



**THE HELEN BADER SCHOOL OF SOCIAL WELFARE
DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION PROGRAM MANUAL**

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DEPARTMENTAL PURPOSE, POLICIES, AND PROCEDURES

General Objectives of the HBSSW SOCIAL WORK Field Education Program

On completion of the field education program the student should be able to:

Examine practice issues that may affect or impede services created by the interaction of personal and professional values and ethics as defined in the NASW Code of Ethics as well as the professional standards present in the agency setting

Understand and utilize professional social work relationship standards in working with consumers, colleagues, and representatives of other organizations and groups

Understand the existence and importance of human diversity within the field of social work

Develop the ability to provide culturally sensitive and competent services to a diverse group of consumers

Understand factors that contribute to a population being at-risk

Learn to identify and implement strategies to address the needs of consumers and families at-risk

Understand the dynamic relationship between populations at-risk and issues of social and economic justice

To understand the reciprocal relationship between human behavior/development and the social environment

Demonstrate an understanding of the importance of developing positive relationships with consumers

Demonstrate the ability to assess consumers' strengths and areas of need utilizing knowledge of human behavior and the social environment

Demonstrate the ability to develop an intervention plan and evaluate the degree to which the goals of the intervention plan are being achieved

Demonstrate the importance of, and the ability to implement the components of the termination and referral processes

Identify how federal, state and local policies, regulations, and programs impact the agency and its consumers, particularly among historically disadvantaged populations

Identify the role and relevance of evidence-based practice and research in social work practice

Demonstrate appropriate and effective verbal and written communication with agency consumers, Field Instructor, agency staff, outside agencies and social work faculty and staff

Demonstrate the ability to manage time effectively and efficiently by demonstrating reliability and dependability in the practicum setting

Understand the importance of the supervisor/supervisee relationship and role and responsibilities of the student in the practicum setting

Field Education Course Objectives – Direct Practice

Competency I: DEMONSTRATES ETHICAL & PROFESSIONAL BEHAVIOR

421 Undergraduate 1 st Field Course Objectives	422/423/721 Undergraduate 2 nd & 3 rd (elective) & 1 st Graduate Field Course Objectives	722 Graduate 2 nd Field Course Objectives	821/822/921 Graduate 3 rd 4 th & 5 th (elective) Field Course Objectives
Outcome 1: Understands and demonstrates appropriate professional boundaries and demonstrates professional demeanor in behavior and appearance			
Demonstrates awareness of oneself in the role of a professional	Understands the complexities of professional boundaries and is able to establish appropriate boundaries	Demonstrates the ability to work well with all professionals and interdisciplinary team members during the field practicum experience	Demonstrates a social work perspective in interactions with clients, Field Instructor, and all parties related to the field practicum
Outcome 2: Demonstrates appropriate and effective communication with all parties related to the field practicum including HBSSW faculty and staff			
Initiates timely communication regarding the practicum experience with all parties related to the field practicum	Demonstrates effective written and oral communication skills with all parties related to the field practicum	Demonstrates the ability to effectively communicate using professional terminology in an interdisciplinary context or setting	Takes initiative to communicate a social work perspective in all aspects of the field practicum including interdisciplinary settings
Outcome 3: Demonstrates the ability to manage time effectively and efficiently			
Understands the importance of time management as related to the expectations of the agency and the requirements of the field practicum	Demonstrates effective time management skills throughout the practicum by meeting deadlines and adhering to the established schedule of field work	Demonstrates the ability to balance educational, personal, and work responsibilities and adherence to deadlines and timeframes	Develops and demonstrates an ongoing strategy to address the demands of professional and personal responsibilities to prevent stress-related problems including burnout
Outcome 4: Understands the supervisory relationship and role of the student in the practicum setting			
Demonstrates an understanding of the student role within the agency and the importance of preparing for and actively participating in supervision	Actively prepares for and engages in supervision utilizing field assignments, learning opportunities within the agency, and through weekly supervisory meetings	Demonstrates initiative and preparedness for the supervisory meetings by identifying specific social work skills and competencies needing development	Actively seeks supervisory input and accepts constructive feedback to develop and enhance social work skills and competencies

421	422/423/721	722	821/822/921
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Outcome 5: Demonstrate professional skills in written documentation and electronic communication

Demonstrates an understanding of the importance of developing professional writing skills	Demonstrates writing skills that are consistent with professional social work standards and agency expectations	Demonstrates the ability to write in a timely, concise, and accurate manner that meets agency expectations	Demonstrates the ability to prioritize & synthesize information in a timely, concise and accurate manner
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Outcome 6: Identify and analyze one’s personal ethical conflicts which may occur during the field practicum and recognizes and addresses professional ethical issues in the field practicum using the NASW Code of Ethics and an ethical decision making model

Identifies personal values and how they either support or conflict with professional social work values and articulates the existence of ethical issues that can occur in professional interactions in all conduct related to the field practicum	Demonstrates the ability to identify and examine potential differences in values between student and field agency clients in supervision and the ability to identify and articulate appropriate ways to address ethical dilemmas occurring during the field practicum	Demonstrates the ability to effectively address value differences between student and client utilizing appropriate social work intervention strategies and is able to apply an ethical reasoning process and a decision making strategy to address real or potential ethical dilemmas in their field practicum	Demonstrates the ability to effectively recognize & address the spiritual, cultural and religious belief systems that can influence responses to social work intervention, and is able to review and analyze the methodology used in addressing an ethical dilemma and the impact of the decision on all parties involved in the process
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Competency II: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

421	422/423/721	722	821/822/921
<p>Outcome 7: Recognizes personal values, potential biases, & assumptions (i.e. culture, race/ethnicity, religion, sexual identity, etc.) and demonstrates cultural humility and an understanding of oppression and discrimination</p>			
<p>Understands and articulates one’s own biases and assumptions regarding diversity issues</p>	<p>Demonstrates the ability to identify and articulate the effect biases and assumptions have on the interactions with all parties related to the field practicum</p>	<p>Develops an appropriate strategy to address one’s own biases and assumptions regarding diversity issues</p>	<p>Demonstrates sufficient self-awareness to prevent the influence of personal biases and values in working with diverse groups</p>
<p>Outcome 8: Understands and is comfortable with the existence of human diversity in the field of social work</p>			
<p>Recognizes that there are differences in values and beliefs important to members of other cultures</p>	<p>Demonstrates an understanding of the complexity of differences across cultures</p>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</p>	<p>Analyzes how individuals or groups perceive issues, problems, and systems given the diversity of cultural values and beliefs</p>

Competency III: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, & ENVIRONMENTAL JUSTICE

Outcome 9: Understands the forms and mechanisms of oppression and discrimination and engages practices that advance social, economic, and environmental justice

Understands and describes how specific issues of oppression and discrimination are related to age, gender, sexual orientation, race, culture, religion, disability, socioeconomic status, immigration status, criminal history, etc.	Demonstrates the ability to identify and articulate how issues of oppression and discrimination affect clients and the ability of the agency to deliver services	Utilizes knowledge of a client’s experience of oppression and discrimination to guide planning for intervention and/or treatment	Identifies policies, law political ideology, and other macro and environmental factors that contribute to discrimination and oppression
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Competency IV: ENGAGE IN PRACTICE-INFORMED RESEARCH & RESEARCH-INFORMED PRACTICE

Outcome 10: Identify the role of research and how it informs social work practice

Describes the relevance of research and how it informs practice including evidence- based methods & gathering information through literature research	Identifies the agency outcome measures utilized and understands the implications of outcome data on the effectiveness of program interventions and subsequent funding viability	Identifies specific research, journal articles, and/or case studies that address the presenting problems of the clients and the services provided	Is able to describe the strengths and limitations of evidence-based research
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Competency V: ENGAGE IN POLICY PRACTICE

Outcome 11: Demonstrates the ability to critically analyze how social and economic policies and laws impact social and economic justice

Identifies governmental bodies and organizations that influence the establishment of policies, regulations, and administrative rules that impact the agency and its consumers	Describes how laws, external policies and regulations, and non-regulatory factors help and/or hinder the attainment of the agency mission and the lives of agency consumers	Identifies viable options for the field agency and its consumers to develop ways of influencing public policy, including advocacy	Understands & analyzes the effects of policies practices and service delivery models that impact issues of social economic justice
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Competency VI: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

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Outcome 12: Demonstrates an understanding of the services provided by the field agency in response to the needs of the community

Understands the needs of the community and the agency’s programmatic response to those needs	Identifies existing community resources that have been established, which address the needs of the client population served by the agency	Identifies services or resource deficiencies not addressed in the community	Identifies options to address service and/or resource deficiencies available in the community
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Outcome 13 - Engage: Uses Empathy & Interpersonal Skills

Demonstrates basic listening skills and appropriate affect when engaging with others	Identifies and demonstrates elements of a positive, professional relationship with all parties related to the field practicum	Demonstrates empathy and respect in professional relationship with all parties related to the field practicum	Demonstrates interpersonal skills and emotional maturity at an advanced level of social work practice
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Outcome 14: Demonstrates Engagement with Individuals & Groups from Diverse Backgrounds

Demonstrates respect and empathy with clients from diverse backgrounds	Recognizes individual & cultural differences in verbal and non-verbal communication	Is able to understand cultural differences & competently communicate with individuals & groups from diverse backgrounds	Is able to establish & maintain positive & respectful working relationships with clients/client groups from diverse backgrounds
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Competency VII: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

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Outcome 15: Engages in Problem Solving and Goal Setting

Demonstrates an understanding of the skills required to engage in problem solving & goal setting with clients	Demonstrates the ability to identify and set client centered goals to resolve problems	Demonstrates the ability to implement problem solving interventions for attaining and maintaining goals	Demonstrates the ability to identify macro level and/or environmental influences that negatively impact the attainment & maintenance of goals
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Outcome 16: Demonstrates the ability to collect, organize, and interpret client data

Understands and describes the information needed to formalize an assessment	Demonstrates the ability to collect data to create a strength-based assessment that identifies client needs	Demonstrates the ability to organize the information gathered through the strength-based assessment	Is able to formulate an accurate assessment based on the interpretation of client data
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Outcome 17: Identifies Client Strengths & Limitations and the Mezzo and Macro influences affecting the client and community

Understands and is able to describe client strengths and limitations	Demonstrates the ability to assess strengths, limitations, and needs with the client and their support system	Demonstrates the ability to involve members of the client's personal and professional support system in assessing client strengths, limitations, and needs in the development of service goals	Assists clients with the development of interventions that maximize their strengths and minimize their limitations
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Competency VIII: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

42 1	422/423/721	72 2	821/822/921
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Outcome 18: Identify Intervention Plans & Strategies

Identifies and understands the components of available intervention plans including agency and community resources	Demonstrates the ability to develop an intervention plan utilizing agency and community resources	Is able to identify and assess resources & policies that either support or restrict the ability to carry out the intervention plan	Identifies strategies to address resource deficits and policy restrictions at the local, state, & federal level that impact the achievement of intervention goals
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Outcome 19: Demonstrates the ability to implement intervention strategies including referrals and termination

Identifies and understands the steps necessary to implement an intervention strategy	Engages with clients in order to successfully implement intervention strategies	Is able to describe and/or implement the process for facilitating referrals utilizing available resources	Is able to describe and/or implement the termination process with clients and staff in a professional manner
421	422/423/721	722	821/822/921

Outcome 20: Engages in best practice models and/or strategies that build on client strengths

Identifies strategies and/or methods designed to maximize client strengths	Implements strategies and/or methods designed to maximize client strengths	Is able to identify best practice models relevant to engaging strategies that build on client strengths	Is able to apply best practice models relevant to engaging strategies that build on client strengths
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Competency IX: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Outcome 21: Understands the importance of an evaluation process in order to determine the effectiveness of the intervention strategies and one’s own social work practice while considering the influence of mezzo and macro factors on the client, family, group, organization and/or community

Describes the methods that can be used to evaluate the effectiveness of intervention strategies used with clients	Demonstrates the ability to utilize evaluation methods to measure the effectiveness of intervention strategies used with clients	Describes evaluation methods that can be used to assess the effectiveness of the student’s social work practice	Utilizes evaluation methods to measure and maximize the effectiveness of the student’s social work practice
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BSW Field Course Requirements

BSW students are required to complete two semesters of field education in a direct practice setting. A total of 512 hours are required to complete both semesters of the field education program. Both semesters must be taken consecutively and in one agency setting.

