UW-MILWAUKEE

HELEN BADER SCHOOL OF SOCIAL WELFARE

SOCIAL WORK FIELD EDUCATION

POLICY & PROCEDURE MANUAL

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# General Objectives of the HBSSW Social Work Field Education Program

Upon 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
* Understand and use professional social work relationship standards in working with consumers, colleagues, and representatives of other organizations
* Understand the existence and importance of human diversity within the field of social work and 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, and the NASW mandate for social workers to pursue social justice for vulnerable, marginalized, and disadvantaged populations
* Learn to identify and implement strategies to address the needs of consumers and families at risk
* 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 using 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 being dependable in the practicum setting
* Understand the importance of supervisor/supervisee relationship and role and responsibilities of the student in the practicum setting

# Field Course Competency Outcomes

All BSW and MSW Field courses have 20 competency goals for which the student is evaluated at the end of each course. These align with the CSWE Field Education objectives for Generalist Social Work Practice.

**Competency key:** Knowledge (K), Skills (S), Values (V), Cognitive & Affective Processes (CA).

|  |  |  |
| --- | --- | --- |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #1 Demonstrate Ethical and Professional Behavior** | **Practice Behavior**  **1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for Ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate.**  **1.2  Demonstrate professional behavior; appearance; and oral, written, and electronic communication**    **1.3 Use technology ethically and appropriately to facilitate practice outcomes**  **1.4  Use supervision and consultation to guide professional judgment and behavior**  **Assignment:** Learning Plan  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, V, CA  S, V  S, V  S, CA  S    K, S, V |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | **Practice Behavior**  **2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels**    **2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.** | K, S, V, CA |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | **Practice Behavior**  **3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and**    **3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.** | K, S, V, CA  K, S, V, CA |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #4: Engage in Practice-Informed Research and Research-Informed Practice** | **Practice Behavior**  **4.1 Apply research findings to inform and improve practice, policy, and programs; and**    **4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.**  **Assignment:** Mid-Term progress report, Final Field evaluation  **Practice Behavior:** Demonstrated in the Field Practicum; Evaluated in the Field practicum evaluation process | K, S |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #5: Engage in Policy Practice** | **Practice Behavior**  **5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services**    **5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.**  **Assignment:** Complete the WI Mandated Reporter training  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, V, CA |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | **Practice Behavior**  **6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and**    **6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.**  **Assignment: Intake/social History written report**  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, CA  S, V |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities** | **Practice Behavior**  **7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and**    **7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.**  **Assignment:** Community agency written narrative and in-class presentation  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, V, CA  K, S, V, CA |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **Practice Behavior**  **8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and**    **8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.**  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, V, CA  K, S, V, CA  S |
| **Social Work Competency** | **Course Content**  **(Practice Behavior, Class Activities, Assignments, Readings, Podcasts, or Exams)** | **Learning Dimensions** |
| **Competency # 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | **Practice Behavior**  **9.1 Select and use culturally responsive methods for evaluation of outcomes; and**    **9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.**  **Practice Behavior:** Demonstrated in all aspects of the Field Practicum and infused in field seminar content; Evaluated in the Field practicum evaluation process | K, S, |

# BSW Field Course Requirements

BSW students are required to complete two semesters of field education in a direct practice setting. A total of 430 hours is 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 215 hours (5 credits) Field Course SOC WRK 422 = a minimum of 215 hours (5 credits)

Field Course SOC WRK 423 (Elective) = a minimum of 200 hours (5 credits)

Students on average need to complete a minimum of 14 hours a week during the Fall/Spring semester, and 17 hours per week during the Summer semester.

# MSW Field Course Requirements

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

Advanced Practice students are exempt from the first and foundational Field education course (SW 721) and are required to complete three consecutive semesters of Field education in one practice setting. Foundation students are required to complete four semesters of field education in two separate agency settings. Approval is needed to complete all Field courses in one organization.

*There are no exemptions provided for previous employment or life experience.*

Required Field education hours:

|  |  |
| --- | --- |
| 721 Foundation student | 215 (3 credits) |
| 722 All MSW students | 200 (3 credits) |
| 821 All MSW students | 250 hours (3 credits)  300 hours (4 credits) |
| 822 All MSW students | 250 hours (3 credits)  300 hours (4 credits) |

Elective Field education hours:

|  |  |
| --- | --- |
| 921\* | Variable (1-4 credits) |

\*SOC WRK 921 is an elective Field course with a variable credit option ranging from 1-4 credits. SOC WRK 921 provides continued application of principles and techniques to actual practice situations. The course provides opportunities to master social work competencies practiced in previous field courses, or to focus on a specific project coordinated with the assigned Field Liaison.

Upon completion of SOC WRK 921, you should successfully demonstrate the SOC WRK competencies through performance in the Field practicum and Field assignments, or in the completion of a specific project within a Field agency.

# Registration Requirements

Registration for your Field course occurs at the beginning of the semester and before entering the first day of Field practicum. If a student’s registration has been canceled for any reason, including non-payment of fees, they will no longer be covered under the University’s professional malpractice insurance and will not be able to continue in the Field placement.

# Field Placement Policies and Procedures

A student may not self-refer or negotiate directly with an agency for a field placement. All referrals for a field placement are to be made by the assigned Field Liaison. Students are encouraged to discuss agency preferences with their Liaison.

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

* current skill level and professional experience
* learning needs
* interests or area of specialization
* level of supervision needed
* preferred geographic location
* agency’s availability to meet program standards and requirements
* availability around class and work hours for completion of practicum hours
* previous or current work and volunteer experience
* personal issues which may pose an obstacle to learning in certain settings
* availability of an automobile to commute to practicum agency

For students who are employed full-time and request a placement outside of traditional work hours (Monday-Friday, 8:00 AM to 5:00 PM), placement options will be very limited. After-hours placements may not be available every semester, especially for students pursuing school social work or macro practice. 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.

