist social workers recognize that ongoing evaluation of practice, policies, and programs is a critical component of social work practice at the micro, mezzo, and macro level. Advanced generalist social workers understand the various purposes and uses of practice or program evaluation throughout the course of an intervention: engagement, needs assessment, planning and development, implementation, and impact or outcome assessment. Advanced generalist social workers connect with stakeholders to ensure that evaluation is implemented with integrity and accuracy. To conduct evaluations, advanced generalist social workers systematically apply their knowledge of qualitative and quantitative research methods in conjunction with attention to structural inequalities, specific context, stakeholder needs, and theories of human behavior in the social environment. Advanced generalist social workers are committed to disseminating and using evaluation findings to promote practice effectiveness, system change efforts, policy change, and service delivery to individuals, families, groups, communities, and organizations. Advanced generalist social workers understand that ongoing sustainability of any effort requires planning for transitioning responsibility to others.
Social workers: • Select and use culturally responsive methods for evaluation of outcomes; and • Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	**Advanced generalist social workers:** • Use a systematic and transparent approach to design and analyze evaluation plans. • Collaborate with all stakeholders in planning and implementing evaluation, interpreting evaluation data, and disseminating and applying findings. • Complete necessary steps and documentation in activity or project development and transfer responsibility for ongoing sustainability. • Employ self-reflection and consultation to identify and critically evaluate how positionality, power, privilege, personal experiences and values, and oppression may impact the evaluation process and apply this knowledge to facilitate effective evaluation with varied clients and constituencies.

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 (individual, family, or group), advocate, 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 behavior and observe 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 relevant approaches in social work processes, all roles, and including advocacy methods, social justice goals, and anti-racist practice.
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 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 relevant practice; policy development).
    c. Strengthen mezzo-level roles within their agency setting; (e.g, lead a team meeting; convene and host an interagency conference; directly address service disparities within the agency).
    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 mezzo 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 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 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. 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. 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. Program and resource development projects, joint research, as well as policy/advocacy efforts, are possible. 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 Field Education

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 constructive feedback.
- Performs ethically and competently in all field assignments.

Field Seminar

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

Agency Supervisor& Community Setting

- Works with faculty to develop and maintain learning opportunities and an affiliation with the University.
- Participates in student selection and placement process.
- Works with student and faculty in developing supervisory arrangements.
- Orients student to agency.
- Engages in 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 feedback and participates in the mid-semester check-in and final evaluation.
- Works with field faculty on future planning for student placements.

Field Faculty & Sandra Rosenbaum School of Social Work

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

Field Unit Assignment Policies and Procedures

Our policies for field unit assignments flow from several principles, including equity, 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 generalist 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. 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.

Students apply for field education using the Student Field Interest Form, which is completed online and submitted electronically. This form is provided directly to students by the Office of Field Education and is the key document for determining field seminar 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) 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 seminar assignment and email you directly with this information. The field faculty will then contact you with information about the field seminar and interview process.

In determining field seminar assignments, the Director of Field Education reviews the form and considers information provided regarding the student's educational and career goals, past social or 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 seminar assignment from the Office of Field Education by no later than the end of April. For continuing MSW students, the form is due two weeks after the last Focus Area Information meeting, unless otherwise noted.

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

Social Work Field Seminar Descriptions

Introduction to Field Units

The following pages describe the field seminars available to students and the types of placements typically associated with those field seminars. Unless otherwise noted, there is one field seminar per description, and most field seminars have an average of 12-16 students and emphasize the generalist framework for practice.

We do our best to accommodate student preferences with regards to field seminar assignments. However, it may not be possible to place every student in the exact field seminar 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 seminars, contact the field faculty for that field seminar identified in this section. For the field seminar 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 Seminars

The following are the field units for the 2025-2026 Generalist Practice Year. As the name implies, all the seminars teach generalist practice.

*Social Work Practice in Community Agencies
Social Work Practice in Intellectual and Other Disabilities
Social work Practice with Older Adults
Social Work Practice in Public and Private Child Welfare (IV-E and non-IV-E students)

*Generalist Field Seminar for Students in the Part-Time MSW Program

Advanced Generalist Specialization Year Field Seminar Options
The majority of our field seminars are organized by area of focus: Children, Youth, and Family Welfare; Health, Aging, or Mental Health. There are alternative field seminars that may be available within a focus area with faculty planning and the consent of the chair for that focus area.

