

Field Manual
for
Applied Generalist Practice
SOCIAL WORK 401 and 451

Social Work Department
University of Wisconsin Oshkosh

TABLE OF CONTENTS

Introduction	1
Chapter I: The Curricular Context	3
Part 1: The Vision, Mission, Goals, and Objectives of the University of Wisconsin Oshkosh Social Work Department	5
Part 2: Partnership Agreement Between the University, the Department, and the Approved Field Agencies	8
Part 3: Practicum Design	9
Chapter II: The Partnership	10
Part 1: Roles and Responsibilities	10
Part 2: Criteria for Field Agency Approval	15
Part 3: Currently Approved Field Agencies	16
Chapter III: Application and Placement	17
Part 1: Requirements and Procedures for Applied Generalist Practice Application And Agency Selection	17
Part 2: Developing the Student Learning Contract	19
Part 3: Evaluating the Student Learning Experience	20
Chapter IV: Policies	21
Part 1: Policy Regarding Confidentiality	21
Part 2: Policy Regarding Concurrent Paid Employment and Field Education in the Same Agency	21
Part 3: Policy Regarding Absences	22
Part 4: Policy Regarding Provision of Professional Service at Field Agencies	22
Part 5: Policy Regarding Change of Practicum Placement Site	22

Part 6: Policies Regarding Termination of Field Placement.....	23
Part 7: Policies Regarding Non-discrimination and Sexual Harassment.....	25
Part 8: Policy Regarding Liability Insurance.....	26
Part 9: Policy Regarding Driving.....	26
Appendices	27

Forms Completed by Social Work Department

- Sample Syllabi for Applied Generalist Practice I and II
- Master Agreement Insurance Form
- Program Memorandum

Forms Completed by Agency Representatives

- Agency Description Form
- Agency Field Instructor Resume Form
- Agency Expectations of Students Form
- Placement Agreement Form
- Mid-term Evaluation Form
- Final Evaluation Form
- Agency Field Instructor Evaluation of Applied Generalist Practice Program Form

Forms Completed by Student

- Student Resume Form
- Application for Applied Generalist Practice
 - Pre-requisite Check for Application for Applied Generalist Practice
 - Applied Generalist Practice Pre-registration Form
- Student Wisconsin DHES Background Disclosure Form
- Student Log of Field Work
- Student Wisconsin Department of Justice Criminal History Form
- Student Evaluation of Applied Generalist Practice Internship Experience

Additional Information

- Admission and Continuation Review Committee
- NASW Code of Ethics
- Approved Field Agencies
- Web Page Addresses Related to Social Work
- Chapter SFC 20, "Conduct" from Wis. Dept. of Licensing and Regulation

INTRODUCTION

Preparing social workers for beginning-level generalist practice is a significant and complex undertaking. Supervised practice education in a field agency is central to the making of competent, humane, knowledgeable, skilled, and effective social workers that are able to influence change irrespective of the practice setting or problem solving conceptualization that is employed.

Applied Generalist Practice is the point at which the integration of theory, practice, skills and ethics come together to fashion new social work professionals. It is the apex of all that came before it – the missions, goals, and objectives of the University, the standards promulgated by the Council on Social Work Education (CSWE) and a horizontally and vertically integrated curriculum.

A frame of reference is important to an understanding of the process of integrating theory with practice. One may think of this as a journey in which students move progressively from knowing, to understanding, to doing. The oldest model of field education is the apprenticeship model, which is agency bound, inductive, and focused solely on the "doing." An academic model, on the other hand, places the emphasis on deducing a practice approach from classroom learning, or moving from "knowing to understanding." Both models have serious limitations. The model employed by the University of Wisconsin Oshkosh social work program is the collaborative model in which the social work program, the agency, and the student share responsibility. This model places emphasis on the learning experience, which calls into action the student's prior learning strengths (what they already know and can do) and their learning needs, which may be addressed through educationally guided activities. It places a major emphasis on a contractual learning experience. It involves a planned relationship between the cognitive and the experiential, a well-developed understanding of the roles and responsibilities of the partners in the process, and an appreciation and respect for differing perspectives.

A truly collaborative partnership is crucial in today's practice climate. The context of professional social work practice is changing. As partners in the education process, we must prepare for practice in a world that is changing socially, technologically, and economically. Educators, Agency Field Instructors, and students must anticipate such changes and create a shared vision of how that future relates to the mission and meaning of social work education. There are several social and contextual challenges to establishing and maintaining true partnerships.

The first issue facing us is the continual social redefinition of the point at which individual responsibility ends and collective responsibility begins. Social services and resources shrink and interventions become more punitive in the political and social context of conservatism. Meanwhile, funding sources ultimately become a local matter where people's needs may be unmet or only marginally addressed.

There is an emerging distrust of government, which has spilled over into perceptions about social agencies. As a result, there has been some redefinition of the roles of public

agencies and publicly based services. Also emerging is an increased use of market-driven private sector service models.

Additionally, our profession, irrespective of agency auspices or fields of practice, is facing an increasing demand for political and social accountability. Agencies must implement measurable procedures to evaluate program effort, effectiveness, and efficiency.

