

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

**SW 821 – Direct Practice  
Field Education III (4 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 status, have completed SW 711 or SW 713, and completed SW 722. Students should have concurrent registration in either SW 811 or SW 915 or have completed one of them.

**COURSE DESCRIPTION**

SW 821 is the third field education course in the Graduate Social Work Program. This advanced curriculum course provides the student with the continued development of social work competencies with an emphasis on clinical skills and integration of classroom learning. This course is required of all MSW students.

Students are strongly encouraged to initiate contacts with their Field Liaison to clarify learning issues, field assignments or any matters related to this course.

**COURSE GOALS AND OBJECTIVES**

Upon completion of the third 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 821  
Graduate Field Education Outcomes**

**Competency I: DEMONSTRATES ETHICAL & PROFESSIONAL BEHAVIOR**

**Outcome 1: Understands and demonstrates appropriate professional boundaries and demonstrates professional demeanor in behavior and appearance**

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**

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**

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**

Actively seeks supervisory input and accepts constructive feedback to develop and enhance social work skills and competencies

**Outcome 5: Demonstrate professional skills in written documentation and electronic communication**

Demonstrates the ability to prioritize & synthesize information in a timely, concise and accurate manner

**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**

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

### **Competency II: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

**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**

Demonstrates sufficient self-awareness to prevent the influence of personal biases and values in working with diverse groups

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

Analyzes how individuals or groups perceive issues, problems, and systems given the diversity of cultural values and beliefs

### **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**

Identifies policies, laws, political ideology, and other macro and environmental factors that contribute to discrimination and oppression

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

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

Is able to describe the strengths and limitations of evidence-based 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**

Understands & analyzes the effects of policies on practices and service delivery models that impact issues of social & economic justice

**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 options to address service and/or resource deficiencies not available in the community

**Outcome 13 – Engage: Uses Empathy & Interpersonal Skills**

Demonstrates interpersonal skills and emotional maturity at an advanced level of social work practice

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

Is able to establish & maintain positive & respectful working relationships with clients/client 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 identify macro level and/or environmental influences that negatively impact the attainment & maintenance of goals

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

Is able to formulate an accurate assessment based on the interpretation of client data

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

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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**

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**Outcome 18: Identify Intervention Plans & Strategies**

Identifies strategies to address resource deficits and policy restrictions at the local, state, & federal level that impact the achievement of intervention goals

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

Is able to describe and/or implement the termination process with clients and staff in a professional manner

**Outcome 20: Engages in best practice models and/or 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**

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**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**

Utilizes evaluation methods to measure and maximize 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 320 practicum hours** at the agency and all field documentation as outlined in the field policies on the Field Education website. The final SOC WRK 821 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 2<sup>nd</sup> 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 160 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

<b>FIELD COURSE</b>	<b>HOUR REQUIREMENT</b>
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.

<b>Field Contingency Plan or</b>	<b>Field Assignments or</b>	<b>Combination example</b>
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 [jeanne@uwm.edu](mailto: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](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](mailto: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](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*