Aging Focused Field Seminars
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 Seminars
Social Work Practice in Intellectual and Other Disabilities (if placement in CYFW)
Social Work Practice in Community Agencies (if placement in CYFW)
Social Work Practice in Educational Settings
Social Work Practice in Public Child Welfare (IV-E Program)
Social Work Practice in Policy and Administration (if placement in CYFW)
Social Work Practice in Public and Private Child Welfare (non-IV-E students)
*Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings (open to Advanced Year MSW students in the Part-Time MSW Program)

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

*The Social Work Practice in Mental Health field seminar is assigned to students in the Part-Time MSW Program who are interested in clinical mental health

*The Social Work Practice in Policy and Administration field seminar is available to all Advanced Generalist Year MSW (in the full-time program) students who want a more macro level experience in their focus area.

* Advanced Generalist Year MSW students (in the part-time program) who want a more macro level experience in their focus area would complete a macro focused field placement in either Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings or Social Work Practice in Mental Health.

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 seminar from the Office of Field Education by the end of May. The email will also contain the specific course numbers to use when registering. Registration for all field seminars will be closed until the first week of July.

For additional registration and course information, you may access the following link: https://registrar.wisc.edu/course-search-enroll/

Credits for Registration:

- SW400 (Fall)/401 (Spring) Students in the BSW program: register for 4 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.
- SW800/801 in the Part-Time MSW Program, contact your advisor to determine the number of credits for the fall and spring semester

The total number of credits received in field is:

- 8 for an undergraduate
- 19 for a graduate student in the two-year program
- 11 for an advanced standing graduate student

Social Work Field Seminar Descriptions
Introduction to Field Seminars

The following pages describe the field seminars available to students and the types of placements typically associated with those field seminars. All field seminars emphasize the generalist framework for practice. The intent of these descriptions is to provide a working understanding of each seminar in order to assist students in requesting field seminars. The field units and agency placements identified with each particular field seminar 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 advisor regarding the field seminar that fits best with your professional and educational plans, including your Advanced Practice focus area designation.

Social Work Practice in Community Agencies
This seminar 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. 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.

As the signature pedagogy 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, involvement in decision making, implementing change strategies, completing evaluations, and termination. Content and practice areas include professional development, ethics and ethical decision-making, human rights, understanding the contexts that shape practices, anti-racist practice, and advocacy.

Participating Agencies
ARC Correctional Services, ARC Outpatient Services, 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, Madison YWCA, Youth Justice,, , U.S. Probation Office, Wisconsin Adult Correctional Institutions, Wisconsin Public Defender's Office, Centro Hispano, Bay View Community Center, Goodman Community Center, Catalyst for Change, Big Brothers and Big Sisters, Boys & Girls Club, East Madison Community Center, Bridgepoint Community Center, Vera Court Neighborhood Center, UW Madison Office of Equity and Diversity, UW Madison Office of Financial Aide, Bridge Lake Point Community Center, Dane County Court Appointed Special Advocates (CASA), South Central Wisconsin Library System, Second Harvest Food Bank, Youth Services of Southern Wisconsin, Briarpatch, Community Care Resources, RISE, University Health Services, Journey Mental Health Center's Community Support Programs, WisCARES, SOAR Case Management Services, Chrysalis, Badger Prairie Health Care Center, and Tellurian UCAN's Transitional Housing 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 and Advanced Practice Year
Field Faculty:
Tim Latimer, timothy.latimer@wisc.edu
Adrienne Allen Eberhardy, acallen@wisc.edu
Ron Chance, rchance@wisc.edu
Amanda Zuehlke, acsiefert@wisc.edu
Jacob Dunn, jdunn6@wisc.edu

Social Work Practice in Intellectual and other Disabilities
This field seminar'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
Field Faculty: Joshua Lapin, jlapin@wisc.edu
Stefanie Primm, sprimm@wisc.edu

Social Work Practice in Educational Settings
Participation in this seminar requires a primary interest in children, youth, families, and education; tolerance for ambiguity; the ability to be somewhat autonomous; and a willingness to be open and to take some risks. Its perspective is on generalist social work practice in the school and 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 and 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

Field Faculty: Katie Larsen-Klodd, krlarsen@wisc.edu

Social Work Practice in Health
The health seminar 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 interprofessional practice. 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
Field Faculty: Tim Latimer, timothy.latimer@wisc.edu

Social Work Practice in Mental Health
This field unit provides an integrative seminar and supervised practice of clinical social work, including assessment, diagnosis, treatment including psychotherapy and counseling, client-centered advocacy, consultation, and evaluation grounded in generalist social work practice. Students are placed in community-based settings providing treatment to children, adolescents and adults who experience a wide range of recognized mental health problems. Both mental health field units share the same course description and objectives in terms of demonstrating competencies and behaviors.