- √ Field Course SOC WRK 421 = a minimum of 256 hours (5 credits)
- √ Field Course SOC WRK 422 = a minimum of 256 hours (5 credits)
- √ Field Course SOC WRK 423 (Elective) = a minimum of 256 hours (5 credits)

Students on average need to complete a minimum of 16 hours a week during the Fall/Spring Semester and 22 hours per week during the Summer Semester.

MSW Field Course Requirements

MSW Students are required to complete 3-4 semesters of field education.

Students may receive an exemption for the first field education course (SW 721) with an **approved** exemption form. Exempt students will complete three consecutive semesters of field education in **one** practicum setting. There are no additional exemptions provided for previous employment or life experience.

Required field education hours:

4 semesters of field education (Course #'s 721, 722, 821, 822)	3 semesters of field education (Course #'s 722, 821, 822)
1,160 hours	900 hours

The minimum hour requirements are delineated for each field course as follows:

- √ Field Course SOC WRK 721 = 260 hours (3 credits)
- √ Field Course SOC WRK 722 = 260 hours (3 credits)
- √ Field Course SOC WRK 821 = 320 hours (4 credits)
- √ Field Course SOC WRK 822 = 320 hours (4 credits)

*Elective Field Course 921, is an elective course with a variable credit option ranging from 1-4 credits.

- 80 hours (1 credit)
- 160 hours (2 credits)
- 260 hours (3 credits)
- 320 hours (4 credits)

Weekly field hours required averages 16-20 hours a week during the Fall/Spring Semester and 22-27 hours per week during the Summer Semester.

Registration Requirements

All students must be registered for their respective field course at the beginning of the semester and before they enter the first day of field practicum. Students whose registration has been cancelled for non-payment of fees, or for any other reason, will not be able to continue in their assigned field placement because they are no longer considered an agent of the University and therefore are not covered under the professional malpractice insurance.. Students who are terminated from their field practicum may be required to drop their concurrent Practice course and may forfeit all field hours for that semester.

Field Placement Policies and Procedures

All referrals for a field placement are to be made by Field Liaisons. Students who contact or negotiate a field placement on their own will not be placed in the agency to which they have self-referred.

Pre-placement interviews for a field applicant are determined by the Field Liaisons based on the following considerations:

1. Student's current skill level
2. Student's learning needs
3. Student's interests or specialization requested
4. Level of supervision needed (learning patterns, previous experiences and academic preparation)
5. Geographical location desired by student
6. Agency's availability and capacity to meet program standards and requirements
7. Student availability for completion of practicum hours (class and work schedules)
8. Previous or current work and volunteer experiences
9. Student's personal issues which may potentially pose an obstacle to learning in certain settings

Students who are employed full time and request a placement outside of traditional work hours (Monday-Friday, 8:00 A.M. – 5:00 P.M.) will have very limited placement options. After-hours placements may not be available every semester, especially for those pursuing a placement in school social work or macro practice. In most instances, some daytime hours Monday-Friday will have to be arranged by the field applicant. Schedule availability for the practicum will have a direct correlation with the practicum options available. **Students who are only available in the evenings and weekends may have great difficulty being matched with a field agency.**

Conflict of Interest

All efforts are made to avoid potential or actual conflict of interest situations in the field practicum. It is the responsibility of the student to inform the assigned Field Liaison during the referral process of any potential conflicts. Information shared with the Liaison will be confidential and every effort will be made to handle such matters sensitively.

Students will **NOT** be referred to agencies or programs, such as:

1. Programs in which students have received services or therapy as a client
2. Prospective Field Instructors who have or are providing services or therapy to the student
3. Personal relationships with agency staff (marriage, relatives, friends, etc.)

Field Instructor Criteria Policies

Council on Social Work Education (CSWE) Standards for Field Instructors

The Handbook of Accreditation Standards and Procedures of the Council on Social Work Education – states as follows:

Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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Field Instructor Criteria for Baccalaureate Degree Social Work Students

Field instructors for baccalaureate degree social work students enrolled in the Helen Bader School of Social Welfare – Social Work Field Education Program are required to meet one of the following criteria:

- Hold a CSWE-accredited baccalaureate or master's Social Work degree.
- Hold certification or licensure in the State of Wisconsin as a Certified Social Worker (CSW), Certified Advanced Practice Social Worker (CAPSW), Certified Independent Social Worker (CISW), or Licensed Clinical Social Worker (LCSW) and hold either a baccalaureate or master's degree in a field other than social work.
- Hold either a baccalaureate or master's degree in a field other than social work and be identified and function as the Agency Field Instructor providing daily on-going supervision along with a person identified and listed as a Co-Field Instructor who may either be a member of the agency staff or someone outside of the agency who meets one of the following two criteria:
 - 1) Hold a CSWE-accredited baccalaureate or master's social work degree or
 - 2) Hold certification or licensure in the State of Wisconsin as a CSW, CAPSW, CISW, or LCSW and hold either a baccalaureate or master's degree in a field other than social work.

The person identified and listed as a Co-Field Instructor who meets either criteria (1) or (2) listed above would review and provide supervisory input on the Learning Plan,

Midterm Progress Report, and Final Evaluation and be available for supervision and/or consultation on either a scheduled or as needed basis with the field student and/or Agency Field Instructor who provides daily on-going supervision of the field student.

A social work perspective is also provided to baccalaureate degree social work students through the weekly Social Work Practice Courses and the Integrated Field Seminars, which are taken concurrently with the field practicum and taught by the and clinical faculty in the Helen Bader School of Social Welfare. Additionally, the student's on-going relationship with their field liaison will enhance the *Social Work Perspective*.

Whenever possible, field instructors for baccalaureate degree social work students are to hold a CSWE-accredited baccalaureate or master's social work degree. Field liaisons with the Helen Bader School of Social Welfare – Social Work Field Education Program have the discretion to arrange field education practicum's on a case-by-case basis with field instructors who do not hold a CSWE-accredited baccalaureate or master's social work degree that fit one of the two additional criteria.

Field instructors for baccalaureate degree social work students are to have a minimum of two years of post-baccalaureate or master's degree experience and one year of employment experience with the field agency. Field liaisons with the Helen Bader School of Social Welfare – Social Work Field Education Program have the discretion to arrange field education practicums on a case-by-case basis with field instructors who do not have a minimum of two years of post-baccalaureate or master's degree experience and one year of employment experience with the field agency on the condition that these field instructors will have attained commensurate social work experience and have completed their probationary period with the field agency.

Field instructors for baccalaureate social work students cannot be a field instructor and concurrently be enrolled as a student in the Helen Bader School of Social Welfare.

Field Instructor Criteria for Master's Degree Social Work Students

Field instructors for master's degree social work students enrolled in the Helen Bader School of Social Welfare – Social Work Field Education Program are required to meet one of the following criteria:

- Hold a CSWE-accredited master's social work degree.
- Hold certification or licensure in the State of Wisconsin as a Certified Advanced Practice Social Worker (CAPSW), Certified Independent Social Worker (CISW), or Licensed Clinical Worker (LCSW) and hold a master's degree in a field other than social work.
- Hold licensure in the State of Wisconsin as a Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) and hold a CSWE-accredited baccalaureate degree in social work.
- Hold a master's degree in a field other than social work and be identified and function as the Agency Field Instructor providing daily on-going supervision along with a person identified and listed as a Co-Field Instructor who may either be a

member of the agency staff or someone outside of the agency who meets one of the following two criteria:

- 1) Hold a CSWE-accredited master's social work degree or
- 2) Hold certification or licensure in the State of Wisconsin as a CAPSW, CISW, or LCSW and hold a master's degree in a field other than social work.

The person identified and listed as a Co-Field Instructor who meets either criteria (1) or (2) listed above would review and provide supervisory input on the Learning Plan, Midterm Progress Evaluation, and Final Evaluation and be available for supervision and/or consultation on either a scheduled or as needed basis with the field student and/or Agency Field Instructor who provides daily on-going supervision of the field student.

A social work perspective is also provided to master's degree social work students through the weekly Social Work Methods Courses which are taken concurrently with the field practicum and taught by the faculty and academic staff of the Helen Bader School of Social Welfare as well as the on-going relationship with their field liaison. A weekly Integrated Field Seminar is required for students in SOC WRK 721, and this class provides another opportunity for incorporation of the *social work perspective*.

Whenever possible, field instructors for master's degree social work students are to hold a CSWE-accredited master's social work degree. Field liaisons with the Helen Bader School of Social Welfare – Social Work Field Education Program have the discretion to arrange field education practicum's on a case-by-case basis with field instructors who do not hold a CSWE-accredited master's social work degree who fit one of the two additional criteria.

Field instructors for master's degree social work students are to have a minimum of two years of post-master's degree experience and one year of employment experience with the field agency. Field liaisons with the Helen Bader School of Social Welfare – Social Work Field Education Program have the discretion to arrange field education practicum's on a case-by-case basis with field instructors who do not have a minimum of two years of post-master's degree experience and one year of employment experience with the field agency on the condition that these field instructors will have attained commensurate social work experience and have completed their probationary period with the field agency.

Field instructors for master's degree social work students cannot be a field instructor and concurrently be enrolled as a student in the Helen Bader School of Social Welfare.

Description of Responsibilities for Field Instructor Collaboration Between Agency Field Instructors and Co-Field Instructors for BSW Students

Whenever possible, field instructors for baccalaureate degree social work students are to hold a Council on Social Work Education (CSWE)-accredited baccalaureate or master's social work degree.

Field liaisons with the Helen Bader School of Social Welfare (HBSSW) – Social Work Field Education Program have the discretion to arrange field education practicum’s on a case-by-case basis with field instructors who hold either a baccalaureate or master’s degree in a field other than social work and are identified and function as the Agency Field Instructor providing daily on-going supervision of the field student along with a person identified and listed as a Co-Field Instructor who may either be a member of the agency staff or someone outside of the agency who meets one of the following two criteria:

- 1) Holds a CSWE-accredited baccalaureate or master’s social work degree or
- 2) Holds certification or licensure in the State of Wisconsin as a Certified Social Worker (CSW), Certified Advanced Practice Social Worker (CAPSW), Certified Independent Social Worker (CISW), or Licensed Clinical Social Worker (LCSW) and holds either a baccalaureate or master’s degree in a field other than social work.

A social work perspective is also provided to baccalaureate degree social work students through the weekly Social Work Practice courses which are taken concurrently with the field practicum and taught by the faculty and academic staff of the Helen Bader School of Social Welfare as well as through the on-going relationship with their field liaison.

The following guidelines are intended to assist the Agency Field Instructor providing daily on-going supervision and the Co-Field Instructor in understanding their respective roles and responsibilities in the student’s practicum experience. It is also important that the student have a clear understanding of the respective role and responsibilities of each person.

Responsibilities of the Agency Field Instructor Providing Daily On-Going Supervision:

The Agency Field Instructor providing daily on-going supervision for a baccalaureate degree social work field student is responsible for providing daily on-going supervision of all field practicum-related activities including:

- Assisting the field student in understanding the structure, mission, goals, and services of the field agency.
- Assisting the field student in learning the agency’s policies and procedures.
- Identifying tasks, activities, and assignments including assignments that relate to the Learning Objectives and the on-going development of the Learning Plan.
- Supervising, monitoring, and evaluating the student’s performance on tasks, activities, and assignments and the on-going development of the Learning Plan.
- Supervising, monitoring, and evaluating the field student’s progress in developing competence as a professional social worker on both a daily basis and on the Midterm Progress Reports and Final Evaluations.
- Assisting the field student in understanding the NASW Code of Ethics and how it applies to the field practicum.