This Field Manual for Applied Generalist Practice is a collaborative effort of social work faculty, students, Agency Field Instructors, and the Community Liaison Committee. This revised manual is organized into four chapters, each of which is divided into several parts. The content reflects curriculum additions and modifications, updated policies, and legal changes. Appended to the Field Manual for Applied Generalist Practice are copies of departmental forms. A list of Internet addresses is provided to supply the reader with avenues for obtaining more detailed information in regard to a variety of social work topics.

CHAPTER I - THE CURRICULAR CONTEXT

The University of Wisconsin Oshkosh Social Work Department defines generalist practice as follows:

The generalist approach to social work practice, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention-individual, family, group, organization and/or community-appropriate to addressing the issues presented. It recognizes the profession's dual purpose and responsibility to influence social as well as individual change. Particular attention is given to working with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.

The Council on Social Work Education sets curriculum standards designed so students will attain competence for generalist practice. An overarching CSWE baccalaureate curriculum content statement relevant to this is:

B6.1. The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research and Applied Generalist Practice practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and Applied Generalist Practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation. (CSWE Curriculum Policy Statement, 1994)

The BSW Curriculum Schema, presented on the next page, illustrates the process by which students are influenced by and exposed to underlying curriculum constructs in both liberal arts and professional foundation courses. It also depicts the integrating themes that serve to integrate the material from these two emphases.

Part 1: The Vision, Mission, Goals, and Objectives of the University of Wisconsin Oshkosh Social Work Department

Social Work Department Vision Statement

Our central belief is that our curriculum should be guided by the principle of doing what is "right and just." We teach our students to willingly accept the professional responsibility to act as the "heart and conscience" of the profession in their respective communities or as part of the profession-at-large and to advocate on behalf of those who suffer discrimination, devaluation, and oppression.

Social Work Department Mission Statement

Inspired by its vision and consonant with the general purposes of social work, the mission of the Social Work Department is one of educating students to:

Build upon strengths and empowerment as guiding principles for practice philosophy
Organize to promote ongoing social justice
Accept responsibility for developing a knowledge-based and problem-solving practice

The mission is linked to four broader purposes: to promote human well-being, link policies and services in our practice, promote advocacy and action as essential practice components, and test our knowledge and skills through the research process.

In teaching about generalist practice with individuals, families, groups, organizations, and communities, it is the Department's intent to work from the philosophy that reflects a strengths-based approach to practice. This is a model that relies on empowerment strategies for engagement and builds upon strengths rather than weaknesses, assets rather than deficits. Furthermore, this approach incorporates a pro-active response to issues and causes that may not always be popular, but which call for a resolute stance for what is "right or just." The profession's Code of Ethics is to be used as a guidepost for actions to be taken. Finally, the Department's mission recognizes the central importance of research-guided knowledge and the necessity for educating students to respect a reasoned approach for assessing, intervening, and evaluating its outcomes related to planned change.

Social Work Department Goals

The goals of the Department are derived from the mission and purposes of social work and integrated with the expectations for the purpose and structure of baccalaureate social work education.

The goals of the Social Work Department are to:

Prepare students for entry-level employment in generalist social work practice positions

Prepare students for entry into graduate school and stimulate engagement in regional professional development activities
 Encourage active community participation in the promotion of social justice
 Encourage active leadership in the profession and sustained commitment to the advancement of social work education

Social Work Department Curricular Objectives

1. Application of a Liberal Arts Perspective to Social Work - Students will integrate and apply knowledge obtained from a broad spectrum of liberal arts disciplines to social work theory and practice.
1. Historical Evolution of Social Welfare and the Social Work Profession - Students will use their understanding of the historical evolution of social welfare in the critical formulation of their professional approach.
1. Ecological Perspective - Students will apply knowledge of the ecological perspective to professional activities including data collections, assessment, planning, and implementation.
1. Life Cycle Development - Students will apply knowledge of human development throughout the life cycle and theories of group, family, community, and organizational functioning to professional activities including assessment, planning, implementation, linkage and advocacy.
1. Critical Thinking - Students will demonstrate the ability to apply principles of critical thinking, inductive and deductive logic, objective analysis, and scientific methods to the practice of social work.
1. Social Problem Analysis and Intervention - Students will discern paradigms that shape political and social thought and use them to:
 - Assess situations where relationships among people and social institutions need to be initiated, improved, restored, protected, or terminated
 - Where appropriate, promote relationships and/or contribute to policies that are consistent with the ethical principles of social work
1. Professional Practice Skills - Students will develop and selectively apply basic skills essential to all social work practice including the ability to:
 - Identify and assess situations where relationships between and among people and their environment need to be initiated, improved, restored, protected or terminated
 - Implement a plan for improving the well being of people, organizations, and communities
 - Enhance the problem-solving, coping, and developmental capacities of people