Participating Agencies
Agency placements include Veterans Administration Hospital, 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, , 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 , University Health Services, and UW Hospital. Programs include community support programs, residential treatment centers, and outpatient practice 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 agencies varies from year to year.

Student Composition: Advanced Practice Year
Field Faculty:
Lynette Studer, lstuder@wisc.edu
Angela Willits, awillits@wisc.edu

Social Work Practice with Older Adults
This field seminar provides field placements in a variety of agency, community, health care and institutional settings that primarily serve older adults. 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 field unit is generalist practice, which includes a problem-focused generalist approach with a special emphasis on direct service to older adults and their families and resource development and coordination. The seminar content 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 assisted living and 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
Field Faculty: Jaime Goldberg, jhgoldberg@wisc.edu

Social Work Practice in Policy and Administration
Students in the Policy and Administration seminar 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 seminar 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 seminar 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
Field Faculty: Laura Dresser, 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.

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. Some examples include Building Bridges, Children's Hospital Child Protection Program, REACH Dane, and Safe Harbor Child Advocacy Center,

Student Composition: Generalist Practice and Advanced Practice Year
Field Faculty: Alice Egan, 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 and child welfare system. Placements provide skills in case assessment and planning, case management, court services, group work and community resource networking.

Participating Agencies
Field placement 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
Field Faculty: Lindsey Beischel, lbeischel@wisc.edu

Field Seminars in the Part-Time MSW Program

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

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

Seminar Meeting Time: Saturdays, 9:00-11:30 a.m.
Student Composition: Generalist Practice Field Year
Field Faculty: Carissa Hodgson, crmetcalf@wisc.edu

Advanced Generalist Specialization Year Field Unit Options

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

Advanced Generalist Specialization in Social Work: Child, Youth & Family Welfare Focus Area
Field Unit: Social Work Practice in Child and Family Welfare: Public, Private, and Educational Settings

Advanced Generalist Specialization in Social Work: Mental Health Focus Area
Field Unit: Social Work Practice in Mental Health

Social Work Practice in Child & Family Welfare: Public, Private, and Educational Settings
This Advanced Generalist Children, Youth, and Families field unit offers all students social work content on child welfare and other family services in public, private, and educational settings. It offers Advanced Practice Year students an opportunity to develop knowledge and skills in Advanced Practice areas and to strengthen generalist areas as needed.

Child and family welfare is the promotion of family well-being. Children are viewed as an integral part of the family unit, benefiting from the family's well-being and as persons with rights.

This Field Unit's approach to child and family welfare includes attention to the family as a whole and to the factors that influence its well-being, such as socioeconomic status, economic and/or socio- cultural opportunity or oppression; resources for health care, education, housing, etc.; and public sector service delivery. Participation in this field unit requires tolerance for ambiguity, an ability to be somewhat autonomous, a willingness to be open and to take some risks, and a sense of humor. Its perspective is on generalist social work practice in public, private, and educational settings with a focus on a continuum of intervention strategies from the individual to the organization and community.

Combined with the field seminar, all field placement settings provide opportunities to learn *generalist social work* roles at initial or advanced levels in child and family services with individuals, groups and/or families, including support, counseling, education; advocacy, case management, inter-agency participation, contributing to a humane and effective agency environment, working towards a just and supportive community environment, ethics and ethical-decision making. Some settings provide other opportunities, such as program development, workshop presentation, grants, planning, etc. All settings, combined with the field seminar, provide the opportunity to acquire the required competencies.

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

Seminar Meeting Time: Saturdays, 9:00–11:30 a.m.
Student Composition: Advanced Practice Field Year
Field Faculty: Nicole Ruder Johnson, nsruder@wisc.edu

Social Work Practice in Mental Health
The Advanced Generalist Mental Health field unit provides an integrative seminar and supervised practice of clinical social work, including assessment, diagnosis, treatment (including psychotherapy and counseling), client-centered advocacy, consultation, ethics, ethical-decision making, and evaluation. Students are placed in community-based settings where the primary focus is to provide treatment to children, adolescents, adults, and older adults who experience a wide range of DSM-5 -recognized mental health problems. The seminar perspective for mental health treatment is interpersonal, interactional, and problem-and-action oriented.