A student will *not* be referred to:

* programs in which they have received services or therapy
* organizations where they were formerly employed or where they have relationships with agency staff (spouse, relatives, friends, etc.)
* a Field Instructor who has or is providing services or therapy to them

# Student Placement Process

Students are encouraged to review the listings of practicum placement types and indicate their interests in the initial Field Liaison meeting. A student may request a specific placement, but all referrals to agency sites are made solely by the Field Liaison.

BSW and MSW Field students are placed in social services agencies operating primarily in Southeastern Wisconsin. Placement options in distant areas tend to be more limited, but the Field staff do work with agencies around the state and will work to accommodate a student’s placement in other areas, but are bound to the limitations of rural and remote areas where social work professionals are not always available to supervise students.

Students in the online MSW Program are encouraged to explore their local community for possible agency options and share these resources with their assigned Liaison for exploration as a potential practicum site. The assigned Field Liaison will assess all sites for their adherence to Field Program requirements and ability to meet the student’s educational needs.

***Graduate Social Work Students***

Students are eligible to enter a Field placement once they have been formally admitted to the Graduate Social Work Program and completed Social Work Practice I (SW 708). Advanced standing students are eligible to begin Field education in their first semester of the MSW Program with the concurrent registration in the required academic Methods course.

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).

\*\*\*Note: There are some exceptions to this MSW placement policy, primarily related to School Social Work students and students approved for a Block Placement. All exception requests will be assessed by the assigned Field Liaison.

***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). BSW students are not eligible for a Block Placement.

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# Field Application Procedures

**Field Application Deadlines**

|  |  |  |
| --- | --- | --- |
| **1st semester of field for BSW and MSW students and MSW 821/822 2nd placement students** | **Seeking placement in the following 5 counties:**  **Milwaukee, Waukesha, Washington, Racine, Kenosha** | **Seeking placement outside the previously listed 5 counties or out of Wisconsin** |
| **Spring semester** | **Application deadline Sept. 15th** | **Application deadline Sept. 15th** |
| **Summer semester** | **Application deadline Feb. 15th** | **Application deadline Jan. 15th** |
| **Fall semester** | **Application deadline May 15th** | **Application deadline Jan. 15th** |

**\*\*\*School Social Work students –** application deadline Feb. 15th

**\*\*\*Veteran’s Administration -** application deadline March 1st

The application forms for Undergraduate, Graduate, and Post-Graduate students are located on SONIA. The Field application is a formal document, similar to a resume or job application. Students should pay careful attention to spelling, language, and grammar.

Once the Social Work Office processes your submission, you will receive an email detailing next steps.

***Background Check Requirement***

After a student’s field application has been processed, the student will receive an email detailing how to complete the online background check. All Field students must complete a background check through ViewPoint, Inc., before they can be matched with a field agency. The initial cost of the background check is $35, paid online to ViewPoint. Note: The background check is waived for students with an approved employment-based Field practicum.

**Field Liaisons**

All Field Liaisons/Clinical Faculty are licensed and experienced MSW social workers who will assist in securing the optimal field practicum and provide oversight during the student’s Field education experience. The Field Liaison will review the student’s field education documents and use the Field Education grading worksheet formula to calculate the course grade.

|  |  |  |
| --- | --- | --- |
| Liaison | Telephone | Email |
| Dana Riesterer | 414-229-4440 | dmr3@uwm.edu |
| Ke’andra Hagans | 414-251-5928 | [klhagans@uwm.edu](mailto:klhagans@uwm.edu) |
| Thomasina Jenkins | 414-369-2856 | [jenkins27@uwm.edu](mailto:jenkins27@uwm.edu) |
| Jen Kahn-Pettigrew | 414-229-6888 | [kahnpet2@uwm.edu](mailto:kahnpet2@uwm.edu) |
| Jenny Taylor-McBride | 414-229-6950 | [taylormc@uwm.edu](mailto:taylormc@uwm.edu) |
| Devin Thomas | 414-229-6890 | [thomas92@uwm.edu](mailto:thomas92@uwm.edu) |
| Johanna Barkei | 414-964-1328 | [barkei@uwm.edu](mailto:barkei@uwm.edu) |
| Director of Field Programs |  |  |
| Jeanne Wagner | 414-229-6501 | [jeannew@uwm.edu](mailto:jeannew@uwm.edu) |

*Chronological Steps in the Field Placement Process*

1. Before applying to Field, students attend the *Introduction to Field Programs* virtual session. *Introduction to Field Programs* will provide instructions on the application process and an overview of the practicum experience.
2. Students should carefully follow the instructions while completing the online Field application and submit it by the deadline. Incomplete applications will *not* be processed.
3. The Social Work Field Office will email the student with the name of their Field Liaison and information about next steps. The student should email their assigned Field Liaison to schedule an appointment. Failure to contact their Liaison in a timely manner may result in limited options for the practicum.
4. Prior to meeting with the designated Liaison, students are encouraged to review general information regarding placement types available on SONIA. Students cannot be placed in an agency which poses a potential conflict of interest, which could include an agency employing friends or relatives, an agency where the student has received services, or an agency where the student has had previous volunteer or employment experience. Students are encouraged to share with the Field Liaison ideas about Field placement sites not currently used by the school. The Field Liaison will contact the agency to explore the possibility of developing a new Field placement site.
5. Students will meet with their 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 student interests, learning needs, hours of availability, and geographic location. A student will initially be referred to one agency for an interview, with additional agency referrals made until an appropriate placement is located.
6. 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.
7. The Field Liaison will contact the agency or agencies to initiate the referral of the student. The Field Liaison will send Part II (Agency) of the student’s Field application to the identified agency representative.
8. 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.
9. The Agency Field Instructor will contact the student to set up an interview.
10. 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 decided not to follow through with it, they should contact the agency Field Instructor to inform them of the decision well in advance of the interview date.
11. 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.
12. 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.
13. The Field Liaison will initiate communication with the agency and provide various electronic materials summarizing the field education requirements for the new agency programs or Field Instructors.
14. 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.
15. One to two weeks prior to the beginning of the semester, the student is required to attend *Orientation to the 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.
16. The student should register for the appropriate field education course during the assigned registration period.