- . Link people with systems that provide needed resources, services, and opportunities
 - . Actively participate with others in creating new, modified, or improved services, resources, and opportunities
 - . Consult appropriately and effectively with Agency Field Instructors and other colleagues
1. Populations at Risk - Students will apply awareness of and sensitivity to any group, which has been marginalized or discriminated against, including those whose difference is associated with race, gender, age, religion, disability, sexual orientation, culture, ethnicity or nationality in order to intervene on their behalf.
 1. Diversity - Students will understand and appreciate differences and similarities between people in a manner that enhances professional relationships and intervention outcomes.
 1. Professional Values and Ethics - In professional transactions, students will uphold the NASW Code of Ethics and consistently demonstrate the ability to actively interpret, support, and uphold the primacy of professional values over those of agencies, self, and society.
 1. Responsibility in Professional Behavior and Role Performance - Students will demonstrate congruence between personal and professional behavior in the role performance expected of professional social workers, including maintaining maturity, self-directness and appropriate boundaries throughout the intervention process.
 1. Self-awareness - Students will demonstrate the ability to evaluate professional growth, development, and performance through assessment of their practice knowledge, behaviors, skills, and personal values that demonstrate appropriate levels of self-awareness and deliberate, conscious use of self in professional and academic relationships.
 1. Evaluation of Practice - Students will demonstrate the ability to engage in self-directed learning and ability to systematically evaluate their professional effectiveness at intervals throughout the intervention process, and the degree to which intervention and program goals are being realized.
 1. Social Justice - Students will promote equality of opportunity and equitable distribution of goods, services, and life chances by learning about and promoting the just functioning of social institutions, furthering the concepts of economic and political democracy, and actively working to eliminate institutional and structural barriers to inequality.
 1. Professional Contributions - Students will continually use and develop knowledge from various sources to improve their own professional practice and to contribute to the professional growth of others.

Part 2: Partnership Agreement Between the University, the Department, and the Approved Field Agencies

To promote assimilation and integration of the professional knowledge, skills, values and ethics learned in the classroom, the Social Work Department enters into partnership with a variety of community social service agencies who agree to offer supervised field education opportunities to social work students. The partnership begins when an agency expresses interest in providing field education. The Agency submits the following forms:

- . Agency Description Form
- . Agency information, brochures, pamphlets, other descriptive information
- . Agency Field Instructor Resume
- . Agency Expectations of Students
- . Placement Agreement Form – completed at the time of student interview

The University of Wisconsin provides liability insurance coverage (see Appendix) to protect field agencies in the case of negligence or malpractice suits related to the student's fieldwork in the agency. The insurance is in effect throughout each academic semester.

The Field Coordinator guides the agency through the application and approval process and provides a copy of the Field Manual for Applied Generalist Practice as well as information about the roles and responsibilities of the agency, the Social Work Department, and the University of Wisconsin Oshkosh. The Field Coordinator reviews the completed forms for consistency with approval criteria, consulting as needed with the Department chair and the Field Committee, and approves or denies the application. The Field Coordinator informs the Department of newly approved field agencies and adds the agency to the list of approved Applied Generalist Practice placements. The agency forms are placed in a field agency folder, which is kept in the office of the Social Work Department. The folder is available to students who wish to learn about the agency and its services. The partnership will continue as long as the agency wishes to remain active and continues to meet the approval criteria.

The Field Coordinator is responsible for initiating and maintaining communications with field agencies to assure that the learning partnership is effective. New Agency Field Instructors will be oriented to Applied Generalist Practice by the Field Coordinator prior to having a student placed in the agency. Annual educational training opportunities, sponsored by the Department and the Community Liaison Committee, will also be provided free of charge to Agency Field Instructors from approved field agencies. Departmental newsletters will be provided to all approved field agencies.

The Department is responsible for providing agencies with the Applied Generalist Practice placement forms. A Student Learning Contract is used to identify the learning goals for the field education. A mid-term progress evaluation form and an end-of-semester summative evaluation are used to evaluate the student's performance. The mid-semester progress evaluation is completed by the Agency Field Instructor and the student and then submitted to the Faculty Field Instructor for review. A telephone or face-to-face meeting with all parties may be requested if concerns are noted. At the end of the semester, the Faculty Field Instructor meets formally with

the Agency Field Instructor and the student to evaluate the student's accomplishment of the semester's learning goals.

Part 3: Practicum Design

The practicum consists of two 14-week semesters (Fall and Spring) in one social service agency. Each semester of the Applied Generalist Practice practicum consists of a minimum of 210 clock hours that must be completed between the first and last days of the semester. Coursework required of senior students is scheduled on Tuesdays and Thursdays so that students are free to work in their agency placements on Mondays, Wednesdays, and Fridays. Six academic credits are awarded for completion of each Applied Generalist Practice course. Sixty percent (60%) of the grade is related to performance in the field agency setting and forty percent (40%) of the grade is related to student performance in the applied Generalist Practice seminar.

The weekly seminar serves an important integrative function for linking theory to practice. Students participate together in a weekly two-hour Applied Generalist Practice seminar, which is conducted by a Faculty Field Instructor.

Students are required to submit, for the seminar instructor's review, weekly logs and journals. The logs are used to document the hours of work and activities performed each week. Logs are reviewed for accuracy by the agency instructor and certified as accurate by the Agency Field Instructor's signature. A copy of the log form is included in the appendices. Additional log forms, as well as all other applied Generalist Practice forms needed by students, may be obtained from the Applied Generalist Practice forms file in the Social Work Department office.