Seminar Meeting Time: Saturdays, 9:00-11:30 a.m.
Student Composition: Advanced Practice Year
Field Faculty:
Holly Pagel, holly.pagel@wisc.edu
James Pearson, jjpearson2@wisc.edu

Field Education Faculty

Lindsey Beischel, Field Faculty, CSW Winona State University (2009), MSW, APSW, University of Wisconsin-Madison (2011). Interests: Secondary Trauma, Trauma-Informed Practices, Motivational Interviewing, Family First, Family led and strengths-based child welfare practice. **Field Unit: Social Work Practice in Public Child Welfare**

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, Timebank, Community-based Human Services Models. **Field Unit: Social Work Practice in Community Agencies**

Laura Dresser, Clinical Associate 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: Social Work 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: Social Work Practice in Community Agencies.**

Adrienne Allen Eberhardy, Field Faculty Associate; MSW, LCSW, UW-Madison (2006). Older adults, health care, Motivational Interviewing, Advance Care Planning. **Field Unit: Social Work Practice in Community Agencies**.

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: Social Work Practice in Public and Private Child Welfare.**

Jaime Goldberg, Clinical Assistant Professor; PhD, UW-Madison (2023); MSW, Washington University in St. Louis (2006). Interests: aging, health, healthcare, palliative care, interprofessional education and practice. **Field Unit: Social Work Practice with Older Adults.**

Carissa Hodgson, Long Term Instructor & Field Faculty Associate; MSW, LCSW, OSW-C. Areas of interest: complex and chronic medical conditions, cancer, caregiving, end-of-life, grief and loss, child and adolescent development, family systems, LGBTQIA+ issues, and program development. **Field Unit: Social Work Practice in Community 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: Social Work 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: Social Work Practice in Health and Social Work Practice in Community Agencies.**

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: Social Work Practice in Educational Settings.**

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

James Pearson: Field Faculty Associate; MSW, LCSW, CSAC, ICS. Areas of interest: Primary Care Outpatient Practices; Co-Occurring Mental Health and Substance Use Treatment; Trauma Informed Care; Motivational Interviewing. **Field Unit: Social Work Practice in Mental Health**.

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: Social Work Practice in Intellectual and Other Disabilities.**

Nicole Ruder Johnson: Field Faculty Associate; MSSW. Areas of interest: child welfare, foster care, treatment foster care. **Field Unit: Social Work Practice in Child & Family Welfare: Public, Private, and Educational Settings.**

Lynette Studer, Clinical Associate 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: Social Work Practice in Mental Health.**

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

Amanda Zuehlke, Clinical Assistant Professor; 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)

- 4 credits/semester – undergraduate BSW students, a semester total of 256 hours including seminar credits/semester; (*total of 512 hours including seminar, per academic year*)
- 4 credits/semester 1st year MSW students, 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 seminar and meet once a week for group learning activities in the integrative seminar. While overall educational responsibility rests with the field faculty, students are placed 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.

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

Block field placements are not available as 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.

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 provide 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 and 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 associated with the Caregiver Background Check shall be paid by the student.

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

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

Background Check Results and Field Placement Process
The student and the 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 ensures that students are exposed to different practices, settings and supervisors. Generalist Practice Year students spend an average of 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 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 field faculty will consult with the Director of Field Education to 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 complex and has an impact on not only the student's learning and educational process, but also the welfare of agency clients and the relationship with community agencies.

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

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 in the fulltime program during the day on Mondays, Wednesdays, and Fridays, in order

that field students may have concentrated time available for field study and practice. Students in the Part-Time MSW program take courses only on Saturdays, allowing for field placements to occur during the week. There may be conflicts with courses taken outside of social work and should be discussed with the field faculty member. Completing fieldwork hours on Monday, Wednesday, 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 is likely not viable logistically or educationally or acceptable to faculty and agency supervisors.
2. Attendance at all field unit seminars is required.
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 may be little opportunity to negotiate a placement that may be in the best interest of the student. Field or other Course Credit for Workshop Attendance

Students occasionally ask to receive field 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 can 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, various community agencies.