# Completion of Field Requirements

All Field hours, assignments, learning plans, and evaluations for each course should be completed within the semester. An approved *Request for Field Course Incomplete* form must be submitted if an extension beyond the end of the semester is necessary.

Students must be registered for at least one credit in the semester in which they graduate, so taking an *Incomplete* in the last semester of Field coursework will result in a delayed graduation and additional tuition expenses. An early start or early completion of practicum (over two weeks) requires permission from the Field Liaison and Field Instructor.

An absence from Field for more than one week due to illness requires a doctor’s note, and all time away from the Field placement must be made up. If a student must be away for an extended period of time, the agency will determine if the absence can be accommodated.

Students are responsible for documenting their Field hours each week in SONIA with approval from the Field Instructor.

Volunteering at Agency Placement

*Previous Volunteer Experience*: The purpose of the Field practicum is to provide the student with a new learning opportunity and therefore students may 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 a student may feel the need to continue their involvement with agency consumers post-practicum. Involvement with clients post- practicum is not recommended or supported by the Social Work Field Program. An important component in the learning process for students is effective termination with agency clientele, and termination should be a process, not a sudden event at the end of practicum. Students should work with their Field Instructors on effective methods for addressing termination throughout the Field practicum.

Block Placement Policy

Block placements are two Field courses taken concurrently in one semester and are available only to MSW students. Approval for a block placement is based on factors related to overall educational Field education performance. A block placement to exceed more than twenty-five Field hours per week must be approved by the assigned Field Liaison. For the well-being of students with employment responsibilities, a block placement is discouraged due to the excessive requirements. Block placements in the summer semester are unlikely due to the condensed time period. Students requesting a block placement must fulfill the sequencing requirements of all academic courses as outlined in the MSW Program Handbook.

Field Instructor Requirements

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

*Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have two 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 two 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.*

Field instructors for *baccalaureate degree* social work students are required to meet one of the following criteria:

* Hold a CSWE-accredited baccalaureate or master’s social work degree
* Hold certification of licensure in 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 social work-related field and be identified and function as the Agency Co-Field Instructor providing daily on- going supervision along with the primary Field Instructor, who may either be a member of the agency staff or someone outside of the agency who:
  1. holds either a CSWE-accredited baccalaureate or master’s social work degree
  2. holds certification or licensure in Wisconsin as a CSW, CAPSW, CISW, or LCSW and holds either a baccalaureate or master’s degree in a field other than social work.

The person identified as the Field Instructor who meets either (1) or (2) listed above is required to provide weekly supervision, review all Field Education

documents completed by the student, and complete the Mid-Term Progress Report and the Final Field Evaluation.

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 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.

Our Field program strives to work with instructors for baccalaureate degree social work students who have a CSWE-accredited baccalaureate or master’s social work degree. Field liaisons have the discretion to arrange Field education practicums on a case-by- case basis with Field instructors who do not hold a CSWE-accredited baccalaureate or master’s social work degree that fits one of the two additional criteria. In these cases, a social work perspective is provided to BSW students in several ways, including:

* weekly social work methods (practice) courses
* weekly integrated Field Seminars taken concurrently with the Field practicum and taught by the clinical faculty
* weekly required participation in a group supervision session conducted by clinical faculty
* the student’s ongoing relationship with their Field Liaison

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 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 a master’s degree in a field other than social work and be identified and function as the Agency Field Instructor providing daily ongoing supervision along with a person identified and listed as a Co-Field Instructor who maybe 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 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 the Field Instructor who meets either criteria

(1) or (2) listed above is required to provide weekly supervision, review all Field Education documents completed by the student, and complete the Mid-Term Progress Report and the Final Field Evaluation.

Our Field Program strives to work with Field Instructors who hold a CSWE-accredited master’s social work degree. 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 Instructors for master’s degree social work students cannot be a Field Instructor and concurrently enrolled as a student in the Helen Bader School of Social Welfare.

Field Liaisons have the discretion to arrange Field education practicums 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. In these cases, a social work perspective is provided to MSW students in several ways including:

* weekly social work (practice) courses
* weekly Integrated Field Seminar for 721 students, which are taken concurrently with the Field practicum and taught by the clinical faculty
* weekly required participation in a group supervision session conducted by clinical faculty
* the student’s ongoing relationship with their Field Liaison

The Agency Field Instructor providing ongoing supervision for a *BSW* or *MSW* social work Field student is responsible for providing supervision of all Field practicum-related activities including:

* assisting the Field student in understanding the structure, mission, goals, and services of the Field agency
* providing weekly supervision to the student assessing their progress toward competency development and develop a plan for increased responsibilities and assignments
* establishing opportunities for the student to engage directly with individuals, families, groups, organizations, and the community.
* 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 ongoing development of the Leaning 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 in the social work practice setting
* applying 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
* facilitating a meeting with the student and Field Liaison each semester to discuss the student’s progress in the Field practicum
* keeping the assigned Field Liaison informed of the student’s progress, especially related to any concerns about the student’s behavior and competency development

The Co-Field Instructor of a 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 ongoing supervision on ay 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
* applying 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 learning 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 ongoing supervision and the Field Liaison
* participating in meetings, workshops, and trainings for the purpose of supporting the practicum experience

Training and Support for Field Instructors

The Social Work Program provides free Field Instructor Training all three semesters to Field Instructors and community social workers considering assuming the role of Field Instructor. Field Instructors will receive support during the semester, and be notified of relevant opportunities and professional information.

