

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

**SW 722 – Direct Practice
Field Education II (3 Credits)**

Field Office: Enderis 1075

Mailing Address: PO Box 786, Milwaukee, WI 53201

Telephone: 414- 229-6526 **Fax:** 414-229-5311

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: Arranged with field setting

Liaison Office Hours: Monday through Friday by appointment

COURSE PREREQUISITES

Students enrolled in this course are required to have achieved graduate student standing and either have completed SW 721 or have an approved SW 721 exemption. Students also must have completed either SW 711 or SW 713 or be concurrently registered in one of them.

COURSE DESCRIPTION

SOC WRK 722 is the second Graduate Foundation field course and, therefore, is a generalist practicum course. The course provides continued application of principles and techniques to actual practice situations. The course provides students with opportunities to master some of the basic social work competencies practiced in SW 721, or in their BSSW field education program.

Students who are exempt from SW 721 are required to attend the *Orientation to the Field Practicum* session prior to beginning the field program. Students are also encouraged to initiate contacts with their Field Liaisons, in order to clarify learning issues, field assignments or any matters related to this course.

COURSE GOALS

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

**Course 722
Graduate 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 the ability to work well with all professionals and interdisciplinary team members during the field practicum experience
<u>Outcome 2: Demonstrates appropriate and effective communication with all parties related to the field practicum including HBSSW faculty and staff</u>
Demonstrates the ability to effectively communicate using professional terminology in an interdisciplinary context or setting
<u>Outcome 3: Demonstrates the ability to manage time effectively and efficiently</u>
Demonstrates the ability to balance educational, personal, and work responsibilities and adherence to deadlines and timeframes
<u>Outcome 4: Understands the supervisory relationship and role of the student in the practicum setting</u>
Demonstrates initiative and preparedness for the supervisory meetings by identifying specific social work skills and competencies needing development
<u>Outcome 5: Demonstrate professional skills in written documentation and electronic communication</u>
Demonstrates the ability to write in a timely, concise, and accurate manner that meets agency expectations
<u>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</u>
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

Competency II: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<u>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</u>
Develops an appropriate strategy to address one's own biases and assumptions regarding diversity issues

Outcome 8: Understands and is comfortable with the existence of human diversity in the field of social work

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels

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

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

Utilizes knowledge of a client's experience of oppression and discrimination to guide planning for intervention and/or treatment

Competency IV: ENGAGE IN PRACTICE-INFORMED RESEARCH & RESEARCH-INFORMED PRACTICE

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

Identifies specific research, journal articles, and/or case studies that address the presenting problems of the clients and the services provided

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 viable options for the field agency and its consumers to develop ways of influencing public policy, including advocacy

Competency VI: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

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

Identifies services or resource deficiencies not addressed in the community

Outcome 13 - Engage: Uses Empathy & Interpersonal Skills

Demonstrates empathy and respect in professional relationship with all parties related to the field practicum

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

Is able to understand cultural differences & competently communicate with individuals & groups from diverse backgrounds

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

Outcome 15: Engages in Problem Solving and Goal Setting

Demonstrates the ability to implement problem solving interventions for attaining and maintaining goals

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

Demonstrates the ability to organize the information gathered through the strength-based assessment

Outcome 17: Identifies Client Strengths & Limitations and the Mezzo and Macro influences affecting the client and community

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

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

Outcome 18: Identify Intervention Plans & Strategies

Is able to identify and assess resources & policies that either support or restrict the ability to carry out the intervention plan

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

Is able to describe and/or implement the process for facilitating referrals utilizing available resources

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

Is able to identify best practice models relevant to engaging strategies that build on 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 evaluation methods that can be used to assess the effectiveness of the student's social work practice

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 Program requires both a mid-term progress report and final evaluation of the student's performance to be completed by the student as a self-evaluation, and by the Field Instructor 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 remaining 25% of the grade consists of the completion of the Field Assignments (supervision tools) totaling five points per semester; the quality of the Field Assignments including content, neatness, compliance with directions for assignments, and compliance with established due dates for the submission of the required field course documents.