- Utilizing social work values and ethics in identifying and discussing ethical issues related to the field practicum.
- Assisting the field student in the integration of theories and concepts learned in the classroom with the tasks and assignments of the field practicum.
- Identifying and providing resources and support within the agency to assist the field student in successfully completing the requirements of the field practicum.
- Assisting, supervising, and evaluating the field student's performance in the development of competence with social work skills in all field-related areas.
- Holding the field student accountable for professional behavior and to document and report any issues, concerns, or inappropriate behavior demonstrated by the field student to both the co-field instructor and the field liaison.
- Participating in meetings, workshops, and trainings for the purpose of supporting the practicum experience.

**Responsibilities of the Co-Field Instructor
(BSW, MSW, CSW, CAPSW, CISW, or LCSW):**

The Co-Field Instructor of a baccalaureate degree social work student is responsible for reviewing and providing supervisory input on the Learning Plan, Midterm Progress Reports, and Final Evaluations and be available for supervision and consultation on either a scheduled or as needed basis with the field student and / or Agency Field Instructor providing daily on-going supervision on any field practicum-related issues including:

- Identifying a social work perspective in the delivery of field agency services.
- Developing identification as a professional social worker within the field practicum.
- Evaluating the student's progress in developing competence as a professional social worker.
- Understanding the NASW Code of Ethics and how it applies to the field practicum.
- Modeling, discussing, and identifying a social work approach to the tasks and assignments of the field practicum.
- Utilizing social work values and ethics in identifying and discussing ethical issues related to the field practicum.
- Assisting the field student in the integration of theories and concepts learned in the classroom with the tasks and assignments of the field practicum.
- Holding the field student accountable for professional behavior and to document and report any issues, concerns, or inappropriate behavior demonstrated by the field student to the agency field instructor providing daily on-going supervision and the field liaison.

- Participating in meetings, workshops, and trainings for the purpose of supporting the practicum experience.

Description of Responsibilities for Field Instructor Collaboration Between Agency Field Instructors and Co-Field Instructors for MSW Students

Whenever possible, field instructors for master's degree social work students are to hold a Council on Social Work Education (CSWE)-accredited master's social work degree.

Field liaisons with the Helen Bader School of Social Welfare – Social Work Field Education Program also have the discretion to arrange field education practicum's on a case-by-case basis with field instructors who hold a master's degree in a field other than social work and are identified and function as the Agency Field Instructor providing daily on-going supervision of the field student along with a person identified and listed as a Co-Field Instructor who may either be a member of the agency staff or someone outside of the agency who meets one of the following two criteria:

- 1) Holds a CSWE-accredited master's social work degree or
- 2) Holds certification or licensure in the State of Wisconsin as a Certified Advanced Practice Social Worker (CAPSW), Certified Independent Social Worker (CISW), or Licensed Clinical Social Worker (LCSW) and holds a master's degree in a field other than social work.

A social work perspective is also provided to master's degree social work students through the weekly Social Work Methods Courses which are taken concurrently with the field practicum and taught by the faculty and academic staff of the Helen Bader School of Social Welfare as well as through the on-going relationship with the field liaison.

The following guidelines are intended to assist the Agency Field Instructor providing daily on-going supervision and the Co-Field Instructor in understanding their respective roles and responsibilities in the student's practicum experience. It is also important that the student have a clear understanding of the respective role and responsibilities of each person.

Responsibilities of the Agency Field Instructor
Providing Daily On-Going Supervision:

The Agency Field Instructor providing daily on-going supervision for a master's degree social work field student is responsible for providing daily on-going supervision of all field practicum-related activities including:

- Assisting the field student in understanding the structure, mission, goals, and services of the field agency.
- Assisting the field student in learning the agency's policies and procedures.
- Identifying tasks, activities, and assignments including Field Assignments that relate to the Learning Objectives and the on-going development of the Learning Plan.
- Supervising, monitoring, and evaluating the student's performance on tasks, activities, and assignments including the Field Assignments and the on-going development of the Learning Plan.
- Supervising, monitoring, and evaluating the field student's progress in developing competence as a professional social worker on both a daily basis and on the Midterm Progress Reports and Final Evaluations.
- Assisting the field student in understanding the NASW Code of Ethics and how it applies to the field practicum.
- Utilizing social work values and ethics in identifying and discussing ethical issues related to the field practicum.
- Assisting the field student in the integration of theories and concepts learned in the classroom with the tasks and assignments of the field practicum.
- Identifying and providing resources and support within the agency to assist the field student in successfully completing the requirements of the field practicum.
- Assisting, supervising, and evaluating the field student's performance in the development of competence with social work skills in all field-related areas.
- Holding the field student accountable for professional behavior and to document and report any issues, concerns, or inappropriate behavior demonstrated by the field student to the Co-Field Instructor and the field liaison.
- Participating in meetings, workshops, and trainings for the purpose of supporting the practicum experience.
- Provide a minimum of one hour of weekly supervision.

Responsibilities of the Co-Field Instructor (MSW, CAPSW, CISW, or LCSW):

The Co-Field Instructor of a master’s degree social work field student is responsible for reviewing and providing supervisory input on the Learning Plan, Midterm Progress Reports, and Final Evaluations and being available for supervision and consultation on either a scheduled or as needed basis with the field student and / or Agency Field Instructor providing daily on-going supervision on any field practicum-related issues including:

- Identifying a social work perspective in the delivery of field agency services.
- Developing identification as a professional social worker within the field practicum.
- Evaluating the student’s progress in developing competence as a professional social worker.
- Understanding the NASW Code of Ethics and how it applies to the field practicum.
- Modeling, discussing, and identifying a social work approach to the tasks and assignments of the field practicum.
- Utilizing social work values and ethics in identifying and discussing ethical issues related to the field practicum.
- Assisting the field student in the integration of theories and concepts learned in the classroom with the tasks and assignments of the field practicum.
- Holding the field student accountable for professional behavior and to document and report any issues, concerns, or inappropriate behavior demonstrated by the field student to the Agency Field Instructor providing daily on-going supervision and the field liaison.
- Participating in meetings, workshops, and trainings for the purpose of supporting the practicum experience.

Student Placement Process

Students may review the listing of recent of practicum sites on the field website, and indicate their interests to the Field Liaison to whom they have been assigned during the pre-placement process. Students may suggest placement choices to the Field Liaison, but all referrals to agency sites are made by the Field Liaison who determines pre-placement referrals based on the aforementioned criteria.

Most BSW and MSW field students are placed in agencies providing social services located in Milwaukee and surrounding counties. Students may be placed in other areas in Wisconsin or adjacent states, but placement options in distant areas tend to be limited and while the Field Faculty will work with students on these requests there is no guarantee of placement in distant areas. Most practicum opportunities are only available weekday hours. There are very limited options for evening and weekend placements and there is no guarantee of placement for students unavailable during weekday hours.

Graduate Social Work Students

Only students who have been formally admitted into the Graduate Social Work Program, and who have completed Social Work Practice I (SW 708), are eligible to enter a field placement. Students, who have completed a BSW from an accredited Social Work Program within a five-year period from the time of admission, are eligible to begin field education with the concurrent registration in the required academic courses.

Graduate Social Work students are able to enter a field practicum in the Fall, Spring, or Summer Semesters. Four-semester field students are required to complete two consecutive semesters in two different agency programs (i.e. Fall-Spring, Spring-Summer, Summer-Fall). Three-semester field students are required to complete three consecutive semesters in one agency (i.e. Fall-Spring-Summer, Spring-Summer-Fall or Summer-Fall-Spring). (There are some rare exceptions to this policy, primarily related to School Social Work students.)

Undergraduate Social Work Students

Only students, who have been formally admitted into the Undergraduate Social Work Program, are eligible to begin field education. Undergraduate Social Work students are able to enter a field placement in the Fall, Spring, and Summer semesters. Students are required to complete the two consecutive semesters in the same field setting (i.e. Fall-Spring, Spring-Summer, Summer-Fall).

Field Application Procedures

The Field Application is a formal document, similar to a resume or an application for employment. Students should pay careful attention to spelling, language and grammar!

1. The Application packet for Undergraduate, Graduate and Post-Graduate students can be accessed on the Social Work Program Field Department website @ <http://uwm.edu/socialwelfare/social-work-field-education-program/> Click on the appropriate link on the right of the Field homepage to access the field application documents.
2. Carefully read the instructions and complete all four documents required.
3. Students should complete the Field Application electronically, and save on their computer as two separate documents (Part I and Part II).
4. Complete the **Authorization and Release Form** and **Background Information Disclosure Form**. (All students are required to have a background check completed before entering a field practicum. Please be aware that a student may be denied access to a placement on the nature of past offenses.)
5. Submit the following **two** documents through the electronic submission process
 - a. Field Application - Part I
 - b. Field Application - Part II 721 Field exemption request (MSW students with advanced standing or meeting the employment or practicum requirement)

- c. Once the Social Work Office processes your submission they will send a weblink in the an email notification. This notification will provide further instructions about completing the Castle Branch Background check.
6. Upload the following forms into the Castle Branch website
 - a. Authorization and Release Form
 - b. Background Information Disclosure Form (BID)

Students should **KEEP an electronic copy** of the Field Application for *their own* records.

Background Check Requirement: All Field students must have completed a background check through CastleBranch, Inc. before the student/field agency matching process can proceed. The initial cost is \$45.00 paid online to CastleBranch. After a student's field application has been processed, the Social Work Office will send the student instructions via email on how to complete the online background check.

Field Instruction Application Deadlines:

Field applications are due to the Field Office by the following deadlines. Students who fail to meet the field application deadline will not be guaranteed a practicum for the desired semester. In some cases late applicants, or applicants who have not contacted their assigned Liaison in a timely manner, may be placed in a 2nd priority status. 2nd priority status does not guarantee a placement for the desired semester.

FALL semester –May 15th (**except** MSW School Social Work placements and VA Medical Center placements, which are **due by February 15th**)

SPRING semester - September 15th

SUMMER semester –February 15th

Liaisons	Telephone	E-Mail
Candace Coates	414-229-6026	cecoates@uwm.edu
Crystal Carter	414-229-4440	cdcarter@uwm.edu
Jen Kahn-Pettigrew	414-229-6888	kahnpet2@uwm.edu
Tim Schwaller	414-229-4695	schwall2@uwm.edu
Jenny Taylor-McBride	414-229-6950	taylormc@uwm.edu
Devin Thomas	414-229-6890	thomas92@uwm.edu
Johanna Barkei	414-964-1328	barkei@uwm.edu
Director of Field Programs		
Jeanne Wagner	414-229-6501	jeannew@uwm.edu

IMPORTANT NOTICE:

Students must be registered for their respective field course at the beginning of each semester and before they enter their first day of field practicum. A student, whose registration has been cancelled for non-payment of fees or for any other reason, will **not** be able to continue in their assigned field placement because they are not considered an agent of the University and therefore are not covered for practice liability. A student who is removed from their field placement **will likely be required to drop their concurrent Practice course and may have to forfeit all field hours for that semester.**

Chronological Steps in the Field Placement Process

1. Students are required to review the ***Introduction to Field Programs Power Point*** posted on the Field Education website prior to the completion of their field application process. The ***Introduction to Field Programs PPT*** will provide students with instructions on the application process for field and will provide an overview of the practicum experience.
- 2.
3. The student will submit the completed field application packet to the Field Office for review by the designated deadline. (Students should carefully follow the instructions while completing the field application packet. Incomplete packets will **not** be processed.)
4. Following the submission and processing of the student’s field application packet, the student will receive an email from the Social Work Field Office that their application has been processed. After receiving this email notification, the student should e-mail their assigned Field Liaison to schedule an appointment. A student’s failure to contact their Liaison in a timely manner may result in limited options for the practicum.
5. Prior to meeting with the designated Liaison, students are encouraged to review general information regarding placement sites available on the Field Education webpage. Students cannot be placed in an agency which poses a potential conflict of interest, which could include an agency which employs friends or relatives, an agency where the student has received services or where they had previous employment or a

volunteer experience. Students are also encouraged to share with the Field Liaison ideas about field placement sites not currently utilized by the school. The Field Liaison will contact the agency to explore the possibility of developing a new field placement site.