# Holidays and Interim Periods

Students are not expected to be in Field placement on holidays recognized by UWM; however, there are some agency programs that operate twenty-four hours daily, seven days a 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, especially regarding continuity for agency consumers, students are frequently 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 course regardless of the time taken off for holidays and interim periods.

# Adjustments to Field Schedule

Students are expected to adhere to the agreed upon weekly schedule throughout the semester. Adjustments to the established weekly practicum schedule needs to be mutually negotiated between the student and the Field Instructor.

# Class Attendance

Field instruction responsibilities should not interfere with class attendance; therefore, students need to clearly communicate their availability for Field responsibilities prior to the start of their placement.

Occasionally a situation may arise where the Field instructor expects the student to follow through on an assignment even though it may mean missing a class. If this happens, the student should contact the course instructor to request permission to be absent from 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 and MSW students in SW 721 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 fifty minutes and counts toward the total hours of Field required each semester. Attendance and participation in the Field seminar accounts for 25% of the Field course grade for BSW and MSW 721 students.

# Employment-Based Field Practicum (EBF)

A student seeking an employment-based Field practicum needs to complete the 2-part field application. Additionally, they will complete the *Proposal for an Employment-Based Field Practicum*. The student will meet with their assigned Field Liaison, who will discuss the details with the student and agency supervisor to determine if the arrangement meets the goals of the Field education course and includes a specific plan for supervision of the student’s educational and related practicum duties. If the proposal is not approved, the student will be referred to another agency to complete their Field education requirements.

There are several options for completing the Employment-Based Field application. The following are examples of EBF practicums. Each situation is assessed by the Field Liaison to determine if it complies with the accreditation expectations of EBF.

* Option 1: Placement within the agency where the student is employed, but within a different program, with different clients, and with a social work Field Instructor different from the employment supervisor.
* Option 2: Placement with an agency where the student is working as a social worker and is supervised by a social worker meeting the approved criteria for Field Instructors.
* Option 3: Student is referred to an agency and accepts an offer of placement. Agency policy is for student to be hired as an employee for the duration of their field practicum and student receives a salary for the field practicum.
* Option 4: Student is offered an employment position during the completion of their field practicum and proceeds as an employee and student intern for the remainder of the field practicum.

All options will be carefully assessed by the assigned Field Liaison who will ultimately have approval authority. (Exceptions to these established EBF policies will be reviewed by the Field Director or School Social Work Coordinator on a case-by-case basis.) In most EBF cases only a designated number of employment hours will count toward the Field practicum.

*Please note that these types of placements can create unexpected challenges and may require additional work on behalf of the student and their agency supervisor to ensure that work responsibilities and Field program learning goals are met.*

# Requirements for approval include:

* supervision provided by someone with a social work degree commensurate with the degree the student is seeking. The individual providing supervision should have two years of work experience post-graduation (i.e., an MSW student can be supervised by an MSW supervisor with two years post-MSW experience)
* required weekly educational supervision focusing on social work competency development separate and distinct from employment supervision
* prior approval for MSW students from their assigned Field Liaison
* developing a proposal for how required social work competencies and additional learning opportunities that go above and beyond work duties will be met. The *Proposal for an Employment-Based Field Practicum* form must be approved and signed by the student, proposed supervisor, and assigned Field Liaison.

*Note*: If a student’s employment with the agency where they are completing their Field placement ends, the student must notify their Field Liaison immediately. The circumstances resulting in the employment separation will be reviewed and a plan for the completion of the remainder of the Field education requirements will be arranged. If warranted, a Practicum Improvement Plan may be initiated. Disruptions to EBF practicums may result in a delay in the student’s curriculum plan schedule. Referrals to a subsequent placement will occur during the placement schedule of the Field Education Program.

# 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 as an agency employee either in support of or against the strike.

Time lost in Field instruction because of a strike can be made up after the strike. Alternatively, a different Field Instructor can 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 Field Instructor due to illness, change of job, etc. In this situation, the Field Liaison should be contacted immediately and the agency should plan to provide the student with appropriate supervision.

# Late Placement/Replacement

A student placed in an agency after the semester begins is required to complete all

Field instruction hours and all other Field course requirements. If a student is reassigned within the semester to another unit or agency based on circumstanced beyond their control and not reflective of their performance, Field hours accumulated at the prior placement carry over to the new placement with the approval of the Field Liaison.

# Request for Changing a Field Placement

Once an assignment to a Field site is agreed upon, the student is expected to complete their commitment with that agency. If conditions--such as a significant breach in the Learning Plan Agreement--warrant a change to another site, the following process should be followed:

1. Initial discussion of a request to change the placement takes place with the student’s Field Instructor and Field Liaison.
2. The student is responsible for summarizing in writing the rationale for a change of placement. 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 examine 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 Field Education Director 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 in consultation with the Field Education Director. If the request to be reassigned is denied and the student chooses to terminate the practicum, a failing grade may result. A student who terminates practicum must reapply for Field in a subsequent semester and may be on probationary Field status.

