

**UNIVERSITY OF WISCONSIN-MILWAUKEE
HELEN BADER SCHOOL OF SOCIAL WELFARE
SOCIAL WORK PROGRAM**

**SW 421
Field Education I (5 Credits)**

Field Office: Enderis 1075

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Every student in a field placement has a Field Liaison in the Social Work Program. Please keep in regular contact with your Field Liaison to keep them apprised of your progress in the field practicum.

FIELD EDUCATION FACULTY

Current field education faculty members are listed on the Social Work Field Website:
<https://uwm.edu/socialwelfare/social-work-field-faculty-and-staff/>

Class Meeting Time and Location: Practicum schedule is arranged with field agency; Integrated seminar is scheduled weekly for 50 minutes and is immediately preceding or following SW 410.

Liaison Office Hours: Monday through Friday by appointment

COURSE PREREQUISITES

Students enrolled in this course must have junior standing and declaration of social work as a major. Students must also have completed SW 100, and SW 310. Students should be concurrently registered for SW 410.

COURSE DESCRIPTION

SOC WRK 421 is the first field education course of a two consecutive semester requirement (in the same practicum series) in the undergraduate major. The course provides beginning level tasks to enable students to develop knowledge and social work competencies, which involve 1) a student's acquisition of knowledge about agency functions, roles of social workers, practice skills, an understanding of the importance of professional standards of practice, and 2) the student's beginning application of this knowledge to practice, which includes verbal, written and interactional skills.

Students are required to attend the *Orientation to the Field Practicum* session prior to beginning the field program.

COURSE GOALS

The Integrated Field Seminar is structured to address practical issues that occur in the practice setting. The Field Seminar content is provided that addresses relevant generalist practice topic areas including, but not limited to: ethics and boundaries; working with impoverished clients; development of a successful supervisory relationship; conflict

engagement; motivational interviewing; working with mandated clients; safety in the field, confidentiality; mandated reporting; professional documentation, trauma and trauma-informed care, validation and empathetic listening, programs and benefits that support clients, professional certification and licensing, and self-care. The corresponding field seminar course is designed to assist students in the integration between theory and practice and to provide pragmatic information to assist with client and community engagement.

Upon completion of the first field education course the student should be able to successfully demonstrate the following social work competencies through their written assignments and performance in the field practicum:

Course 421 Undergraduate Field Education Outcomes

Competency I: DEMONSTRATES ETHICAL & PROFESSIONAL BEHAVIOR:

<u>Outcome 1: Understands and demonstrates appropriate professional boundaries and demonstrates professional demeanor in behavior and appearance</u>
Demonstrates awareness of oneself in the role of a professional
<u>Outcome 2: Demonstrates appropriate and effective communication with all parties related to the field practicum including HBSSW faculty and staff</u>
Initiates timely communication regarding the practicum experience with all parties related to the field practicum
<u>Outcome 3: Demonstrates the ability to manage time effectively and efficiently</u>
Understands the importance of time management as related to the expectations of the agency and the requirements of the field practicum
<u>Outcome 4: Understands the supervisory relationship and role of the student in the practicum setting</u>
Demonstrates an understanding of the student role within the agency and the importance of preparing for and actively participating in supervision
<u>Outcome 5: Demonstrate professional skills in written documentation and electronic communication</u>

Demonstrates an understanding of the importance of developing professional writing skills
<u>Outcome 6:</u> 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

Competency II: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<u>Outcome 7:</u> 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
Understands and articulates one's own biases and assumptions regarding diversity issues
<u>Outcome 8:</u> Understands and is comfortable with the existence of human diversity in the field of social work
Recognizes that there are differences in values and beliefs important to members of other cultures

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

<u>Outcome 9:</u> Understands the forms and mechanisms of oppression and discrimination and engages in 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.

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 research

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

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

Outcome 13 - Engage: Uses Empathy & Interpersonal Skills

Demonstrates basic listening skills and appropriate affect when engaging with others

Outcome 14: Demonstrates Engagement with Individuals & Groups from Diverse Backgrounds

Demonstrates respect and empathy with clients from diverse backgrounds

Competency VII: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

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

Outcome 16: Demonstrates the ability to collect, organize, and interpret client data

Understands and describes the information needed to formalize an assessment

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

Competency VIII: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Outcome 18: Identify Intervention Plans & Strategies

Identifies and understands the components of available intervention plans including agency and community resources

Outcome 19: Demonstrates the ability to implement intervention strategies including referrals and termination

Identifies and understands the steps necessary to implement an intervention strategy

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

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

COURSE REQUIREMENTS

Social Work Field Education courses are designed to provide students with the opportunity to develop and demonstrate social work competencies through their practicum placement in a community agency setting. Agency Field Instructors have the responsibility of providing the student with the educational component of this direct practice learning experience. The Field instructor is also responsible for evaluating the student's competency in a variety of social work education competency domains.

The Social Work Field Program requires a Learning Plan be completed, signed and submitted on the Canvas course site shortly following the 40-hour point in the student's field practicum. Students are also required to complete both a mid-term progress report and final self-evaluation. The Field Instructor completes an online final evaluation of the student's progress, which serves a part of the grading mechanism for the field practicum course and as a means of providing feedback to the student. The aggregate scores on the final evaluation contribute 75% of the student's grade in the field education course.

The corresponding Integrated 421 Field Seminar includes several writing assignments to allow students to demonstrate their professional social work writing skills with feedback from the Instructor. 25% of the SOC WRK 421 grade consists of the student's assignments submitted in the field seminar in addition to their class attendance.

The final grade reflects: 1) the student's demonstrated level of competency in meeting the field course objectives in their practicum, 2) completing all assignments which are required in the Integrated Field Seminar and by the agency, and 3) attendance and participation in the Field Seminar.