Students are responsible for completing a journal narrative for each week of work in the agency. Journal narratives serve the purpose of reflecting, questioning, and evaluating. Students are expected to link their practice experiences to academic knowledge. The Faculty Field Instructor is responsible for reviewing each student journal weekly and providing written feedback to the student.

Sample syllabi for Applied Generalist Practice I and II are located in the appendices. When more than one section of Applied Generalist Practice is offered, a different faculty member may teach each section. Although learning objectives are consistent across sections, course syllabi may vary depending upon the preferences of the Faculty Field Instructor.

CHAPTER II - THE PARTNERSHIP

This chapter presents information about the responsibilities involved in the Applied Generalist Practice education experience. Those who are involved in the field education process include the Student, Agency Field Instructor, Faculty Field Instructor, Field Coordinator, Faculty Advisor, Field Placement Committee, and the Community Liaison Committee.

Part 1: Roles and Responsibilities

Members of the faculty include the Field Coordinator, Faculty Field Instructor, Faculty Advisor, and the Field Placement Committee members. The roles and responsibilities of each are as follows.

Field Coordinator: This full-time faculty person has administrative responsibility for the overall planning and coordination of the field practicum program. S/he is responsible for initiating and maintaining communications with field agencies, providing consultation to the field agency administrators and/or Agency Field Instructors, chairing the Field Placement Committee, and assisting the Community Liaison Committee in their work.

Responsibilities include:

1. Seek, locate, and formally negotiate new agency field placements.
2. Confer annually with cooperating agency personnel responsible for pre-placement planning to determine number, type and availability of potential field placements.
3. Maintain personal linkages between the Department and cooperating field placement agencies.
4. Monitor general concerns of students, faculty, and agency personnel relative to practicum standards and expectations.
5. Direct and oversee the work of the Field Placement Committee.
6. Serve as a liaison between field agency administrators and Agency Field Instructors and the Department faculty to facilitate the integration and continuity of course content.
7. Present orientation and other field-related workshops for Agency Field Instructors.
8. Prepare and revise the Field Manual for Applied Generalist Practice.
9. Provide systematic field planning and placement information to students.
10. Arrange initial placement, transfer, withdrawal, and replacement of Applied Generalist Practice students.
11. Monitor general concerns of students, faculty, and agency personnel regarding standards and expectations of Applied Generalist Practice.
12. Oversee the development, revision, distribution, and collection of Applied Generalist Practice forms.
13. Facilitate the work of the Community Liaison Committee.
14. Collaborate with the Community Liaison Committee for the exchange of ideas, information and advice on curricular needs.

1. Serve as liaison between the Community Liaison Committee, the University, and the Department faculty.

Faculty Field Instructor: This faculty person has academic responsibility for planning, monitoring, and evaluating, in collaboration with the student and the Agency Field Instructor, the learning goals and objectives. The Faculty Field Instructor leads a weekly seminar in which students integrate and assimilate their field agency learning.

Responsibilities include:

1. Teach the two-hour weekly seminar in which students discuss their practice experiences for the purposes of making associations about the range and scope of social work.
2. Encourage and assist students toward the integration of classroom knowledge with the field work experiences.
3. Orient students to the curriculum learning goals of Applied Generalist Practice and assist them towards identifying their own learning needs and developing learning objectives that address them.
4. Formally meet with the students and Agency Field Instructors at the beginning of each semester to negotiate and initiate the Student Learning Contract.
5. Consult at mid-semester and as needed throughout each semester with both student and the Agency Field Instructor regarding student progress toward accomplishment of their identified learning goals.
6. Monitor student logs reporting placement hours and activities.
7. Assess and provide written feedback to students on their weekly journals.
8. Formally meet with the students and Agency Field Instructors at the end of each semester to assess student performance.
9. Assume responsibility for assigning the final course grade reflecting student performance in agency (60% of grade) and seminar (40% of grade).
10. Inform Field Coordinator of any situations or issues likely to affect student placement status or Department relationships with field agencies.
11. Serve on the Field Placement and Community Liaison Committees.
12. Participate in Applied Generalist Practice Orientation and, as needed, in field training workshops.
13. Conduct evaluations of student performance at the end of each semester, in consultation with Agency Field Instructors.
14. Collect and submit completed student learning contracts to Department for placement in individual student files.

Faculty Advisor: Each student is assigned a faculty advisor who is responsible for assisting the student with pre-placement planning. The advisor is available as a consultant regarding placement concerns as well as academic, career, or personal issues. Responsibilities include:

1. Consult with students regarding curriculum programming and application processes for Applied Generalist Practice.

1. Formally consult with students regarding their individualized learning goals and assist with identification of field practicum education opportunities supportive of accomplishment of those goals. Inquiry is made as to the student's knowledge about practice with diverse populations, including those from cultural, racial, and religious backgrounds different from their own. Students are assisted by faculty to identify the diversity-learning opportunities available to them in different placements.
2. Signify approval of student placement plan by signing required personal and pre-registration data forms.
3. Provide the Field Coordinator and the Field Placement committee with information about students' personal perspectives regarding their needs and interests.
4. Provide counsel for students who are ineligible or have other barriers precluding placement in Applied Generalist Practice.
5. Serve on the Field Placement Committee.
6. Consult, as requested by student or faculty, with students experiencing problematic placement situations and assist student in developing an action plan.
7. Consult with Field Coordinator about issues, which may have a bearing on Applied Generalist Practice.