# MSW Field Assignment Requirements

During each semester of the Field practicum, MSW students in 722, 821 and 822 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 20-40 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 their 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 in 722, 821 and 822 are required to earn five Learning Assignment points per semester. All assignments have specific point differentials consistent with the extent of the assignment. Students should refer to individual assignment descriptions for all point values. A detailed listing of all assignments can be accessed on SONIA.

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 they intent to complete for the semester. It is not expected at all assignments for the semester be identified in the Learning Plan. Some assignments may be 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 on CANVAS.

# Major Assignment

In lieu of minor assignments required each semester for the Field program, the MSW student may elect to complete a “major” substantive assignment. All major assignments will require that the student submit a written proposal using the *Field Program Major Assignment Proposal* template. Following the review of the proposal, written approval from both the Field Instructor and the Field Liaison are required.

Examples of a major substantive assignment could be:

* research project
* development of Program Improvement Project
* evaluation of practice
* summary and analysis of agency or program outcome measures
* development and facilitation of a client group
* development and facilitation of a focus group
* grant writing
* planning and coordination of fundraising event
* project analyzing developmental human needs across the lifespan and related gaps in community services in specific geographic areas
* program or community needs assessment

Instructions for completion of Field assignments

1. Complete the assignment along with *the Field Assignment Cover Page*. *Be sure to remove any client identifying information by changing the names, dates of birth, addresses, phone numbers, places of employment, name of agency, and other information that may link this report to the client.* Students can use the “find and replace” feature in Word to make these changes easily.
2. Turn in the assignment to the Field Instructor and discuss the content in supervision. The Field Instructor should provide the student with feedback on each assignment. The quality of the completed assignment will give the Field Instructor a better understanding of the student’s ability to use critical thinking, and help in the evaluation of progress toward the development of social work competencies. Following the review with the Field Instructor, upload the assignment to the associated Canvas Assignment drop box.
3. Half of the Learning Assignments must be submitted by midterm (with the exception of a major project), with the remainder 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, which 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.*

# Field Practicum Performance 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. These include the student’s self-evaluation and a progress report and final evaluation completed by the assigned agency Field Instructor.

*Purpose of Evaluations*

Through the evaluation process, a Field Instructor reviews the student’s overall progress toward the Field education program objectives and development of social work competencies. The evaluation serves as the primary basis for grading the Field education course.

The written evaluations inform the Field Liaison of the student’s progress and help with career advising and assessing a student’s capacity for further professional education. 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 the student learning. Final Field evaluations are stored on SONIA. Students are highly encouraged to keep copies of final evaluations in their personal records, as these may be needed for educational programs or licensing requirements.

*Responsibility for Evaluation*

Both the student and the Field Instructor are responsible for submitting written evaluations of the student’s fieldwork progress at mid-semester and at the end of the semester. This written evaluation should be discussed with the student in a supervisory conference. If the student is not in agreement with the ratings and comments in the evaluation, they should include a statement outlining their perspective on progress in the practicum

The Field Liaison reviews the evaluations, completes the grade calculation using the *Grading Worksheet*, and uploads the *Grading Worksheet* into the SONIA course management site for the student to access.

*Evaluation of Agency Setting/Supervision*

The student is required to complete an evaluation of their practicum and related supervision at mid-semester and at the end of each semester. Evaluation links can be accessed on SONIA. 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 their assigned Field Liaison at the end of each semester. Evaluation links can be accessed on SONIA. 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.

The primary grading factor is the written and verbal feedback from the Field Instructor and documentation on the final evaluation (75% of weight towards grade). The assigned Field Liaison has the discretion to make adjustment sin 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 722, 821, 822, 921. Student compliance with the integrated seminar requirements including attendance, assignments, activities and Canvas discussion posts accounts for a maximum 25% of weight toward the grade in Field course 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 work will result in a percentage reduction in the overall Field grade. Late documents will result in a 1.5% percentage point reduction per document. An unsubmitted or excessively late Learning Plan, Mid-Term Progress Report, Final Self-evaluation, and Field Hour Verification Form will result in an overall 3% grade reduction.

Final grades are calculated on the Field Grading Worksheet (located in the Field Manual Appendix). 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. A grade of B or B+ is acceptable and indicates that the student has met the criteria for the semester. A grade of A is awarded only for those who do 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 courses, 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 followed when an *Incomplete* is entered for a Field education course:

* 1. The student should discuss the need for an *Incomplete* with their 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 assign an *Incomplete*, there should be a mutually agreed-upon plan for the completion of the Field course requirements. The student should complete the *Request for Field*

*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 in SONIA*. 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 assign a final written deadline for 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 UWM 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, though it may supersede the UWM deadline 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.

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 a course *Incomplete* in the graduating semester, but requires that the student graduate 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 the graduating semester, students should work to complete all Field course requirements by the deadline. Students should communicate with their 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 the 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. In most cases, a student who drops a Field education course will also have to drop their Methods course. Students who drop their Field course at any point in the semester and abandon the Field practicum will have to meet with the Director of Field Education before a subsequent application to Field. Students who have abandoned their Field practicum may be placed on probationary status for subsequent Field education courses.

# Failed Field Education Course

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

1. Complete a written summary that addresses the deficit areas in the evaluation and explain how competency consistent with Field course expectations was demonstrated in these areas
2. Submit summary to the assigned Liaison and request a meeting with the Liaison to discuss the details related to the failed Field practicum
3. Following the meeting, the Field Liaison will decide 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, the Liaison will make a written recommendation for the next course of action, which often includes a repeat of the Field course. The Liaison can also refer the student to program administration for a review of the situation and recommendations.
4. The student will be notified of the final course grade and subsequent recommendations
5. If the student still disagrees with the grade, they will be directed to the formal appeal process within the school
6. 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. The student should meet with the Field Liaison and Field Seminar instructor to determine the next course of action. In most cases, the student will submit a *Request for a Field course Incomplete* and be required to repeat the Field

seminar the following semester. The new seminar grade will be used to calculate the overall grade for the *Incomplete* Field course.