6. Each student will meet with his or her designated Field Liaison to determine which agencies are to be contacted for potential placement interviews. Agencies are selected based on a number of variables including students' interests, learning needs, hours of availability and geographic location. A student will be initially be referred to one agency for an interview; however, additional agency referrals may be made until an appropriate placement is located.
7. If a student is registered with the Accessibility Resource Center (ARC) on campus, and is requesting accommodations for their field placement, **it is recommended that they share this information with the Field Liaison at their initial meeting** to ensure the best possible agency match for their practicum placement.
8. The Field Liaison will contact the agency, or agencies, to initiate the referral of the student. The Field Liaison will send Part I of the student's field application to the identified agency representative
9. The Field Instructor at the agency will review the student's application and advise the Field Liaison if they are interested in interviewing the student.
10. The Field Liaison will contact the student to apprise them of the outcome of the agency referral.
11. Once notified of an offer of an interview, the Field Liaison will give the student the agency Field Instructor's contact information for the student to schedule a pre-placement interview. A field placement is not confirmed until after the agency interview is completed and approved by all parties (student, Field Liaison, and Field Instructor.) If the student arranges an agency interview and then decides not to follow through with it, they should contact the agency Field Instructor to inform them of their decision **well in advance** of the interview date.
12. The student and Field Instructor will meet formally at the agency to discuss the student's learning needs and the nature of the assigned placement.
13. If the student and Field Instructor mutually agree to the placement, the student will inform the Field Liaison of the decision and plan. If the student has interviewed in more than one agency, or worked with more than one Liaison, it is imperative that they contact each agency and each Liaison to communicate the final decision about the placement choice.
14. The Field Liaison will initiate communication with the agency and provide various electronic materials summarizing the field education requirements for new agency programs or Field Instructors..
15. In the event a placement is not confirmed, the student should contact the Field Liaison to discuss placement options and the process will need to be repeated. However, if after three pre-placement interviews, a student is denied a placement because of his or her presentation, readiness for field, or lack of schedule availability a field

assessment will take place. The student may be referred to the Faculty Review Panel to determine the student's status in the Social Work Program.

16. Just prior to the beginning of the semester the student is required to attend an "Orientation to Field Practicum." The *Orientation* Program provides the student with the requirements for the field course as well as an overview of issues that may occur in the field practicum.
17. The student should register for the appropriate field education course during their assigned registration period.

Completion of Field Hours

COMPLETION OF FIELD HOURS REQUIREMENT

Field education is a course for which all the designated field hours, Learning Plans, field assignments, and evaluations are required. All designated field hours must be completed for each field course within the semester in which enrollment occurs. Field hours may be extended beyond the end of the semester only with an approved *Request for Field Course Incomplete* form. Students must also get their assigned Liaison and Field Instructor permission for both an early start to their practicum as well as an early completion.

Absences from field due to illness must be documented by a doctor's statement if the time away from field exceeds a one week period. All time away from the field placement must be made up. If a student must be away for an extended period of time, a determination of whether the agency can accommodate the absence will be determined.

Students are responsible for documenting their field hours each week. Students should complete the *Field Hour Verification* form, have their Field Instructor sign, and submit this form with their final course evaluation form.

Students must be registered for at least one credit in the semester in which they graduate. Therefore, the student's last semester of field education coursework should not be taken as an *Incomplete* if at all possible to avoid additional tuition expenses.

Block Placement Policy

Block placements (two field courses taken concurrently) are only available for MSW students who are entering the 800 level field courses. Block placements are considered on an individual basis for advanced students and approval is based on a variety of factors related to the student's overall educational and field education performance. Students requesting a block placement must fulfill the sequencing requirements of all academic courses (i.e., concurrent registration in Practice Courses which must be completed sequentially). Placements are limited to agencies that can accommodate a single semester placement.

Block placements in the summer semester are undesirable and in most situations unfeasible due to the condensed period of time in which the hours are to be completed. Students who are approved to enroll in a block placement are not to complete more than forty hours per week.

Volunteering at Agency Placement

Previous Volunteer Experience: The purpose of the field practicum is to provide the student with a learning opportunity in a program where the agency, program, and Field Instructor are new to the student. Students will subsequently not be placed in agencies where they have had previous volunteer experience.

Volunteering in Field Agency during Practicum: Students may have volunteer opportunities in the agency where they are completing their practicum. Due to a potential conflict of interest students require Field Liaison approval **prior** to volunteering for duties outside of their practicum requirements.

Post-Practicum Volunteering: At times students may feel a need to continue their involvement on some level with agency consumers post-practicum. Involvement with clients post-practicum is not recommended or supported by the HBSSW Social Work Program. An important component in the learning process for students is effective termination with agency clientele. Termination should be a process that is ongoing, not an event at the end of service provision. Students need to work with their Field Instructors on effective methods for addressing termination throughout the field practicum.

Holidays and Interim Periods

Students are generally not expected to be in field placement on UWM recognized holidays; however, there are some agency programs that operate 24 hours daily seven days per week, and these programs may require that students attend field during some holidays. This requirement should be discussed at the pre-placement interview. Due to the nature of social services and continuity for agency consumers, students may be required to continue in the field practicum during school breaks and interim periods. This requirement should be identified and clearly spelled out to the student PRIOR to finalizing the placement.

Students will be credited with any field hours completed during holidays and interim periods either during the current or subsequent field semester. The student is expected to complete the minimum hour requirement for each field instruction course regardless of the time taken off for holidays and interim periods.

Adjustments to Field Schedule

Any variation from the UWM academic calendar and designated weekly hour requirements are to be mutually negotiated between the student, the Field Instructor, the Field Liaison and if necessary, the Director of Field Education. The student and/or the agency may initiate a variation of the plan to complete field placement hours. A written plan of the requested variation specifying how the required hours are to be completed must be submitted to the Field Liaison for final approval prior to the plan's implementation.

Conference Attendance

Student requests to attend educational conferences should be discussed with the Field Instructor and the Field Liaison to determine if the hours should be credited to the field course expectations.

Class Attendance

Field instruction responsibilities should not interfere with class attendance. Social work classes are generally scheduled during the day on Tuesdays and Thursdays and on some weeknights. Therefore, students need to clearly communicate their availability for field responsibilities prior to the start of their placement.

Occasionally, a situation may arise in the field placement where the Field Instructor expects the student to follow through on a field assignment even though it may mean missing a class. If this happens, the student should call the course instructor to explain the situation and request permission to be absent from the class. These instances should be rare, as the Field Instructor should be prepared to handle emergencies in the absence of the student as would be done in the absence of an employee.

Integrated Field Seminar

All BSW students, and MSW students without a SW 721 exemption, are required to participate in a weekly Integrated Field Seminar which is scheduled as a lab immediately preceding or following their concurrent Methods course. The Integrated Seminar is scheduled for 50 minutes and counts toward the total hours of field required each semester. Attendance and participation in the field seminar account for 10% of the field course grade for MSW (721) students, and 25% of the field course grade for BSW students.

Employment Based Field Practicum

An Employment-based Field Instruction policy has been developed for students who request that their field practicum occur within the agency where they are employed. The requirements for this proposal include the following **non-negotiable** components:

- √ Practicum must be in a program or agency service center different from the program where the student is currently, or has previously been, employed
- √ The clients/consumers served by the student during their practicum must be different from the clients/consumers served during the student's employment
- √ The Practicum Field Instructor must meet the school's requirements for field education and must be a different person than the employment supervisor and cannot be a person who has previously supervised the student
- √ The student cannot be paid for field education practicum hours
- √ The proposed practicum plan must meet the learning objectives of the Field Education Program
- √ The *Proposal for an Employment-Based Field Practicum* (available on the Field Program website) must be completed in its entirety and approved by the Director of Field Education.

Employment Opportunities at Practicum Agency

Occasionally students will have an employment opportunity at the agency where they are completing their practicum experience. This situation often creates a conflict with the completion of the field education course requirements. While students have a right to pursue employment at an agency of their choice, in most cases their practicum placement will have to be terminated, which will result in the student having to start the field education component of their program again. Since two consecutive semesters in one agency are required the student may have to register and complete two more semesters of their field requirements.

Students who wish to apply for a position within the agency where they are completing their field practicum must follow the following procedures:

- 1) Discuss the situation with the Field Instructor to determine the impact of withdrawing from the practicum on the program and the consumers

- 2) Schedule a meeting with the assigned Field Liaison to discuss the situation and the position of the agency Field Instructor regarding the plans to withdraw from the practicum.
- 3) A second meeting with the Director of Field Education may need to be scheduled to discuss the student's plans and the consequences of withdrawing from the practicum placement. (In rare cases, approval may be granted for the continuance of the practicum post-employment; however, the conditions outlined in the first section of this policy must be adhered to and the approval for this request is at the discretion of the Director of Field Education.)

Strike Situation

Under unusual circumstances the agency in which a student is placed for field instruction may go on strike. The student is not an agency employee and therefore should not represent himself or herself as an agency employee in support of, or against, the strike.

It is expected that time lost in field instruction because of a strike will either be made up after the strike or an alternative Field Instructor will be agreed upon by the Field Liaison and agency administrators. In the case of an extended strike, consideration should be given to a change of placement.

Loss of Field Instructor

It is possible that during a student's placement there may be a change in a student's Field Instructor because of illness, change of job, etc. In this situation, it is anticipated that the agency would make arrangements to provide the student with appropriate supervision. The Field Liaison should be contacted immediately regarding anticipated or immediate changes in the assignment of a Field Instructor.

Late Placement/Replacement

A student placed in an agency after the semester begins is required to complete all of the required field instruction hours, and other field course requirements.

If a student is reassigned within the semester to another unit or agency based on circumstances beyond their control and not reflective of their performance, field hours accumulated at the prior placement carries over to the new placement with the approval of the Field Liaison and the Director of Field Education.

Request for Changing a Field Placement

Once an assignment to a field site is agreed upon, the student is expected to complete the commitment in the designated agency or program site unless conditions warrant a change to another agency site; such as a significant breach in the Learning Plan Agreement. If a student requests consideration for a change in their agreed upon commitment to their field agency, the following process should be followed:

1. Initial discussion of a request to change the placement is to take place with the student's Field Liaison and Field Instructor.
2. The student is responsible for summarizing in writing the rationale for a change of placement assignment. An outline of learning objectives and the type of setting requested should be included in this statement. A copy of the written summary is submitted to the assigned Field Liaison and shared with the student's Field Instructor.
3. Student, Field Instructor, And Field Liaison should communicate with one another to explore the issues leading to the request for a change in placement and discuss avenues of resolution. This step in the process is mandatory before any decision can be made regarding the possibility of reassignment.
4. The student's Field Liaison confers with the Director of Field Education and all submitted materials are reviewed.
5. If the request for reassignment to another agency is approved, an "exit" meeting should occur, if possible, with the Field Liaison, the student, and the current Field Instructor for the purpose of closure. This meeting should include a review to ensure that the student has completed all crucial commitments to the agency and/or existing clients.
6. In most circumstances the hours accrued in the first practicum setting cannot be credited to the second practicum.
7. A request for reassignment is determined by the Field Liaison and the Field Education Director. If the request to be reassigned is denied by the Field Director and the student chooses to terminate the practicum, they may receive a failing grade. They will also need to reapply for field in the following semester.