Field Placement Committee: The committee, composed of the Social Work Department Advisors and Field Coordinator, has authority to make decisions about students' qualifications and readiness for admission to the Applied Generalist Practice sequence.

Responsibilities include:

1. Identify, discuss and make recommendations to the Department regarding learning and other needs of students and field agencies.
2. Identify educationally coherent matches between students and approved field agencies.
3. Identify, discuss, and make recommendations to the Department regarding methods for integration of Applied Generalist Practice with the broader social work and liberal arts curricula.
4. Provide informal and formal evaluation of the Applied Generalist Practice program.
5. Provide consultation and information about curricula and student issues to the Community Liaison Committee as requested by the Field Coordinator or the committee members.

Community Liaison Committee: This committee is composed of Agency Field Instructors and community leaders who have been elected to serve. Faculty, especially the Field Coordinator, and student representations assist the committee in its work. Members serve in an advisory capacity to enhance and strengthen the UW Oshkosh baccalaureate social work program.

1. Provide evaluation and advice to the Department on curricula and professional preparation of students.
2. Provide information and recommendations to the Department on social work and other professional issues in the community.
3. Provide information from and about the Social Work Department to the professional social work community.

1. Assist Department with the development and maintenance of positive, responsive and productive relationships with social service agencies throughout the region and state.
2. Provide training and information to field practicum agencies.
3. Assist in the identification of potential field training agencies.
4. Participate in Department evaluation and assessment activities.

Persons sought for membership on the Community Liaison Committee include those who meet the following criteria:

- Hold a baccalaureate or masters degree in Social Work
- Are currently employed in a social service agency
- Support the academic preparation of social work professionals who will competently represent the profession of social work in our community
- Have a commitment to the values and ethics of the profession

The current committee is composed of social workers that hold employment in governmental and non-governmental agencies in a variety of fields including:

- Nursing home and long-term residential care for veterans
- Community corrections
- Rehabilitative and long-term care for elderly
- Residential and Supportive Home Health for developmentally disabled youth and adults
- Community mental health supportive programming

Continuous effort is made to assure that the committee membership represents the community with regard to the variety of social agencies represented as well as with regard to issues relevant to those from all ethnic, racial, and cultural backgrounds. Such effort includes:

- Seek new membership at the beginning of each academic year, preferably a minority or non-traditional representative
- Field Coordinator or other faculty regularly initiate discussions and seek information and recommendations to the Department regarding social work practice and diversity in the Fox River Valley
- Field Coordinator systematically provides information to the committee about the diversity of the social work student population
- Community Liaison Committee members make recommendations related to social work education and diversity issues

Agency Field Instructor: This person holds a minimum of a Bachelor of Social Work degree, has a minimum of two years social work practice experience, and is approved by both the field agency and the Social Work Department to serve in the role. The Agency Field Instructor is responsible for assigning and supervising the student's applied educational practice experience in the field agency. Responsibilities include:

1. Develop and provide an educationally sound practicum experience in which the student learning contract goals and objectives can be accomplished.

1. Upon referral by the Department, interview students to determine appropriateness of placement learning opportunities to student learning needs.
2. Accept or deny student application for placement and submit Placement Agreement Form to Department.
3. Negotiate Student Learning Contract with student at beginning of each semester.
4. Provide regularly scheduled (at least one hour per week) educationally focused formal social work supervision to the student.
5. Orient student to agency history, mission, goals, policies, and procedures and other information supportive of beginning social work practice in the agency.
6. Provide student with access to staff, equipment, materials, space, and other resources necessary and appropriate to support the student's work.
7. Include students in formal and informal staff meetings and events.
8. Monitor and sign weekly student logs.
9. Meet formally with student and Faculty Field Instructor for student educational planning and student performance evaluations related to the Student Learning Contract and final evaluations.
10. Communicate throughout the semester as necessary with the Faculty Field Instructor regarding student performance and progress.
11. Complete with the student and submit to the Department the mid-term progress evaluation form and the final summative evaluation form.
12. Participate in Field Orientation and other training programs.
13. Provide recommendations to the Field Coordinator and/or Community Liaison Committee regarding improving integration of course content and field learning.
14. Complete Agency Field Instructor Evaluation of Applied Generalist Practice Program Form.