Students are required to complete **a minimum of 256 practicum hours** at the agency and in the weekly integrated seminar (counts for 1 hour of field) and all field documentation as outlined in the field policies on the Field Education website. **The Seminar grade calculation is completed by the Instructor and the final SOC WRK 421 course grade is calculated by the assigned Field Liaison.**

***The Mid-term Progress Report, should be used to assist the student and Field Instructor in the assessment of the student's skill level in a variety of areas, and should directly influence the student's learning opportunities for the remainder of the semester. The Mid-Term Progress Report is not graded. It is used as a supervisory tool to gauge the student's current level of performance in their practicum. The Mid-Term reports **do** need to be uploaded on the Canvas course site at the mid-term point in the semester.

All required field hours, and completed and signed evaluations, must be completed by the end of the semester unless an Incomplete Request has been signed by the student and Field Instructor and uploaded into the Canvas Field Document course site prior to the grading deadline.

Field Requirements Summary

- **Learning Plan (immediately after the first 40 hours in the practicum setting)**
- **Mid-Term Progress report (self-evaluation with Field Instructor ratings and**

feedback) – at 128 completed hours)

- **Verification of Field Hours (end of practicum)**
- **Final Self-evaluation**
- **Final Field Instructor evaluation**
- **Completion of all 421 field seminar requirements**

GRADING POLICY

The final grade earned by the student is determined by the following course components. 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.

Grading Component	Percentage of Grade
Demonstration of social work competencies, compliance with the NASW Code of Ethics and professional practice standards as documented in the aggregate score and narrative comments on the final evaluation	75%
Integrated Field Seminar (Completion of Integrated Seminar writing assignments – 20%; Attendance and participation in the weekly Field Education Integrated Seminar – 5%)	25%

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 the field assignments you should contact your assigned Field Liaison.

REQUIRED READINGS AND FIELD RESPONSIBILITIES

1) Field Education Manual, UWM Helen Bader School of Social Welfare, located on the Field Department website at <http://uwm.edu/socialwelfare/social-work-field-education-program/>

2) Articles and videos posted on Canvas course site preceding each integrated seminar

3) Any readings assigned by the agency field instructor

4) Review of Field Education comprehensive website

See the Canvas Integrated Seminar site for the Assignment and Module Schedule, Grading Rubrics for Seminar Assignments, and 421 Field Course Grading Worksheet.

**SOCIAL WORK FIELD & COVID CONTINGENCY PLAN FAQ's
2020/21 ACADEMIC YEAR
9/03/2020**

Faculty and staff at HBSSW understand the concern, anxiety, and confusion around the completion of field education requirements during the current pandemic. In an effort to address the many questions we have created this FAQ's to assist in answering student's questions.

Due to these unusual times there are several field practicum models for the 2020/21 academic year including the following:

- Traditional on-site practicum supervised by agency Field Instructor
- Remote practicum supervised by agency Field Instructor
- Combination of an on-site and virtual field practicum supervised by agency Field Instructor
- Employment-based field practicum supervised by agency employment supervisor or other approved agency staff person
- Full Field Contingency Plan supervised by Field program clinical faculty

All field students who will be on-site for their field practicum will need to complete the online **Student Placement Acknowledgement form:**

<https://uwm.edu/socialwelfare/student-placement-acknowledgement/>

Students will also need to upload the agency's COVID Safety Plan in the Canvas COVID assignment box folder.

***Field students will need to understand that the course of the pandemic is uncertain and it is likely that there will be changes made at the agency in response to the safety precautions necessary to protect clients, staff, and students so please prepare to be flexible with new requirements with little to no notice.

How many field hours do I need to complete for spring, summer, and fall semester?

Here are the field hour requirements for 2020/21 academic year

FIELD COURSE	HOUR REQUIREMENT
421	170
422	170

Which activities count toward the completion of my field hours?

All time spent on the following activities count toward total field hours:

- Seminar attendance
- Completion of field seminar assignments
- Completion of Field Contingency Plan assignments
- Completion of agency-directed field activities including training
- Field supervision
- Field Orientation to the Field Practicum

What assignments do BSW students complete for the 25% field grade designation?

BSW students completed a weekly field seminar which accounts for 25% of the field education grade and includes seminar attendance and participation and assignments.

What do I do if my field agency does not have enough work-at-home activities to complete my field hours?

Select a list of activities from the ***Field Contingency Plan*** to supplement your agency practicum **located at the top of the Canvas Field Document site.** Please read instructions before selecting your contingency activities. You can also complete one or more assignments from our MSW page, which can be also used for BSW students. <https://uwm.edu/socialwelfare/field-assignments/>

Do I need to complete the Learning Plan and Mid-Term Self-evaluation?

Yes, both the Learning Plan, Mid-Term progress report, and final evaluations are required for all semesters in the 2020/21 academic year

What should I do if I have questions or concerns during the semester?

Please direct your questions to your assigned Field Liaison. If they are out of the office you can direct you questions to Jeanne Wagner, Field Director at jeanne@uwm.edu 414-367-9515.

UWM Syllabus Links

1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. **Religious observances.** Accommodations for absences due to religious observance should be noted. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>
3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: <https://uwm.edu/onestop/students-called-to-active-duty/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. **Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.** https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. **Discriminatory conduct.** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
6. **Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include **sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator** (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. **Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.**
<https://uwm.edu/deanofstudents/conduct/academic-misconduct/>

8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

[https://www4.uwm.edu/secu/docs/other/S 47 Discriminatory Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

9. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school **in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.**

https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appeal_by_Students.pdf

10. *LGBT+ resources.* Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

11. *Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property.*

<https://uwm.edu/smokefree>

12. *Final Examinations.* There is no final exam for this course.

Syllabus Updated 09/10/2020