MSW Field Assignment Requirements

During each semester of the field practicum, MSW students will be required to complete various assignments. Due to the variance in field education practicum sites they will have the opportunity to select some assignments which are consistent with the duties they have in their field practicum. These assignments are learning and supervisory tools, which will assist students in the integration between classroom and field. The completed assignments should be used in supervision with the Field Instructor who should provide verbal and written feedback to the student. These assignments are designed to address the development of social work competencies and to be consistent with HBSSW social work education program objectives as defined by the *Council on Social Work Education (CSWE)*.

During the first 40 hours (or 2-3 weeks) of the field placement, the student should meet with their agency Field Instructor to discuss which assignments from the assignment list would be a good fit for his or her level of experience and the program structure of the agency. **(Academic Assignments completed for other courses CANNOT be used for the student's Field Practicum assignment.)** Agency Field Instructors may require students to complete Recordings for Learning (RFL's) as one or more of the assignments if a student has struggled with the clinical aspect of their field placement or has had difficulty understanding the *use of self* in their interaction with clients.

MSW students are required to earn **five (5) Learning Assignment points per semester**. All assignments have specific point differentials consistent with the extent of the assignment. (Refer to individual assignment descriptions for all point values.) A detailed listing of all assignments can be accessed on the HBSSW Field Program webpage at <http://uwm.edu/socialwelfare/field-assignments/>

Once a student and their agency Field Instructor have determined which of the assignments would provide the student with the optimal learning experience, the student should complete the *Learning Plan* specifically outlining which assignments he or she intends to complete for the semester. *It is not expected that **all assignments for the semester be identified in the learning plan***. Some assignments maybe selected later in the semester.

Some assignments will require topic research. All published materials used for field assignments need to be documented with the relevant citations. The content and quality of all Learning Assignments must be consistent with the course expectations of the graduate program.

All assignments need to be reviewed by the agency Field Instructor before submission to the Field Liaison.

Major Assignment for 2nd Semester of Field:

In lieu of *minor* assignments required each semester for the Field Program, an MSW student may elect to complete a “major” **substantive** assignment in their last semester of field at their current agency. All major assignments will require prior written approval from both the Field Instructor **and** the Field Liaison as documented on the Learning Plan.

Examples of a major substantive assignment **could** be:

- Research project
- Development of Program Improvement Project
- Evaluation of Practice
- Summary and Analysis of Agency’s or Program’s Outcome Measures
- Development and facilitation of a client group
- Development and facilitation of a focus group
- Grant Writing
- Planning and coordination of fund raising event
- Project which addresses and analyzes developmental human needs across the lifespan and the related gaps in community services in specific geographic areas
- Conduct program or community needs assessment

Instructions for completion of field assignments:

- 1) Once the assignment is finished, the student completes the *Field Assignment Cover Page* and submits with the completed assignment.
Be sure to remove any client identifying information by changing the names, DOB’s, addresses, phone numbers, places of employment, name of agency and any other information that may link this report to the client. Students can use the “find and replace” feature of Word to make these changes easily.
- 2) The student should turn in the assignment and instructions to their field instructor and discuss the content in supervision. The field instructor should provide the student with **written and/or verbal** feedback on each assignment. The overall content and quality of the completed assignment will assist the Field Instructor with a better understanding of the student’s ability to use critical

thinking, and in the evaluation of their progress toward the development of social work competencies.

Following review and discussion with their Field Instructor, the student uploads the assignment to the associated Canvas Assignment dropbox

- 3) **Half of the Learning Assignments need to be submitted by Mid-term** (with the exception of a major project), and the remainder need to be submitted by the end of the semester (or the due date established by the Field Liaison) unless the student has discussed receiving an *Incomplete* with their assigned Liaison and Field Instructor.

***Students are required to turn in all Learning Assignments in advance of the Final Evaluation in order to allow adequate review by both their agency Field Instructor and the HBSSW Field Liaison, who is responsible for approving the point value on each Learning Assignment.

***All students should comply with confidentiality (e.g. HIPAA), agency policies, and the NASW Code of Ethics during all field education practicum activities.

Evaluations

The evaluation of a student's field performance is an ongoing process and occurs in both verbal and written formats. The required written evaluations occur twice a semester, at mid-term and at the end of each semester, and include self-evaluations completed by the student and a progress report and final evaluation completed by the assigned Field Instructor at the agency.

Purpose of Evaluations

Through the evaluation process, a Field Instructor can review the student's overall progress in the development of social work competencies, and toward the SOCIAL WORK field education program objectives. The evaluation process serves as the primary basis for determining student grades in the field education course.

The written evaluations inform the School and the Field Liaison of the student's progress. They also assist the Field Liaison in the process of advising students, and assess student's capacities for further professional education and career advising.

The written evaluations also provide valuable feedback to the student regarding their progress toward the development of social work competencies and this process can contribute to student learning. Final field evaluations are placed in the student's academic file at HBSSW.

Responsibility for Evaluation

Both the student and the Field Instructor are responsible for submitting written evaluations of the student's fieldwork progress to the School at mid-semester and at the end of the semester. This written evaluation should be discussed with the student in a supervisory conference prior to being sent to the School. The student and the Field Instructor are required to sign the evaluation to indicate that the comments have been read and reviewed. If the student is not in agreement with the comments in the evaluation, the student should include a statement outlining their perspective of their progress in the practicum.

The Field Liaison reviews all evaluations prior to the assignment of the course grade.

Evaluation of Agency Setting/Supervision

The student is required to evaluate his/her field experience by completing an evaluation of the practicum and related supervision at mid semester and at the end of each semester. These evaluation forms can be accessed on the Field Program website and are submitted electronically. These evaluation instruments are confidential and provide the Social Work Field Education program with valuable information for consideration of future practicum placements.

Evaluation of Field Liaison

The student is required to evaluate his/her assigned Field Liaison at the end of each semester. These evaluation forms can be accessed on the Field Program website and are submitted electronically. These evaluation instruments are confidential and provide the Social Work Field Education program with valuable feedback on the student's experience with the Field faculty and staff.

Grading Policies

The assignment of grades in the field education course is the responsibility of the assigned Field Liaison. Several factors are considered in the assignment of a grade for the field education course including the following:

The primary grading factor is the written and verbal feedback from the Field Instructor and documentation on the final evaluation (75% of weight toward grade). The assigned Field Liaison has the discretion to make adjustments in the evaluative categories based on the evidence of competency development documented in the student's self-evaluation and based on the student's overall compliance with field policies, especially with respect to ethical conduct and professionalism.

Student's compliance with deadlines for the completion and submission of field education documents are factors in the grading process. There will be an overall reduction in percentage points for missed deadlines; incomplete or inadequate Learning Plans, MSW field assignments, and self-evaluations.

An MSW student's failure to complete assignments totaling 5 points for the semester **prior** to the completion of the final evaluation will result in a reduction of their grade. The 5-point field education assignments have a maximum weight of 25% toward a grade in field courses 423,

722, 821, 822, 921; and 15% toward a grade in field course 721. Student compliance with the integrated seminar requirements including attendance, reading assignments and Canvas discussion posts account for a maximum 10% of weight toward the grade in field course 721. Online postings are credited at a maximum of 5% points and attendance is also counted at a maximum of 5% points toward the final grade for 721.

For BSW students in field courses 421 and 422, integrated seminar requirements including attendance and seminar assignments account for a maximum weight of 25% toward the field course grade.

Missing, late or unacceptable Learning Plans, Self-Evaluations, and Verification of Field Hours will result in a percentage reduction in the overall field grade. Late documents will result in a 1.5% percentage point reduction per document. Unsubmitted documents and documents rejected due to excessive lateness will result in an overall grade reduction as follows:

- Learning Plan – 3%
- Mid-Term Progress Report – 3%
- Final Self-Evaluation – 3%
- Field Hour Verification Form – 3%

Field grades are calculated on the Field Grading Worksheet (located in the Field Manual Appendix), which is attached to the final field evaluation document completed by the Field Instructor and is included in the student's permanent academic file in the Helen Bader School of Social Welfare. All required field hours, and signed evaluations must be completed by the end of the semester unless a *Request for a Field Education Course Incomplete* is approved by the Field Instructor and Field Liaison before the end of the semester. Students who start the semester late will need to work with their Field Liaison regarding expectations related to assignment due dates.

Field education is a social work course where grades are assigned based on overall student progress. Students do not all get A's in their field practicum. Grades of B and B+ are acceptable grades and indicate that the student has met the criteria for the semester. A grade of "A" is awarded only for those students who have done *exceptional* work. A grade of B- is not a passing grade for field education and may impact a student's completion of the social work program.

Field grades are assigned according to the following grading scale:

A	95 and above
A-	90-94
B+	84-89
B	78-83
B-	72-77
C+	68-71
C	64-67
C-	60-63
D	55-59
F	<55

Incomplete Field Course Policy and Procedures

Due to the unique nature of the field education course, students may not be able to complete the required field course requirements by the end of the semester, which may result in an *Incomplete*. An *Incomplete* can be assigned to a student only with the approval of the Field Liaison and the Field Instructor. Incompletes are not automatic. University policy states that a student must have completed two-thirds of the course material in order to be granted an incomplete for substantiated reasons. An incomplete is given only when the student is unable to complete the work for just cause.

The following procedures should be utilized when an *Incomplete* is entered for a field education course.

- 1) The student should discuss the need for an *Incomplete* with their assigned Field Instructor and Field Liaison **prior** to the end of the semester. An *Incomplete* is **not** automatic.
- 2) If the Liaison and Field Instructor agree to the assignment of an *Incomplete* there should be a discussion with the student and a mutually agreed upon plan for the completion of the field course requirements. The student should complete the *Request for Course Incomplete* form, and have the form signed by the Field Instructor. Once the student and Field Instructor sign the form, the student needs to submit the completed form to their assigned Field Liaison. **The plan is required to specify an anticipated date of completion.**

If the student fails to comply with the written plan to complete the field course requirements, the Field Liaison will provide the student with a final **written** deadline for the completion of the remaining requirements. If the student does not complete the course requirements by the final written deadline the Field Liaison has the discretion to assign a final grade for the course. This final deadline will **not** exceed the UWM deadline for the completion of coursework following an *Incomplete*, and

cannot exceed a period of one academic year for **graduate** students. All **undergraduate** grades of *Incomplete* automatically lapse to an “F” if not changed by the end of the following semester per University policy.

Please note that while the Field Faculty are understanding of the demands of field education and the occasional need for students to extend their coursework beyond the end of the semester, it is imperative that students resolve the Incomplete by the approval date on the *Request for Field Course Incomplete* form. This form serves as the agreement between the student and the Field Education Program. It is the student's responsibility to maintain contact with their Field Liaison regarding the completion date of their respective Field course.

***In cases where the student has received an *Incomplete* as a result of an emergency medical or family problem, the Field Liaison *may* allow an exception to this policy. A completion deadline will still be established in writing, but may exceed the UWM policy. In this event, the Field Liaison can change the automatic “F” grade to another grade upon the student's completion of the field course requirements.

Incompletes and Graduation Requirements

It is important that students have all courses, including field education courses, completed by the end of the semester in which they plan to graduate. UWM Policy does **not** allow for course Incompletes in the graduating semester. The policy requires that the student graduates in the semester in which the Incomplete is resolved. Additionally, UWM policy requires that students be registered for at least one credit in their graduation semester. To avoid the consequences of an Incomplete in their graduating semester, students should work to complete all field course requirements by the end of the semester deadline. Students should communicate with their assigned Field Liaison ASAP if compliance with this policy is a concern.

Course Drop Policy

A student cannot drop a field education course without the consent of his/her assigned Field Liaison. At the time a student receives permission to drop a field course, a decision will be made regarding the student's continuation in the concurrent Social Work methods course; however, in most cases the student will also have to drop their Methods course.