Significance of the Field Course Grade

The field course evaluates the student's ability to apply knowledge and skill to practice situations and aims to enhance 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 the Sandra Rosenbaum School of Social Work and the University provide procedures for hearing student complaints or grievances. Information on the School and University's process, can be found: click on the following link: Grievance Policy

Student Grievance Procedure
Any student at UW-Madison who feels that they have been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment.
Each school or college has a procedure to hear grievances. Generally, the process involves an informal attempt to solve the problem, if appropriate. If not, more formal proceedings can be undertaken until a resolution is reached. Advisors and school or college offices have detailed information. For assistance in determining options, students can contact the drop-in staff member within the Office of Student Assistance and Support at 608-263-5700, within Bascom Hall, Room 70, Monday–Friday, 8:30 a.m.–4 p.m.

http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

Field Performance Review Guidelines: Procedures and Policies to Address Concerns
The field course is distinct from most other university courses in that field placement in the community entails not only educational competencies, 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 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 struggles 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 when these limitations and demands compromise student performance in the field experience.

Personal or emotional issues of a more serious nature can present great difficulty. These may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol use, 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 issues 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 collaborative 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 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.

<u>Agency Supervisor Policies and Procedures</u>
Should a problem arise in placement, or if a student is not making satisfactory progress, the agency 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. The agency supervisor will document the discussion identifying concerns, means to alleviate the problem(s), and length of time in which the problem is expected to be resolved. The agency supervisor will email the student and field faculty and provide documentation from the meeting.
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. The agency supervisor will contact the field faculty member who will then schedule a meeting with the agency supervisor and student to discuss the concerns and plan of action outlined for the student. The field faculty will document the discussion held with student and agency supervisor.

c) If difficulty continues, the field faculty member will notify the Director of Field Education regarding the student perform issues. The Director of Field Education will schedule a meeting with the student, field faculty member, and academic advisor. The Director of Field Education will provide, via email, a review of the meeting to the student, advisor, and field faculty member. The field faculty will contact the agency supervisor and provide an update from this meeting.
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 results in dismissal from the program. The student will receive documentation from the field faculty member on the identified issues and grievance process. Students considering grieving or appealing their grade should refer to the Sandra Rosenbaum School of Social Work's Professional Students Rights and Responsibilities; Grievance Policy

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, microaggressions, 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. Contact the field faculty member for support and feedback.
b) If the problem is not resolved, the student should notify the agency supervisor and the field faculty member. The field faculty member will 1) attempt to resolve the issue with the student and the agency supervisor, and 2) notify the 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 the situation 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 matters. 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
    - https://www.uhs.wisc.edu/
- Office of Student Assistance and Support (263-5700), 70 Bascom Hall, 500 Lincoln Drive
    - https://osas.wisc.edu/
- Journey Mental Health Center (280-2700), 49 Kessel Court
    - https://journeymhc.org/
- McBurney Disability Resource Center (263-2741), 702 W. Johnson St #2104
    - https://mcburney.wisc.edu/

Access and Accommodations 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.

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, 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, field faculty, advising 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 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, 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 advisor 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 request to return to field education in the future, they may need to repeat seminar and a field placement in order to meet the competencies, address performance concerns, and adhere to field model at UW-Madison. This review will involve members of the Field Education Committee, along with the Director of Field Education, the student and a support person identified by the student meeting to discuss the concerns and the student's proposed plan for success in field education.

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 and field faculty 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. Students 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 will not be allowed to re-register for field education courses). In such situations, the student may be denied another field placement and/or dismissed from the social work program. The Director of Field Education will provide the student written documentation of reasons for dismissal and information on the grievance policy.,

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 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 used by members of the Field Education Committee and the Director of Field Education 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 receive and integrate 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, determines the student has demonstrated improved readiness to perform adequately in the field course. In initiating the request for reentry, students will be expected to document their efforts towards growth and change that support the likelihood of satisfactory performance in the field. The Director of Field Education will conduct a review and, with the option to consult the Field Education Committee, will make the decision. Faculty involved in the original placement, if on the Field Education Committee, will not participate in such action. Since this is a major decision, which affects a student's ability to complete the BSW or MSW program, students may appeal to the School's Director to reconsider an adverse decision by the Director of Field Education.

If a student is readmitted to the field course after significant performance problems have occurred, 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 agency 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.