1. Students who fail a Field education course and are permitted to continue in the social work program will be on probationary status for subsequent Field education courses and will have limited practicum options. Students will sign and abide by a written Probationary Status Agreement which will address deficit areas from the previous practicum failure and outline the expectations for the next practicum. The Field Liaison will be selective in the student/agency matching process to ensure that the student is placed in an established agency with an experienced Field Instructor willing to provide close supervision and frequent feedback to the student. The new agency will be provided with information related to the student’s struggles in the previous placement, including their specific learning and supervisory needs, to ensure that the agency Field Instructor has adequate time to meet the student’s needs. The Field Liaison will closely monitor the practicum.

# Termination from Field Practicum

A student should be given timely feedback throughout the practicum regarding any concerns with their performance or conduct. This communication should occur via:

* a supervisory meeting with Field Instructor
* documentation in the progress report and final evaluation
* a revised Learning Plan outlining the performance expectations and semester assignments
* meetings with the Field Liaison
* a Practicum Improvement Plan (if warranted)

*Procedures for Termination from the Field Practicum*

A student who may be performing adequately in the practicum could be involved in an incident that necessitates immediate dismissal. Such situations include illegal or unethical activity, inappropriate conduct with a client, violation of agency policy, impaired functioning in the practicum setting, harm caused to a client, a safety issue, etc. Following an abrupt incident, the student may not have an opportunity to correct their behavior to complete the practicum.

A student who does not demonstrate the appropriate level of social work competency necessary to perform the duties in the practicum may face a recommendation to be terminated from the placement. The person considering termination should communicate concerns 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 termination of the practicum, a written summary of circumstances that led to the decision will be requested by the Field Liaison. The documentation should detail the issues leading to termination, including any attempts made to rectify the problem. The student has the right to respond in writing to the Field Liaison to share their point of view and refute the allegations with supporting evidence.

Following practicum termination, the student will meet with the Field Liaison and Director of Field Education to share their perspective and discuss the situation. The Field Liaison and the Director of Field Education will review the information received, and the Liaison will send the student a written communication including:

* 1. Grade for the Field course
  2. Decision as to whether the student is recommended for a formal program review or allowed to repeat the Field course. If the recommendation is for the student to repeat the course, they will not be placed in another practicum that semester, but will be allowed to re-register for the failed Field course during the subsequent semester.
  3. Recommendation indicating which specific social work competencies the student must focus on in the subsequent practicum if they are allowed to continue.

*If the practicum is terminated for cause, a student may receive a failing grade for a Field course regardless of the number of hours remaining in the semester.*

Throughout this process, the Field Liaison or Field Director will schedule a *Student of Concern* meeting with the program coordinator and Department Chair to review the details of the situation. In cases considering program termination or continuation with

stipulations, the student will be referred to the Faculty Review Panel. The student will be allowed to provide information to the Faculty Review Panel who will then make a recommendation about the student’s continued status in the program. If the student is allowed to continue in the program, they will be required to meet with the Field Liaison and the Director of Field Education to discuss the most appropriate practicum options prior to placement 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 directly from state funds). 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 Affinity 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 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.

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# Use of Student Vehicle During Practicum

Some agencies may require students to visit client homes or drive to agency sites 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 used during practicum assignments. Agencies may require that students provide proof of insurance coverage.

Students should discuss expectations with the agency regarding automobile insurance and the use of a personal vehicle at the time of the interview. University coverage does not include automobile liability. At the beginning of the placement, students who use their vehicles for practicum should ask the Field Instructor or agency human resources office about mileage reimbursement.

The UWM Risk Management Department has advised all schools and colleges that student interns should be discouraged from transporting clients in their personal vehicles 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 an agency requires 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. Prior to transporting clients in their personal vehicle, the student must sign the Field program’s *HBSSW Social Work Program Use of Personal Automobile in Field Practicum Exception to Policy Acknowledgement* form.

# Personal Injury During Practicum

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

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# 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 uncertainly and potential risk, so there is concern on the part of faculty and staff regarding student safety. It is HBSSW policy to encourage attention to safety in Field placement situations, and Field Instructors are responsible for providing students with safety policies of the placement agencies. Students are responsible for understanding and following safety policies of the agencies in which the are placed. In addition, students are responsible for reading and understanding the School’s Safety Police Statement as well as the handout “Safety Techniques and Strategies” on the Social Work Field Education website.

It is the policy of HBSSW that a student may question a potentially unsafe assignment without repercussion. Student concerns will be discussed with the agency Field Instructor in an attempt to address the safety issue and develop a plan to ensure the student’s safety. Students are encouraged to address safety issues in a timely manner with their Field Instructor and Field Liaison.

If a student initiates what may be perceived as a potentially unsafe Field-related activity, the Field Instructor must direct the student not to 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, injured, or involved in a safety incident while in a Field placement, the Field Liaison should be notified immediately. The Field Liaison will inform the Field Director and the matter will be addressed promptly.

# Sexual Harassment Policy

Field program staff adhere to UWM policies on sexual harassment, including 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 statues and policies in existence for UW-Milwaukee and the Field agencies shall be adhered to, and students are encouraged to contact appropriate sources, including their Field Liaison, about questionable behavior or an actual act of sexual harassment by agency clients or staff.