Failed Field Education Course

If a student does not pass their field education course, and they do not agree with the grade assigned, they should adhere to the following process:

1. Submit the Final self-evaluation and Field Instructor Final Evaluation to their assigned Liaison

2. Complete a written summary that addresses the deficit areas in the evaluation and explain how the competency was demonstrated in these areas, which is consistent with the field course expectations.
3. Submit summary to assigned Liaison and request a meeting with the Liaison and Field Director to discuss the details related to the failed field practicum.
4. Following the meeting, the Field Liaison and Field Director will debrief and a decision will be made to maintain the grade as assigned, or change it to reflect the additional information provided by the student. If the grade continues to be below a B, then the Liaison will make a written recommendation that addresses the next course of action, which often includes a repeat of the field course. (A recommendation can also be made to dismiss the student from the social work program.)
5. The student will be notified of the final course grade and subsequent recommendations.
6. If the student disagrees with their grade they will be directed to the formal appeal process within the school
7. If the student scores well on their final field evaluation, but receives a low score in the Field Seminar the student may not pass their respective field course. They will need to meet with the instructor of the Field Seminar and the Field Director to determine the next course of action. In most cases when this situation occurs, the student will submit a *Request for a Field Course Incomplete* and they will be required to repeat the field seminar the following semester. The new seminar grade will be used to calculate the overall grade for the field course that has an Incomplete.
8. Students who have failed a field education course and are permitted to continue in the social work program will be on probationary status for subsequent field education courses. Students in probationary status will have limited practicum options as the Field Liaison will be required to be very selective in the student/agency matching process to ensure that the student is placed in an established agency setting with a Field Instructor who is experienced and willing to provide close supervision and provide frequent feedback to the student. The new agency will be provided with information related to the student's struggles in the previous placement, and their specific learning and supervisory needs to ensure that the student's needs will be met and the agency Field Instructor has adequate supervisory time to devote to the student. Additionally, the Liaison will need to increase their monitoring of the practicum. Students will be provided a written *Probationary Status Agreement* that they will be required to sign and abide by, which will outline the expectations for the next practicum and will address the deficit areas resulting in the previous practicum failure.

Termination from Field Practicum

A student should be given timely feedback throughout the practicum regarding any concerns regarding their performance or conduct in the practicum. This communication should occur in any or all of the following ways: supervisory meetings with Field Instructor, documentation in the progress report and final evaluation, a revised *Learning Plan* outlining the performance expectations and semester assignments, during meetings with the Field Liaison, and with a *Practicum Improvement Plan* if warranted.

The following process will be followed when a Field Instructor, agency representative or school Field Liaison is considering the termination of a student from a field practicum.

Procedures for Termination from the Field Practicum

On occasion a student may be performing adequately in the practicum; however, the student engages in an incident that necessitates immediate dismissal from the practicum. Due to the abrupt nature of the incident the student may not have an opportunity to correct their behavior to complete the practicum. Situations that may result in immediate dismissal include, but are not limited to; illegal or unethical activity, inappropriate conduct with a client, violation of agency policy; impaired functioning in the practicum setting; harm caused to a client, safety issues, etc.

When the student does not demonstrate the appropriate level of social work competency necessary to perform the duties in the practicum, and there is a subsequent recommendation or decision to terminate the student from the practicum, the person considering termination from the placement should communicate with the student and the Field Liaison. When possible, a meeting should be held with the student, Field Instructor and Field Liaison prior to termination from the practicum.

When the Field Instructor is recommending a termination of the practicum, a written summary of circumstances that led to the decision to terminate the practicum will be requested by the Liaison. The documentation should detail the issues resulting in the termination including any attempts made to rectify the problem. The student has the right to respond in writing to the Field Liaison outlining their perspective and supporting evidence to refute the allegations resulting in the practicum termination.

Following the practicum termination, a meeting will be facilitated between the student, Field Liaison, and Director of Field Education to discuss the circumstances leading to the termination of placement. The student will have an opportunity to provide their perspective of the situation.

Following the meeting referenced in the preceding paragraph, the Field Liaison and the Director of Field Education will review all of the information received and the Field Liaison will assign a grade for the field education course. The Liaison will also prepare a written recommendation to the student and the Director of Field Education regarding the student's continuation in the program. The Field Liaison's recommendation is advisory to the Director of Field Education.

The Field Liaison should recommend:

- a) The grade for the current semester and
- b) Whether the student should be recommended for dismissal or allowed to repeat the field course. (If the recommendation is for the student to repeat the field education

course, the student will not be placed in another practicum during the semester but will be allowed to re-register for the failed field course during the subsequent semester.)

c) If the student is allowed to continue, the recommendation should indicate what specific social work competencies the student will need to focus on in their subsequent practicum.

***** A student may receive a failing grade for a field course regardless of the number of hours remaining in the semester if their practicum is terminated.**

Recommendations for program dismissal are submitted to the Department Chair who will refer the matter to the Faculty Review Panel. The student will be allowed to provide information to the Faculty Review Panel who will review all information and make a recommendation about the student's continued status in the program to the Department Chair. Should the decision be that the student is allowed to continue in the program the student will be required to meet with the Field Liaison and the Director of Field Education to discuss the most appropriate practicum options prior to replacement in another agency.

If the decision is to deny continuation in the social work program, the student can follow the university process for an appeal of this decision.

Student Professional Liability Coverage

Students have available the protection of Wis. Stats. 893.82 and 895.46 while enrolled in a course that has been approved for field experience providing there is a written agreement between the placement facility and the University, and providing the students are acting within the scope of their student intern status. There is no specific insurance policy under the loss protection described above because the State of Wisconsin is self-insured (i.e., pays losses out of state funds directly). The protection is for professional practice liability while performing field assignments.

In addition to the liability coverage provided through UWM, the HBSSW has implemented an additional *Blanket* student liability policy through American Casualty Co.. This coverage is effective for all field education students over the entire course of the time required to complete the practicum hour requirements including students who complete field hours prior to, in-between, and following the dates of the academic semester. The University does not provide medical insurance or worker's compensation. A covered "incident" has not been specifically defined or described by the Wisconsin Attorney General's Office. The loss protection for students, however, is considered to be narrow rather than broad.

Loss protection may be available for an incident or act committed while carrying out student's duties while a student is assigned to an agency. However, any situations, incidents or acts that are not part of a student's field experience requirements, and are outside of the typical field placement experience, are not covered.

Use of Student Automobile during Practicum

Some agencies may require students to see clients in their homes, or drive to various agency sites or collateral agencies, in the delivery of social services. Students must have a valid driver's license and be willing to reveal their driving record upon request. Students who are required to use their own vehicles are expected to have their own auto insurance liability policy. The University is **not** held responsible for injuries that may occur when a personal vehicle is utilized in practicum assignments. Agencies may require that students provide proof of insurance coverage.

Students should negotiate expectations regarding use of a personal automobile and automobile coverage with the agency at the time of the interview. University coverage does **not** include automobile liability. Students who utilize their vehicles for practicum purposes should inquire at the beginning of the placement about mileage reimbursement. Either the Field Instructor or designated human resource personnel in the agency will provide this information.

The UWM Risk Management Department has advised all schools and colleges that student interns should be discouraged from transporting clients in their personal automobiles during the completion of their practicum requirements. In the event of an accident, students who are transporting clients are legally responsible and insurance carriers may deny the claim when they discover that the student is acting as a "conveyance" for a business. The UWM Risk Management Department has allowed an exception to policy when the requirements of the practicum require a student to transport clients as part of their field practicum duties; however, students must agree to the conditions outlined in this document before accepting a field practicum with this requirement. The Field Program has a form entitled, HBSSW Social Work Program Use of Personal Automobile in Field Practicum Exception to Policy Acknowledgement, which must be signed by the student prior to the transportation of clients in their personal vehicle.

Personal Injury during Practicum

The University does not provide accident or health insurance for practicum students. Students are expected to utilize their own health insurance for any field-related injuries that may occur. Students can purchase health insurance through the UWM Student Association.

Safety Policy

Each semester hundreds of Helen Bader School of Social Welfare students participate in field placements. In any field placement there may be some degree of uncertainty and potential risk. Therefore, there is concern on the part of faculty and staff regarding student safety. It is a policy of the Helen Bader School of Social Welfare to encourage attention to safety in field

placement situations. Field Instructors are responsible for providing students with safety policies and/or guidelines of the agencies in which students are placed. Students are responsible for understanding and following safety policies and/or guidelines of the agencies in which they are placed. In addition, students are responsible for reading and understanding the School's Safety Policy Statement as well as the handout entitled "Safety Techniques and Strategies", which is located on the Social Work Field Education website.

It is the policy of the Helen Bader School of Social Welfare that a student may question a potentially unsafe assignment without repercussion. An obligation rests with students, Field Instructors, Field Liaisons, and the Director of Field Education to reach a common understanding as to what kinds of assignments are appropriate from a safety perspective. If no agreement can be reached, the ultimate decision rests with the Director of Field Education.

Field Instructors and Field Liaisons are responsible for reviewing learning plans to establish that agency duties are appropriate for students. If a student believes that he/she is placed in a situation that may be unsafe, the student must immediately inform the Field Instructor and contact the Field Liaison before proceeding with the assignment. Likewise, if a student initiates what may be perceived as a potentially unsafe field related activity on their own, the Field Instructor must direct the student to not proceed with the assignment. If a student proceeds with an unsafe activity after being directed not to, existing field policies regarding continuance in the program shall apply. If a student is threatened or injured while in a field placement, or if involved in a safety incident of any kind, the Field Instructor, Field Liaison, and Field Director must be apprised of any safety related issues and should be appropriately responsive.

Sexual Harassment Policy

UWM's policy on sexual harassment clearly states the rationale, prohibited acts and procedures to be followed when a complaint is filed. University of Wisconsin Milwaukee faculty and staff are prohibited from engaging in any form of sexual harassment. The statutes and policies in existence for the University and social agencies shall be adhered to, and students are encouraged to contact appropriate sources, including their Field Liaison, about a questionable or actual act of sexual harassment. Policies prohibiting sexual harassment apply to all University personnel, students and Field Instructors regardless of sexual orientation.

Criminal and Caregiver Background Checks

All social work students entering a practicum are required to complete a *Background Information Disclosure* form and *Authorization* form as part of their field application packet. All Field students must also complete a background check through CastleBranch, Inc. before the student/agency matching process can proceed. The initial cost is \$45.00 paid online to CastleBranch. After the student's field application has been processed, the Social Work Office will send the student instructions on how to complete the online background check.

It is important for the student to discuss adverse background information and the potential implications for the field practicum and social work employment with their Field Liaison during the initial meeting. Some agency programs will also require a background check be completed through their system as part of the placement process.

Reports that document criminal activity that did not result in a dismissal of the charges or an acquittal, and substantiated reports of child/elder abuse or neglect, will be forwarded to the field agency following the offer and acceptance of the practicum placement. It is recommended that the student discuss the nature of the offense with the agency representative to determine if the specific offense will negate the student's placement in the practicum. Certain criminal offenses, extensive criminal background, and/or substantiated child/elder abuse and neglect reports may impact a student's ability to be placed in a practicum setting. Certain offenses may also adversely impact a student's ability to obtain professional social work certification or licensure and/or obtain employment in a variety of social work settings.

Students who are arrested for criminal activity during the completion of their field education course may be dismissed or suspended from the practicum pending the outcome of the criminal charges or child/elder abuse and neglect allegations. It is the student's responsibility to notify the agency Field Instructor and the Field Liaison if they are arrested or receive a Driving While Intoxicated charge while they are completing their field practicum.

A resource for frequently asked questions about the impact of the caregiver background check can be found at: <https://www.dhs.wisconsin.gov/caregiver/index.htm>

Medical Examinations

Students who seek placements in medical or health care settings are required to submit an extensive list of documents prior to final approval of the practicum. Each agency or hospital determines their own list of medical history, tests and vaccination requirements, and this list can be extensive in some settings. Drug testing may also be required. These settings often require the following, although this is not always an inclusive list of all requirements:

Health screening which includes:

- Health assessment that includes a history of communicable diseases, including varicella (chicken pox), rubella (German measles), measles, mumps, hepatitis, immunodeficiency, skin conditions and risk factors or treatment for tuberculosis.