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 will need to complete the student portion of the "Exemption Eligibility Process Request Form and submit it to the Office of Field Education (room 318 Social Work Building). Students may contact Amy Basel, Field Program Assistant, at fieldoffice@socwork.wisc.edu to receive the required forms. Students will be notified by early May regarding eligibility to continue with the exemption process. If eligible, students will receive instructions regarding the completion of a portfolio. In the portfolio students provide documentation demonstrating achievement of the 9 competencies as measured by the corresponding behaviors for SW400 & SW401. Students who pass the portfolio review are then granted the exemption from the integrative seminar and field placement. Please contact the Office of 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

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 faculty (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 seminar, the student and field supervisor will complete the learning plan that includes the competencies and behaviors. The student, agency supervisor/research faculty member, 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.

Field Placement in Employment Settings

Policy:

Field (SW400/SW401 & SW800/SW801) is a unique course that is an educationally directed experience, not a work experience, and is comprised of a field placement and an integrative seminar. Its purpose is to educate and prepare social work students for generalist practice at the entry level and for advanced practice in an area of 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, BSW/MSW 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 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 competencies set forth by the Council on Social Work Education (CSWE).

- ✓ In accordance with program policy, the employment supervisor and the educational field supervisor cannot be the same person. The educational field supervisor must have an MSW degree and have a minimum of two years of post-MSW work experience. Exceptions for an educational 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 and the employment supervisor has an MSW degree. This exception requires both the Office of Field Education and field faculty review and approval.

- ✓ Students must receive one hour of protected supervision time each week from their MSW field supervisor.

- ✓ Students who are in a position of authority (CEO, Executive Director, etc.) are unable to complete a field placement in their agency.

- ✓ Students may complete only one field placement in an employment setting while enrolled in the UW-Madison Sandra Rosenbaum School of Social Work.

- ✓ A student in a field placement in an employment setting must follow the guidelines and meet the same criteria outlined in the Office of 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 identified date on 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 an integrated field unit; and participate in regular field seminar activities and assignments. The field faculty and agency supervisor will evaluate achievement of the competencies, as measured by the behaviors, using the School of Social Work's Field Evaluation Instrument.

- ✓ If the field placement in a student's employment setting is originally approved but subsequently not all terms of the agreement are met (by the agency, the field placement supervisor, or the student), the student may be reassigned to an alternate field placement that meets competencies, behaviors, and guidelines which may involve placement outside of the employment setting. If concerns arise regarding the student's performance in field, resulting in termination of the field placement the field faculty will refer to the "Field Placement Concerns" section in the Field Handbook.

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, 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 afield 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 seminars will address mandated reporting to ensure that 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 seminars 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 mandatory field orientation. 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 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., University Health Services, the Office of Student Assistance and Support 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, , 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, 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
Marci Ybarra, Director: ybarra@wisc.edu
Angela Willits, Part-Time MSW Program Director: awillits@wisc.edu

The university provides campus-wide resources for additional support including the Office of Student Assistance and Support, 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 field faculty and the 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. Agency 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. Students can also reach out to field faculty, student advisors, 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 below. Instances or allegations of sexual harassment in a field placement setting should be reported immediately to field faculty and the Director Field Education. For more information and resources please visit: https://socwork.wisc.edu/students/rights/

Audrey Conn, Director of Field Education: amconn@wisc.edu
Anna Gorman, Advisor: anna.gorman@wisc.edu
Belinda Velazquez, Advisor: bvelazqu@wisc.edu
Anthony Lueck, Advisor: lueck5@wisc.edu
Marci Ybarra, , Director: sarobert@wisc.edu
Angela Willits, Part-Time MSW Program Director: awillits@wisc.edu

The University provides campus-wide resources including the Office of Student Assistance and Support, 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 Department of Professional and Safety Services (DSPS) 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 Website: http://dsps.wi.gov/Home

APPENDIX B

GLOSSARY OF TERMS FOR THE FIELD EDUCATION PROGRAM

ADVANCED PRACTICE YEAR STUDENTS (also referred to as Advanced Generalist Specialization): 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 assignments, 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; 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.

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 SEMINAR: 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 seminar has community agencies and organizations and a cadre of agency supervisors who are affiliated with the field seminar for student placement.

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

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

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

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

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

APPENDIX C

Duty to Disclose and Consent to Release of Information

Instructions: Please read the following statement and type your 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 Full-Time, and Part-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.

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