At times agency clients may display inappropriate behaviors, including sexually suggestive statements, which may be related to mental health issues or immaturity in youth. Students are strongly encouraged to discuss the relevant agency policies, procedures, and protocols with their Field Instructor early in the practicum. Students should adhere to agency policies and expectations to avoid potential instances and

respond appropriately if there is an incident at the agency. All incidents should be reported promptly to the agency Field Instructor and Field Liaison.

# Criminal and Caregiver Background Checks

After the student’s Field application has been processed, the Social Work Office will send the student instruction on how to complete the online background check. All Field students must complete a background check through ViewPoint, Inc. before the student/agency matching process can proceed. The initial cost is $35.00 paid online to ViewPoint. All social work students entering a practicum are required to complete a *Background Information Disclosure (BID)* form and *Authorization (AUTH)* form as part of their Field application packet. Both forms are located in the ViewPoint portal.

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 dismissal of the charges or an acquittal--and substantiated reports of child or elder abuse or neglect--will be forwarded to the Field agency following the acceptance of the practicum placement. It is recommended that the student discuss the nature of the offense with the agency representative to determine if it will negate the student’s practicum placement. Certain criminal offenses, extensive criminal background, and/or substantiated child or elder abuse and neglect reports may impact a student’s ability to be placed in a practicum setting. Certain offenses may also adversely affect 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 allegations*. It is the student’s responsibility to notify the Field Instructor and the Field Liaison if they are arrested or receive an Operating While Intoxicated (OWI) charge while enrolled in 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/regulations/caregivers.htm>

# Medical Examinations

Students who seek placements in medical or healthcare settings are required to submit medical 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 can be extensive in some settings. Drug testing may also be required. These settings often require the following, although this is not an exhaustive list:

* Health assessment for 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 (TB).
* 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.
* COVID vaccination
* Vaccination or confirmed immunity against measles or German measles, 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 (November 9 through March 31), including written certification from the administering healthcare 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 placement 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.

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# TB and Bloodborne Pathogens Policy

In healthcare 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, *Bloodborne Pathogens Training* is required for individuals who may be exposed to blood and body fluids during their assignment. The Field program may 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 military service. All policies extend to the Field program and its practicum sites.

# Accommodations

Every effort tis made to meet accommodations needed for students with physical and nonphysical limitations. The student should discuss needed accommodations with their Field Liaison at the time of the initial interview to ensure that the accommodations can be met at the proposed Field agency. The Liaison may request a meeting with the student and ARC to ensure that all parties are consistent with their understanding of the accommodations requested.

A student who believes they may need accommodations are 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 and the student is also responsible for sharing their 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, 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 safety concerns are addressed as needed during this process.

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# Responsibilities of Student, Field Program, and Agency

*Student Responsibilities:*

Demonstrate professional behavior during the Field experience:

* Maintain regular contact with assigned Field Liaison
* Dress appropriately to coincide with the norms of the agency
* 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.
* Use designated Field time for the purpose of fulfilling Field assignments
* Demonstrate accountability for the agency’s procedures for all administrative and program requirements
* Adhere to the Code of Ethics of the National Association of Social Workers
* 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. Identifying information cannot be shared outside of the agency. Students are required to obtain permission from the designated Field Instructor to use case-related materials for research projects, class reports, etc.
* Follow ethical standards for all aspects of the professional relationship with clients, Field Instructor, and agency staff
* Notify the assigned Field Liaison immediately of any personal issues or difficulties that impact the completion of Field education requirements
* Notify the Field Instructor and/or Field Liaison immediately of any concerns in the practicum setting

Demonstrate responsibility and commitment to the Field Education Program:

* Complete the *Learning Plan*, which outlines the learning needs and the overall plan to meet designated objectives, within the first 20-40 hours of the Field placement
* Complete all Field education assignments required by the Field program and practicum agency in a timely manner
* Use supervision 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
* Meet with the Field Liaison each semester to discuss Field progress and discuss any Field education issues
* Participate in self-evaluation throughout the placement
* Notify the Field Liaison of any changes in hours or inability to complete the Field hours by the end of the semester

*Field Program Responsibilities:*

* 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.
* Match and refer students for appropriate Field placement agency/agencies through assessment and review
* Monitor student progress through required agency site visits, plus telephone and email communication with the student and Field Instructor
* Orient and educate the Field Instructors and other agency personnel regarding the social work mission, educational goals, social work curriculum, and expectation of students
* Assist the student in identifying their learning needs, formulating learning objectives and potential career goals, including certification and licensure requirements
* Monitor the learning plan, completion of course requirements, and student progress in the practicum
* Facilitate the student’s learning by providing guidance and serving as a source of information
* 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, 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
* Assist the student in the integration between curriculum and specific experiences in the practicum, including Field assignments
* Demonstrate responsiveness to the needs, problems, and concerns of the students and Field Instructors in a timely manner
* Manage student performance issues and concerns following departmental procedures
* Review content and quality of the student’s Field assignments in conjunction with the completed written evaluation and verbal feedback from the Field Instructor
* Calculate grades for Field education course
* Provide authority for all matters relating to the student’s status in the Field program, including extending and/or terminating practicum placements when necessary
* Provide students with current information related to state social work certification and licensure requirements as well as professional social work organizations
* Remain knowledgeable of local, state, and national trends in social work practice
* Stay abreast of the NASW Code of Ethics and professional obligations

*Field Instructor Responsibilities:*

* Be knowledgeable about the Social Work Field Program requirements
* Understand the role of the student, the learning process, and the student’s individual learning style and needs
* Provide appropriate and relevant learning opportunities to enable the student to develop and enhance their social work competencies, and ensure compliance with the Social Work Field Education course objectives
* Assist the student in the integration of theoretical concepts and practice skills
* 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.
* Monitor the student’s educational goals as outlined on the *Learning Plan*
* Complete all written evaluations in required time frames
* Provide time for consultation with the assigned Field Liaison regarding the student’s progress and any relevant issues
* Demonstrate ongoing interest in continuing professional development by participating in seminars and meetings offered by Field Program staff whenever possible