- Satisfactory results from an initial one step tuberculin skin test for individuals who have not had a documented negative TB test result in the preceding twelve months.
- Vaccination or confirmed immunity against rubella or rubeola, for individuals born in 1957 or later.
- Offer of vaccination, positive history or confirmed immunity against varicella.
- Offer of Hepatitis B vaccine to those who potentially may be exposed to blood and body fluids and documentation of vaccination or refusal of vaccination.
- Ten (10) panel drug screen performed by an approved laboratory prior to placement.
- Annual influenza vaccination prior to clinical start during influenza season 11/9-3/31, including written certification from administering health care provider of date of administration, vaccine lot number and expiration date. If there is a medical contraindication or a religious exemption, the student must wear a mask during the entirety of their clinical during influenza season, as defined above.

Some field placement settings may provide the student with the required medical examination, while others will require that the student submit summaries from their own physician. Students may obtain most required tests and vaccinations at the Norris Health Center on campus for a nominal cost. To schedule an appointment at Norris, call 414-229-4716.

TB and Bloodborne Pathogens Policy

In medical and health care settings, students may be required, as part of their agency orientation, to complete the Occupational Safety and Health Administration's (OSHA) Tuberculosis Standard Training prior to beginning their field placement. In addition, the Bloodborne Pathogen Training is required for those individuals who may be exposed to blood and body fluids during their assignment. The Field Program will also provide trainings for students in Bloodborne Pathogens and HIPAA.

Non-Discrimination Policy

Based on UWM policy, the Helen Bader School of Social Welfare does not discriminate on the basis of age, race, color, religion, sex, national origin of ancestry, sexual orientation, arrest or conviction record, marital status, handicap or disability, political affiliation, or veteran's status. All policies extend to the field program and its practicum sites.

Accommodations/Disabilities

Every effort is made to meet accommodations needed for students with physical and nonphysical disabilities. If accommodations are needed the student must provide their documentation outlining the specific accommodations requested through the Accessibility Resource Center (ARC) and provide to their Field Liaison at the time of the initial interview. In some cases the Liaison will request a meeting with ARC and the student to ensure that all parties are consistent with their understanding of the accommodations requested.

A student who believes he/she has a disability is encouraged to contact ARC for assistance in pursuing an individual assessment. Information shared with ARC is confidential. Only the identified accommodations needed by the student are released to the field program. The student is also responsible for sharing his/her needs with the prospective field agency. The student has the option of not requesting accommodations, but is ultimately responsible for final performance outcomes in the practicum.

Field agencies are unpaid volunteer entities that provide opportunities for social work field experiences. Based on this volunteer relationship, the agency representatives make the determination about all student placements. If an agency does not have the capacity to accommodate a student for their field practicum then the HBSSW Field Program will work with other agencies to explore alternate practicum opportunities for the student. Student safety is a high priority in the placement matching process and certain student accommodations would be inconsistent with ensuring student safety in some settings.

Responsibilities of Student, Field Program and Agency

Student Responsibilities:

Students are expected to adhere to the following expectations during their field education experience:

Demonstrate professional behavior which includes the following:

1. Maintain contact with Field Liaison assigned by the School.
2. Dress appropriately to coincide with the norms of the agency.
3. Attend the agency on all scheduled field days. The student has the responsibility

- of contacting the agency in case of emergencies, illness, etc., that may arise.
4. Utilize the designated field time for the purpose of fulfilling field assignments.
 5. Demonstrate accountability for the agency's procedures for all administrative and program requirements.
 6. Adhere to the Code of Ethics of the National Association of Social Workers.
 7. Maintain the parameters of confidentiality in all matters related to serving clients in the field practicum. Agency-related matters should not be discussed in a nonprofessional manner or with persons not professionally involved in the situation. All identifying information is to be disguised at all times. Students are required to obtain permission from the designated Field Instructor to use case-related materials for research projects, class reports, etc.
 8. Follow ethical standards for all aspects of the professional relationship with clients, Field Instructor, and agency staff.
 9. Notify the assigned Field Liaison of any acute behavioral health issues including substance abuse and/or mental health difficulties in a timely manner.
 10. Notify the Field Instructor and / or Field Liaison of any concerns experienced in the practicum setting in a timely manner.

Demonstrate responsibility and commitment to the Field Education Program:

1. Complete the *Learning Plan* (within the first 40 hours of the field placement) which outlines the learning needs and the overall plan to meet the designated objectives.
2. Complete all assignments required by the School and the agency, in a timely manner.
3. Utilize supervision in an ongoing manner throughout the field placement by demonstrating ample preparation for each supervisory conference with the Field Instructor. The Field Instructor may require materials to be submitted prior to supervision conference time.
4. Meet each field semester with the Field Liaison to discuss field progress as well as initiating contact to discuss any field education issue.
5. Participate in evaluating one's own practice throughout the placement.
6. Notify the Field Liaison of any changes in hours or inability to complete field hours by the end of the semester.

School's Responsibilities:

1. Assess students' field education needs and assume responsibility for working out a plan that will provide the student with an array of appropriate and challenging learning opportunities during the practicum.
2. Through assessment and review, match and refer students to appropriate field placement agencies
3. Monitor the students' field education program through required agency site visits, telephone and e-mail communication with the student and Field Instructor.
4. Orient and educate the Field Instructors and other agency personnel regarding the social work mission and educational goals, social work curriculum, and expectation of students.
5. Assist the student in identifying his or her learning needs, formulating learning objectives and potential career goals including certification and licensure requirements.
6. Monitor the learning plan, completion of course requirements, and student's progress in their practicum.
7. Facilitate the student's learning by providing guidance and serving as a source of information.
8. Coordinate meetings with the student and Field Instructor at the field agency at prescribed frequency to monitor the student's progress in the field practicum, to assess the practicum learning experience in conjunction with the objectives for the field education course, address any questions or concerns, and solicit feedback related to the field education program or the school.
9. Assist the student in the integration between curriculum and specific experiences in the practicum including field assignments.
10. Demonstrate responsiveness to the needs, problems, and/or concerns of the students and Field Instructors in a timely manner; Manage student performance issues and/or concerns following departmental procedures.
11. Review the content and quality of the student's field assignments in conjunction with the completed written evaluations and verbal feedback from the Field Instructor.
12. Assign grades for field education course with advisement from agency Field Instructors

13. Provides authority for all matters relating to the student's status in the field program, including extending and/or terminating practicum placements when necessary
14. Provide students with current information related to state social work certification and licensure requirements as well as professional social work organizations
15. Be aware of, understand, and implement through their actions, the National Association of Social Worker's Code of Ethics
16. Remain knowledgeable of local, state, and national trends in social work practice

Field Instructor Responsibilities:

1. Be knowledgeable about the Social Work Field Program requirements.
2. Understand the role of the student, the learning process, and student's individual learning style and needs.
3. Provide appropriate and relevant learning opportunities to enable the student to develop and/or enhance their social work competencies and to ensure compliance with the Social Work Field Education course objectives.
4. Assist the student in the integration of theoretical concepts and practice skills.
5. Provide a minimum of one hour of weekly scheduled supervisory time with the student to confer about their practicum responsibilities and learning experiences in the field.
6. Review student's work and field assignments and provide written and verbal feedback.
7. Provide ongoing feedback to the student in relation to his or her performance in field and interactions with clients.
8. Monitor the student's educational goals as outlined on the *Learning Plan*
9. Complete all written evaluations in required time frames.
10. Provide time for consultation with the assigned Field Liaison regarding the student's progress, and any relevant issues which may arise.
11. Demonstrate ongoing interest in continuing professional development by participating, when possible, in seminars and meetings offered by the School.

Field Instructor Privileges

1. Field Instructors can gain access to the UWM Golda Meir Library at no cost by completing a ***UWM Facility Use Request*** form.
2. Field Instructors can join the UWM Klotsche Health Center for a reduced faculty membership fee.
3. Field Instructors are eligible for one free Continuing Education course every two years through the Continuing Education Department of the HBSSW.
4. Field Instructors may utilize a campus e-mail account and attend technology classes at the faculty fee level.
5. Field Instructors may be provided with an opportunity to join the staff at the HBSSW Social Work Program as an Adjunct faculty member or as an instructor for a Continuing Education Workshop..
6. Discounts are available at certain stores in the community to persons with a UWM photo Identification card which is provided with the completion of the ***UWM Facility Use Request*** form. Requests for UWM privileges should be sent to Jeanne Wagner, Director of Field Education at jeannew@uwm.edu

HBSSW Social Work Field Education Advisory Board

The Field Program Advisory Board consists of approximately 20 past and present Field Instructors who meet 2-3 times annually to discuss overall program planning and field education issues.

PURPOSE:

The purpose of the Field Advisory Board is multi-fold:

1. To provide current information on trends, issues, and unmet needs within the social work community
2. Assist in the development of the most optimal field practicum for students
3. Provide consultation in an effort to enhance the social work curriculum in response to the changing trends in social work practice
4. Assist in improving integration between the social work curriculum and field placement experiences
5. Enhance the collaboration between the Helen Bader School of Social Welfare and the social service community
6. Provide consultation to the Field Program in the area of ethics, program development, and the continued development of criteria for field instruction
7. Provide recognition for the contributions made by outstanding field instructors

MEMBERSHIP CRITERIA AND TERM:

1. Membership in the Field Advisory Board is open to individuals who are involved in the Helen Bader School of Social Welfare Field Program.
2. Membership will represent a cross-section of the social service community including representatives from Behavioral Health; Aging; Schools; Children and Families; Medical; Community Outreach; Criminal Justice; Special Needs; Administrative
3. Members are asked to make a commitment of not less than two (2) academic years or more than (6) years of Board service. Members will be assigned a term of office upon acceptance to the Board, and Board member terms will be staggered.
4. Members are required to attend a minimum of 2 of the 2-3 scheduled Board meetings per academic year to remain an active Board member.
5. Consideration for membership in the Board can be initiated by an individual, or agency representatives, who are actively involved in the Helen Bader School of Social Welfare Field Program; a recommendation from a Faculty Field Liaison or from an invitation from the Director of Field Programs. Final determination of Board membership is the responsibility of the Director of Field Programs Including replacing Board members upon resignation.
6. Resignation - An Advisory Board Member may resign at any time by filing his or her resignation in writing with the Director of Field Programs.
7. Removal - An Advisory Board Member may be removed from office in exceptional circumstances by the action of the Director of Field Programs with notice to the Chair of the Board whenever, in their judgment, the best interests of The Field Advisory Board will be served.

Criteria for Selection of Field Agency Partners

The Council of Social Work Education (CSWE) establishes educational standards for social work field education. The selection and approval of field placement agencies is based on the standards established by CSWE and the educational objectives defined by the Helen Bader School of Social Welfare. In order to meet this criteria, agencies must meet the following requirements for approval as a field practicum site:

1. The agency must be committed to social work education and demonstrate an interest in providing a relevant practicum experience.
2. In interdisciplinary settings, the Social Work program must be a respected and supported activity.
3. The program services must be appropriate to student learning needs and provide opportunities for students to develop and enhance their social work competencies.
4. The agency must view the student within this context and should provide students with learning experiences consistent with their educational level.

5. Student assignments should include services to individual's at-risk and under-served populations.
6. Students should be provided the proper physical environment and equipment to perform their duties, i.e., phone, desk, computer, etc.
7. There must be a willingness to include students in appropriate staff meetings, in-service activities, and community service activities.
8. Field agencies should provide students with an appropriate orientation to the agency as well as training for the required duties assigned during their practicum experience
9. Field Instructors must meet the Social Work Program's educational and employment criteria for field education supervision
10. The assigned Field Instructors must minimally provide one hour per week of formal supervision to the field students.
11. Field Instructors should be supported by their agencies to attend the Field Instructor Orientation as well as other relevant Continuing Education trainings
 12. The agency must be willing to work collaboratively with the School by maintaining written and verbal communication about the student's practicum performance as well as the completion of student evaluations and progress reports at required intervals.
 13. Agencies may not utilize students to fill a staff vacancy or provide compensation to students for the work completed during the course of their practicum placement.
 14. Agencies should provide reimbursement to students for expenses incurred by the student during the course of their duties such as; mileage reimbursement for on-the-job driving; client meals paid by student, etc.