Student: The student has a very significant role in Applied Generalist Practice. The student can and should shape the learning experience so that his or her personal learning goals and needs are clearly specified and educationally addressed. The student is a social work major that applies for admission to Applied Generalist Practice as a junior and is enrolled in Applied Generalist Practice as a senior. Student responsibilities include both pre-placement and post-placement activities:

1. In anticipation of placement planning, attend Student Social Work Association meetings, consult with social work students and faculty, review the Department file data on community social work agencies, and visit community social services agencies to obtain information that will inform placement planning.
2. Attend and participate in Applied Generalist Practice orientation meetings.
3. Obtain pre-placement information packet from the Department and complete all required pre-placement forms, including resume form, course work prerequisite form, DHFS background information disclosure form, Wisconsin DOJ Criminal History Request Form and agency interest form.
4. Submit pre-placement materials to, and formally meet with, faculty advisor to identify educational learning goals and placement interests.

1. Complete criminal history check form and submit it for processing. Student bears the responsibility for providing a copy of the results to the Social Work Department within 90 days of application to Applied Generalist Practice. The original should be submitted to the Agency Field Instructor.
2. Review posted agency placement assignment and schedule a placement application interview with the designated agency representative.
3. Meet with the designated agency representative, provide resume and evaluate placement ability to meet personal learning goals and objectives.
4. Negotiate, sign, and return BOTH copies of the Placement Agreement Form to the Social Work Department office.
5. If placement is not agreed upon, consult immediately with Faculty Advisor and/or Field Coordinator.
6. Prior to first week of Fall semester, contact Field Agency Supervisor and formalize work schedule.
7. Identify and assert learning goals and needs.
8. Assume responsibility for professional practice consistent with agency expectations.
9. Collaborate with the Agency Field Instructor and the Faculty Field Instructor on development of the Student Learning Contract.
10. Schedule weekly supervisory conferences with assigned social work supervisor.
11. Prepare and submit agenda in preparation for and to support weekly supervisory conferences.
12. Perform the tasks identified in the Student Learning Contract.
13. Initiate and conduct self-assessment and program assessment activities throughout the semester.
14. Abide by the role and performance expectations of the agency.
15. Abide by Department policies, agency policies, and the National Association of Social Workers Code of Ethics.
16. Participate fully in weekly Applied Generalist Practice seminars in order to develop interpersonal practice skills, assessment, intervention, and evaluative practice skills, professional practice roles and other areas of professional development.
17. Participate in mid-term and end of semester evaluation of performance.
18. Complete Evaluation of Field Internship experience Form.

Part 2: Criteria for Field Agency Approval

Community social services agencies provide an integral component in the educational process. Agencies wishing to participate in partnership with the Social Work Department agree to provide an educationally directed practicum experience that is based upon the student learning goals of the Department as well as the learning needs of the student. The student will be guided by the agency to apply social work knowledge, skills, values, and ethics to enhance the well being of agency clientele. Additionally, the agency will provide students with opportunities to develop knowledge, skills, values, and ethics consistent with practice directed toward social justice within the larger community and society as a whole.

Criteria for approval of field instruction agencies who serve in partnership with the Social Work Department are:

1. The presence of a solid commitment by the administrator and/or staff to provide professional education learning opportunities in cooperation with the Social Work Department.
2. The availability of staff interested in advising, guiding, and conferring with students for the purpose of directing their learning experiences.
3. The willingness of the agency to provide students with a competent, interested supervisor who meets the program requirements.
4. The ability of the agency to provide a practice experience consistent with the Department's curricular learning objectives.
5. The willingness of the agency to provide the student with varied social work learning experiences including work with clients, agency, and interagency staff and the larger community.
6. Agency commitment to provide an educational experience that will prepare the student for entry-level employment in a generalist social work practice position.
7. Agency commitment to provide students with opportunities to perform leadership activities within and on behalf of the agency.
8. Agency commitment to provide educational opportunities supporting student participation in activities supportive of social justice.
9. Agency commitment to provide educational experiences allowing for the development of knowledge, skills, and sensitivity toward issues of cultural and/or ethnic diversity.

Part 3: Currently Approved Field Agencies

A list of agencies that are currently approved to provide field practicum opportunities is provided in the Appendices.

CHAPTER III – APPLICATION AND PLACEMENT

Planning for the Applied Generalist Practice experience is an ongoing process beginning from the point of entry to the major and continuing through the final stages of placement. This section describes the process from preparation through completion of the Student Learning Contract.

Part 1: Requirements and Procedures for Applied Generalist Practice Application and Agency Selection

The following criteria must be met before a student will be accepted for placement in the field practicum.

- Completion of all Social Work foundation courses and General Education requirements
 - Achievement of a 2.50 cumulative grade point average
 - For students **under a BULLETIN prior to fall, 1999**, completion of the following social work courses with a grade of 'C' or better.
 - For students **under the fall, 1999 BULLETIN and beyond**, maintain a 2.75 cumulative GPA in social work courses with grades of 'C' or better.
- Generalist Practice I and II
- Human Behavior in the Social Environment
- Successful completion of the Department admissions process
 - Completion of 90 credits prior to enrollment in Applied Generalist Practice I
 - Completion of 50 hours of volunteer or paid experience supervised by a degreed or certified social worker in a social service agency and approved by Faculty Advisor
- Generalist Practice I Interview Department and agency
- Submission of Applied Generalist Practice pre-registration form and prerequisite check
 - Completion of Wisconsin DHFS Background Information Disclosure form
 - Completion of Wisconsin Department of Justice Criminal History check with copies to Department and agency
- Writing Lab
- Completion of resume using departmental format
 - Formal meeting with Faculty Advisor confirmed or verified by faculty signature of approval on field application form
- Generalist Practice I Community Lab
- Social Welfare Institutions
- Research in Social Services