The final grade reflects: 1) the student's demonstrated level of competency in meeting the field course objectives in their practicum and, 2) completing all assignments which are required by the school and by the agency. Students are required to complete **a minimum of 260 practicum hours** at the agency and all field documentation as outlined in the field policies on the Field Education website. The final SOC WRK 722 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, assignments, 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 ASSIGNMENTS

During each semester of your Field Placement you will be required to complete various assignments. Due to the variance in field education practicum sites you will have the opportunity to select some assignments which are consistent with the duties you have in your field practicum. These assignments are designed to be learning tools which will assist you in the integration between classroom and field, and all 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)*.

At the beginning 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. (**Assignments completed for other courses CANNOT be used for your Field Practicum assignment.**)

You are required to earn a minimum of **five points per semester**. All assignments have 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 supervisor 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. (Not all assignments need to be identified on the learning plan. Assignments can be identified later in the semester as the student becomes more familiar with the agency program and the consumers.) Some assignments will require topic research. All published materials used for field assignments need to be documented with the relevant citations. It is also expected that the content and quality of all field practicum assignments be consistent with the graduate course expectations.

Major Assignment for 2nd Semester of Field:

In lieu of *minor* assignments required each semester for your Field Program a student may elect to complete a “major” **substantive** assignment in their last semester of field at their current agency. All major assignments will require 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:

- Program Improvement Project
- Evaluation of Practice
- Summary and Analysis of Agency’s or Program’s Outcome Measures
- Development And Facilitation Of A Focus Group
- Development and Facilitation of a Client Group
- Field Research Paper
- Coordination of Fundraising Event
- Grant Writing
- Community Needs Assessment

Instructions for completion of field assignments:

- 1) Once the assignment and assignment cover page is complete the student submits to their Field Instructor.
- 2) The field instructor should provide written and 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.
- 3) **Be sure to remove any client identifying information** before submission of assignment. Half of the assignments need to be completed and submitted by mid-term, with the exception of a major project, and the remainder needs to be uploaded into the Canvas Field Assignment dropbox.

*****All students should become familiar with the confidentiality laws, (e.g. HIPAA, FERPA) and the**

NASW Code of Ethics and ensure compliance with relevant laws during all field education practicum activities.

Field Requirements Summary

- **Learning Plan shortly after the first 40 hours in the practicum setting)**
- **Mid-Term Progress report (self-evaluation with Field Instructor ratings and feedback) – at 130 completed hours**
- **Verification of Field Hours (end of practicum)**
- **Final Self-evaluation**
- **Final Field Instructor evaluation**

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 POLICY

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

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%
Completion of assignments totaling five points per semester; Quality of field assignments including content, neatness, compliance with directions for assignment, and compliance with established due dates	25%

All field assignments must be completed and submitted **before** the completion of the final field hours. **Assignments will not be accepted after the final evaluation is completed.** Failure to turn in all of the required assignments will be reflected in the final grade reduction, according to the percentages outlined above. The Learning Plan and assignments must be completed and submitted within the required time frames. Assignments and Learning Plans turned in late will affect the overall grade percentage in the field education course. (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 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) Any readings assigned by the agency field instructor.
- 3) Review of Field Education comprehensive website

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
- School Social Work placement supervised by HBSSW School Social Work Adjunct Field Instructor
- 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
721	165
722	200
821	200
822	200
921	200

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 MSW field 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 MSW students complete for the 25% field grade designation?

MSW students will receive credit for both the completion of the MSW assignments on the Field

webpage totally 5 points, **or** Field Contingency assignments totaling 20 hours, **or** a combination of both. Document all assignments completed on the Field Contingency form located on your Canvas Field Document site. (**1 point = 4 hours** of time completing the activity/project.) The following is the new requirements for MSW field assignments accounting for 25% of the field course grade.

Field Contingency Plan or	Field Assignments or	Combination example
20 hours of documented activities from the Field Contingency Plan	5 points in assignments located on the Field Education website	2-point field assignment=8 hours <u>+12 hours of contingency plan activities</u>
		Total = 20 hours

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 jeannew@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_Discrimina_duct_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 Appe by Students.pdf](https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_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