APPENDIX

MSW FIELD ASSIGNMENT REQUIREMENTS - INSTRUCTIONS

During each semester of your Field Placement, you are required to provide your Field Instructor at the agency with Learning Assignments. Due to the variance in field education practicum sites you have the opportunity to select a Learning Assignment which is consistent with the duties and learning you are doing in your specific field practicum. The Learning Assignment is a Supervision tool, which assists both you and your Field Instructor in developing an understanding about your development and the integration that is taking place between classroom and field. The completed assignments should be utilized as a supervision tool with the Field Instructor who should provide verbal and written feedback to the student. The Learning Assignments are designed to address the development of Social Work competencies and to be consistent with Social Work education program objectives as defined by the *Council on Social Work Education* (CSWE).

During the first 40 hours (or 2-3 weeks) of your field placement you should meet with your agency Field Instructor to discuss which assignments from the assignment list would be a good fit for your level of experience and the program structure of the agency. **(Academic Assignments completed for other courses CANNOT be used for your Field Practicum assignment.)** Agency Field Instructors may require students to complete Recordings for Learning (RFL's) as one or more of the assignments if a student has struggled with the clinical aspect of their field placement or has had difficulty understanding the *use of self* in their interaction with clients.

MSW students are required to earn **five (5) Learning Assignment points per semester.** All assignments have specific point differentials consistent with the extent of the assignment. (Refer to individual assignment descriptions for all point values.) A detailed listing of all assignments can be accessed on the HBSSW Field Program webpage at <http://uwm.edu/socialwelfare/field-assignments/>

Once you and your agency Field Instructor have determined which of the assignments would provide you with the optimal learning experience you should complete the *Learning Plan* specifically outlining which assignments you intend to complete for the semester. *It is not expected that **all** assignments for the semester be identified in the learning plan.* Some assignments maybe selected later in the semester.

Some assignments will require topic research. All published materials used for field assignments need to be documented with the relevant citations. The content and quality of all Learning Assignments must be consistent with the course expectations of the graduate program.

All assignments need to be reviewed by the agency Field Instructor before submission to the Field Liaison.

Major Assignment for 2nd Semester of Field:

In lieu of *minor* assignments required each semester for the Field Program, MSW students may elect to complete a “major” **substantive** assignment in their last semester of field at their current agency. All major assignments will require prior written approval from both the Field Instructor **and** the Field Liaison as documented on the Learning Plan.

Examples of a major substantive assignment **could** be:

- Research project
- Development of Program Improvement Project
- Evaluation of Practice
- Summary and Analysis of Agency's or Program's Outcome Measures
- Development and facilitation of a client group
- Development and facilitation of a focus group
- Grant Writing
- Planning and coordination of fund raising event
- Project which addresses and analyzes developmental human needs across the lifespan and the related gaps in community services in specific geographic areas
- Conduct program or community needs assessment

Instructions for completion of field assignments:

- 1) Once the assignment is complete, complete the Field Assignment cover sheet and send to your Field Instructor for review and signature.
Be sure to remove any client identifying information by changing the names, DOB's, addresses, phone numbers, places of employment, name of agency and any other information that may link this report to the client. You can use the "find and replace" feature of Word to make these changes easily.
- 2) Discuss the feedback in your supervisory meeting. Your field instructor should provide you with **written and/or verbal** feedback on each assignment. The overall content and quality of the completed assignment will assist the Field Instructor with a better understanding of the student's ability to use critical thinking, and in the evaluation of their progress toward the development of social work competencies.

Following review and discussion with your Field Instructor you should upload the completed assignment and cover page in the Canvas Field Assignment dropbox.

- 3) **Half of the Learning Assignments need to be turned into Canvas by Mid-term** (with the exception of a major project), and the remainder needs to be turned in to your Liaison by the end of the semester (or the due date established by your Field Liaison) unless you have discussed receiving an *Incomplete* with your assigned Liaison and Field Instructor.

***MSW students are required to turn in all Learning Assignments in advance of the Final Evaluation in order to allow adequate review by both your agency Field Instructor and the HBSSW Field Liaison, who is responsible for approving the point value on each Learning Assignment.

*****All students should comply with confidentiality (e.g. HIPAA), agency policies, and the NASW Code of Ethics during all field education practicum activities.**

Grading Policy:

The assignment of the student's final letter grade for their field education course is the responsibility of the HBSSW Field Liaison. The final grade earned by the student is determined by the several Field Education course components.

All required field hours and completed and signed evaluations must be submitted by the end of the semester, unless arrangements have been made with the HBSSW Field Liaison to receive an Incomplete before the end of the semester.

Missing, late or unacceptable Learning Plans, Self-Evaluations, and Verification of Field Hours will result in a percentage reduction in the overall field grade. Late documents will result in a 1.5% percentage point reduction per document.

Unsubmitted or significantly late documents will result in an overall grade reduction as follows:

- Learning Plan – 3%
- Mid-Term Self-Evaluation – 3%
- Final Self-Evaluation – 3%
- Field Hour Verification Form – 3%

Field education is a Social Work course where grades are assigned based on overall student progress. Students do not all get A's in the field course. Grades of B and B+ are acceptable grades and indicate that the student has met the criteria for the semester. A grade of "A" is awarded only for those students who have done exceptional work. A grade of B- is **not** considered a passing grade for field education and requires that students repeat the field course. This may impact a student's completion of the social work program.

If you have any questions related to any of your MSW Learning Assignments you should contact your assigned HBSSW Field Liaison.

**Field Education Course Grading Worksheet
SW 421, 422**

Date:

Student Name: Last: First: Final % Final Grade

Semester: Fall Spring Summer Year:

Course #: 421 422

1) Total # of rating categories completed (**do not count N/A's**)

“A” = Total possible raw score on evaluative categories $\times \underline{5}$ = A

2) (A) X 1.25 = (B)

“A” x 1.25= “B” Maximum raw score (evaluation + field seminar)

3) Insert the total number of each of the five rating categories below their respective heading. Multiply the corresponding value of each section (top row in table below) by the number in each category.

Add together the *five* numbers in the bottom row. The sum of these numbers = “C” (total earned evaluation points)

Insufficient Competence 2.5	Beginning/ Emerging Competence 4.0	Basic/ Consistent Competence 4.2	Advanced Competence 4.5	Exemplary Competence 5.0	Total earned evaluation points C
$\frac{X}{\quad} +$	$\frac{X}{\quad} +$	$\frac{X}{\quad} +$	$\frac{X}{\quad} +$	$\frac{X}{\quad} =$	C

1) $\frac{C}{X} = D$ (total raw student score)

C Integrated Seminar
Multiplier (below)

Integrated Field Seminar Score & Grade Multiplier

Field Seminar Total percentage points earned	Multiplier
90-100	1.25
80-89.9	1.20
70-79.9	1.15
60-69.9	1.10
50-59.9	1.05
0 – 49.9	1.0

$$2) \quad \frac{\text{D}}{\text{B}} = \text{E}$$

$$3) \quad (\text{E}) - \% \text{ (missing or rejected required field documents)} = (\text{F})$$

(Note: Missing, late or unacceptable Learning Plans, Self-Evaluations, and Verification of Field Hours will result in a percentage reduction per missed document as follows)

- **Learning Plan – 3%**
- **Mid-Term Self-Evaluation – 3%**
- **Final Self-Evaluation – 3%**
- **Field Hour Verification Form – 3%**

Late documents will result in a 1.5% percentage point reduction per document.

Missing or late documents as follows:

Correspond “**F**” to grading scale below to determine student grade. (Scores falling in-between grade cut-offs will be rounded to the closest whole percentage point.)

Grading Scale

A	95 and above
A-	90-94
B+	84-89
B	78-83
B-	72-77
C+	68-71
C	64-67
C-	60-63
D	55-59
F	<55

**Field Education Course Grading Worksheet
SW 721**

Date:

Student Name: Last: First: Final % Final Grade

Semester: Fall Spring Summer Year:

Course # 721

1) Total # of rating categories completed (**do not count N/A's**)

“A” = Total possible raw score on evaluative categories = A x 5

2) (A) X 1.25 = (B)

“A” x 1.25 = “B” Maximum raw score (evaluation + field assignments + seminar)

This multiplier adds the total value possible for field assignments, seminar attendance and participation, which constitute 25% of grade.

3) Insert the total number of each of the five rating categories below their respective heading. Multiply the corresponding value of each section (top row in table below) by the number in each category.

Add together the *five* numbers in the bottom row. The sum of these numbers = **“C” (total earned evaluation points)**

Insufficient Competence 2.5	Beginning/ Emerging Competence 4.0	Basic/ Consistent Competence 4.2	Advanced Competence 4.5	Exemplary Competence 5.0	Total earned evaluation points C
_____ X _____ + +	_____ X _____ + +	_____ X _____ + +	_____ X _____ + +	_____ X _____ =	_____ = C

4) (C) X = (D)
 field assignment multiplier (raw student score)
 (See chart below)

Field Assignment Multiplier Chart

Total points earned for completed field assignments	Multiplier
5	1.15
4	1.12
3	1.09
2	1.06
1	1.03
0	1.0

Integrated Seminar attendance calculations:

Total number of seminar sessions =

Total number of seminar assignments =

Seminar sessions + seminar assignments = **(aa)**

$$\begin{array}{r} + \\ \text{Student's seminar} \\ \text{Attendance \#} \end{array} + \begin{array}{r} \\ \text{assignments} \\ \text{completed} \end{array} = \mathbf{(bb)}$$

(bb) \div **(aa)** = % **(E convert in chart below)**

Percentage Conversion (E)

90-100%	1.10
80-89.9%	1.08
70-79.9%	1.06
60-69.9%	1.04
50-59.9%	1.02
<50%	1.0

5) **(D)** \times **(E)** = **(F)**

6) **(F)** \div **(B)** = **(G)**

7) **(G)** - % (missing or rejected required field documents) = **(H)**

(Note: Missing, late or unacceptable Learning Plans, Self-Evaluations, and Verification of Field Hours will result in a percentage reduction per missed document as follows)

- **Learning Plan – 3%**
- **Mid-Term Self-Evaluation – 3%**
- **Final Self-Evaluation – 3%**
- **Field Hour Verification Form – 3%**

Late documents will result in a 1.5% percentage point reduction per document.

Missing or late documents as follows:

Correspond “H” to grading scale below to determine student grade. (Scores falling in-between grade cut-offs will be rounded to the closest whole percentage point.)

Grading Scale

A	95 and above
A-	90-94
B+	84-89
B	78-83
B-	72-77
C+	68-71
C	64-67
C-	60-63
D	55-59
F	<55

6) **(E)** - % (missing or rejected required field documents) = **(F)**

(Note: Missing, late or unacceptable Learning Plans, Self-Evaluations, and Verification of Field Hours will result in a percentage reduction per missed document as follows)

- **Learning Plan – 3%**
- **Mid-Term Self-Evaluation – 3%**
- **Final Self-Evaluation – 3%**
- **Field Hour Verification Form – 3%**

Late documents will result in a 1.5% percentage point reduction per document.

Missing or late documents as follows:

Correspond “**F**” to grading scale below to determine student grade. (Scores falling in-between grade cut-offs will be rounded to the closest whole percentage point.)

Grading Scale

A	95 and above
A-	90-94
B+	84-89
B	78-83
B-	72-77
C+	68-71
C	64-67
C-	60-63
D	55-59
F	<55