# Field Instructor Privileges

* Field Instructors can gain access to the UWM Golda Meir Library at no cost by completing a *UWM Facility Use Request* Form
* Field Instructors are eligible for one free Continuing Education course every two years though the Continuing Education Department in HBSSW
* Field Instructors may use a campus email account
* Field Instructors may be provided with an opportunity to join the staff at the HBSSW Social Work Program as a Lecturer or as an instructor for a Continuing Education Workshop

# HBSSW Social Work Field Education Advisory Board

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

*The purpose of the Field Advisory Board is to*:

* + 1. provide current information on trends, issues, and unmet needs within the social work community
    2. assist in the development of the 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 on 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, Again, 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 academic years or more than six 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 two 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 representative who is actively involved in the HBSSW 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. An Advisory Board Member may resign at any time by filing his or her resignation in writing with the Director of Field Programs.
7. An Advisory Board Member may be removed from office in exceptional circumstances by the Director of Field Programs, with notice to the Chair of the Board, when this serves the best interests of the Field Advisory Board.

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# Criteria for Selection of Field Agency Partners

The council of Social Work Education (CSWE) establishes 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 HBSSW Field Education Program. Agencies must meet the following requirements for approval as a Field practicum site:

* The agency must be committed to social work education and demonstrate an interest in providing a relevant practicum experience.
* In interdisciplinary settings, the Social Work program must be a respected and supported activity.
* The program services must be appropriate to student learning needs, and should provide opportunities for students to develop and enhance their social work competencies.
* The agency should provide students with learning experiences consistent with their educational level.
* Student assignments should include services to at-risk individuals and under- served populations.
* Students should be provided the proper physical environment and equipment to perform their duties, i.e., phone, desk, computer, etc.
* A willingness to include students in appropriate staff meetings, in-service activities, and community services activities.
* 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.
* Field Instructors must meet the Social Work Program’s educational and employment criteria for Field education supervision
* The assigned Field Instructors must minimally provide one hour per week of formal supervision to the Field students
* Field Instructors should be supported by their agencies to attend the Field Instructor Orientation, as well as other relevant Continuing Education trainings.
* The agency will work collaboratively with the Field Program by completing student evaluations and progress reports at required intervals, and maintaining written and verbal communication about the student’s practicum performance.
* Agencies may not use students to fill a staff vacancy.
* Agencies should provide reimbursements to students for expenses incurred by the student during the course of their duties such as; mileage, on-the-job training, client meals paid for by the student, etc.

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# Appendix

**Field Education Course Grading Worksheet**

**SW 421, 422, 423**

**Name:**       **Final percentage**       **Grade**       **Date:**

Semester: Fall  Spring  Summer  Year:

Course #: 421  422  423

1. Student evaluation score (from Sonia) = (A)       x 20 = (B)
2. (B)       X       = C       (student score)

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 |

1. (C)       ÷ 125 =(D)

(student score) (total points possible)

1. (D)       -       % (missing or rejected required field documents) = (E)       (Total points earned)

(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:

**Field Education Course Grading Worksheet**

**SW 721**

**Name**       **Final percentage**       **Grade**       Date:

Semester: Fall  Spring  Summer  Year:

1. Student evaluation score (from Sonia) = (A)       x 20 = (B)
2. (B)       X       = C       (student score)

Integrated Seminar

Multiplier (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 |

1. (C)       X      = D

Field seminar multiplier (below)

Field Seminar Score

|  |  |
| --- | --- |
| 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 |

1. (D)       ÷ 125 = (E)

(student score)  (total points possible)

1. (E)       -       % (missing or rejected required field documents) = (F)       (Total points earned)

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

|  |  |
| --- | --- |
| 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 |

Grading Scale

**Field Education Course Grading Worksheet**

**SW 722, 821, 822, 921**

**Name**       **Final percentage**       **Grade**       Date:

Semester: Fall  Spring  Summer  Year:

Course #: 722  821  822  921

1. Student evaluation score (from Sonia) = (A)       x 20 = (B)
2. (B)       X       = C       (student score)

Field Assignment

Multiplier (below)

Field Assignment Multiplier Chart

|  |  |
| --- | --- |
| **Total points earned for completed field assignments** | **Multiplier** |
| 5 | 1.25 |
| 4 | 1.20 |
| 3 | 1.15 |
| 2 | 1.10 |
| 1 | 1.05 |
| 0 | 1.0 |

1. (C)       ÷ 125 =(D)
2. (D)       -       % (missing or rejected required field documents) = (E)       (Total points earned)

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

|  |  |
| --- | --- |
| 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 |

Grading Scale

**Field Education Course Grading Worksheet**

**SW 823**

Name       Final percentage       Grade       Date:

Semester: Fall  Spring  Summer  Year:

1. Student evaluation score (from Sonia) = (A)       x 20 = (B)
2. (B)       X       = C       (student score)

Field Assignment

Multiplier (below)

Field Assignment Multiplier Chart

|  |  |
| --- | --- |
| **Total points earned for completed field assignments** | **Multiplier** |
| 5 | 1.25 |
| 4 | 1.20 |
| 3 | 1.15 |
| 2 | 1.10 |
| 1 | 1.05 |
| 0 | 1.0 |

1. (C)       ÷ 125 =(D)
2. (D)       -       % (missing or rejected required field documents) = (E)       (Total points earned)

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

|  |  |
| --- | --- |
| 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 |

Grading Scale