Field Placement Planning Meeting:

Early in the spring semester, prior to entry into the subsequent fall semester Applied Generalist Practice I course, all potential field students attend a placement planning meeting. The Field Coordinator conducts the meeting and informs students about the policies and procedures governing the Applied Generalist Practice practicum. Other information such as social work values and ethics, professional role expectations, interviewing skills and curriculum objectives of the field practicum will be presented by faculty, Community Liaison Committee members, and/or field agency representatives. Student questions will be solicited and answered.

At any time during the pre-planning process, students may review the agency information files located in the Social Work Department office. Pamphlets and information describing agency programs, as well as resumes of Agency Field Instructors, are kept there. Students may also find considerable benefit from discussions with student colleagues, advisors, and other faculty, as well as from visits to social service agencies. These activities can assist the student in identifying preferences for field practicum placement.

Once students have completed the prerequisite check for Applied Generalist Practice, their Pre-registration Form, and a completed resume, they should schedule a formal meeting with their advisors. Advisors then assist students by answering questions or addressing concerns about their suitability for different fields of practice, preferences regarding the agency's geographical location, course scheduling conflicts, and other issues that may impact upon student success.

After students have met with and obtained the signature of their advisors, they submit their completed Prerequisite Check Form, Pre-registration Form, and a copy of their resume form to the Social Work Department secretary. Students are responsible for delivering these materials by the deadline identified at the placement planning meeting.

After the signed application papers have been submitted to the Social Work Department office, the Field Coordinator reviews the preferences and makes tentative matches with the agencies who have requested a student placement.

The Field Coordinator calls a meeting with Faculty Advisors. At that meeting, the field Coordinator and Faculty Advisors match the student and the agency. The following criteria are used in placement selection:

- Student's expressed preferences regarding the field of practice
- Advisor or instructor recommendations of suitability of agency to meet the learning style and needs of the student
- Student's needs regarding transportation issues, scheduling issues, etc.

The Field Coordinator posts student/agency assignments on the bulletin board in the Clow Faculty third floor hall next to the Social Work Department office. Upon learning of the agency assignment, students are responsible for scheduling an interview with the designated agency supervisor. In order to assure that they can meet the deadline for finalizing the placement decision, students should call to schedule their appointment as soon as possible after learning of their assignment. At the time of the interview, students are expected to present their resume and two copies of the pre-placement

agreement form. The Agency Field Instructor signs both copies of the pre-placement form, which signifies acceptance of the student for field education. Students are required to return **BOTH** signed copies of the pre-placement agreement form to the Social Work Department.

Both the student and the agency have the right to reject the match. If a match is thought to be unsuitable by either party, the student should contact the Field Coordinator to arrange for another agency match. The Field Coordinator, in consultation with the Faculty Advisor, will interview both the student and the Agency Field Instructor to obtain their recommendations and will then select another agency as a potential placement for the student. The student will be responsible for scheduling a pre-placement interview and submitting the required forms by a specified date (determined by the Field Coordinator). In the case when a second match is unsuccessful, any subsequent matches will require review and approval by a committee composed of the Faculty Advisor, Field Coordinator, and student.

Part 2: Developing the Student Learning Contract

The Student Learning Contract (SLC) is a multiple page document that presents the Department's outcome learning goals. The curricular goals relate to four broad skill areas: agency and community practice skills, interpersonal practice skills, assessment, intervention and evaluative practice skills, and professional role practice skills. Students develop a new SLC each semester. It is expected that the second semester learning tasks will build upon and provide depth and increased breadth to the learning accomplished in the first semester.

Students, in collaboration with Agency Field Instructors and the Faculty Field Instructors, develop the contract by specifying the social work tasks they will accomplish during the course of the semester. These tasks should be written as measurable objectives, specifying how, where, by when, and what will be done. Specifying the criteria upon which to evaluate tasks is also desirable. Students are thus able to develop highly individualized and meaningful learning plans that can be accomplished within the context of the field agencies and can be objectively and behaviorally evaluated.

The procedures for completion of the SLC are:

1. During the first few seminar session, the Faculty Field Instructor suggests and encourages student discussion about appropriate behavioral objectives and tasks.
2. First semester students complete rough drafts of their contracts by the third week, present it to Agency Field Instructors and Faculty Field Instructors for review and comments, incorporate the suggestions and prepare a final, professionally styled version by the fifth week. Second semester students complete this process by the second week since their first SLC, along with evaluative feedback from the end-of-semester evaluation, forms the basis for the second contract.

1. The student should present a copy of the final contract to the Faculty Field Instructor and one to the Agency Field Instructor, retaining the original so that modifications can be noted. The contract will be reviewed, revised if necessary and approved by the Agency Field Instructor, Faculty Field Instructor, and the student at the initial SLC meeting.
2. Amendments and modifications to the contract can be done at any time during the semester and should be dated and initialed by the student.
3. The student should regularly review the SLC and use it to monitor progress toward accomplishment of the learning tasks.

Part 3: Evaluating the Student Learning Experience

Evaluation of student performance occurs at the mid-term and at the end of the semester. The mid-term review is a progress evaluation performed by the student and the Agency Field Instructor. The end-of-semester review is a summative evaluation, performed by the student, Agency Field Instructor, and Faculty Field Instructor. Both evaluations require completion of Departmental evaluation forms.

The mid-term review should be accomplished by the eighth week of the semester. This progress evaluation provides an opportunity for the Agency Field Instructor to furnish feedback on student progress and to identify areas for improvement or areas of success. It provides the student an opportunity to formally receive feedback that can be used to guide performance through the remainder of the field education.

One to two weeks prior to the end of the semester, a final evaluation meeting is held with the student, Agency Field Instructor, and Faculty Field Instructor. A review of the student accomplishment of learning tasks and other performance indicators will be conducted. The Faculty Field Instructor will award the grade for the semester.

CHAPTER IV – POLICIES

Part 1: Policy regarding confidentiality

In the field education process, information related to the student's learning needs, interests, and accomplishments is shared between Student, Field Coordinator, Faculty Advisor, Agency Field Instructor, and Faculty Field Instructor. If the student desires specific information to be kept confidential from one or more of the parties, s/he should request this accommodation. Although confidentiality cannot be guaranteed, the Social Work Department recognizes the value of confidentiality; such requests will be given full consideration. Any information regarding the student's performance in field is to be kept confidential between the educational partners mentioned above and is not to be released outside those parameters without the express, written permission of the student.

In regard to student records, the Family Education Rights and Privacy Act regulates access to individual student academic records. Under this law, students have the right of access to their files and must give written consent before any material in the student file can be released to anyone other than faculty.

In regard to client records, students should have access to client files and other agency records only insofar as access is related to the learning objectives. Students must make themselves familiar with and abide by the rules of confidentiality and laws governing informed consent and privileged communication and protocols for responding to subpoenas and other court requests for client information.

Part 2: Policy regarding concurrent paid employment and field education in the same agency

Students are strongly encouraged to explore field practicum placements different from their employment locations and/or placements where they might have been a consumer of services. Under the social work Code of Ethics, an issue of boundaries and conflicts of interest enters in where there is an ongoing (or previous) relationship. A field education agency approved for this arrangement must meet the same approval criteria established for all other agencies. In addition, the Field Coordinator must be involved at all stages in making arrangements for concurrent field education in the agency of employment. For a concurrent placement to be approved, a written agreement must be developed which includes the following elements:

1. The student in the same agency shall count field practicum hours within the student's placement agency independently from any paid employment hours accomplished.
2. Assignments for Applied Generalist Practice must differ from those associated with the paid work assignments.
3. Assignments for Applied Generalist Practice must be educationally focused toward the learning needs of the student and the curricular objectives of the Social Work Department.

1. Supervision must be provided by a trained social worker that is not concurrently providing supervision for the paid work.
2. The agency should provide release time so that the student can accomplish course work and field instruction.

Part 3: Policy regarding absences

Absences from Field Placement – The student is expected to notify the Agency Field Instructor, as early as possible, of any absence. Absences in excess of one week must be reported to the Faculty Field Instructor. Absences, for whatever reasons, must be made up in order that the required 210 hours may be accomplished by the end of the semester. Failure to complete the required number of hours prior to the end of the semester will result in either a failing grade or a grade of incomplete.

Absences from Applied Generalist Practice Seminar – Students are expected to attend and fully participate in the seminars. Occasionally, situations arise wherein a student desires to miss seminar due to either pressing service requirements to a client that cannot be rearranged, or a unique learning opportunity in agency programming where Agency Field Instructors invite their participation. Decisions to miss seminar for these reasons require responsible behaviors by the student including explaining to the Faculty Field Instructor, obtaining her/his advance permission, and accepting responsibility for accomplishing the class work missed.

Part 4: Policy regarding provision of professional service at field agencies

During the academic year, Applied Generalist Practice I and II conform to the 14-week University calendar. There is a period between the fall and spring semesters that lasts from approximately December 15 to February 1 when:

1. Students are neither required nor expected to provide agency service at their field practicum site during the interim time period,
2. Any hours spent at the placement during this period will be considered voluntary and will not count towards the 210 clock hours required during either semester, and
3. Faculty members are not available to provide support, supervision or consultation about field related issues during the interim time period.

Part 5: Policy regarding change of practicum placement site

Under ordinary circumstances, student placement is made for two consecutive semesters in the same agency setting in order to allow for depth and breadth of learning. Changes in placements are considered problematic since leaving one agency for another disrupts the continuity of the learning experience. Placement changes should be conducted in a thoughtful and carefully planned manner.

When either the student or the Agency Field Instructor requests a change of placement, the following steps will be followed:

1. The student and Agency Field Instructor will meet together to fully discuss the concerns. If a satisfactory resolution is not accomplished, contact should be made with the Faculty Field Instructor.
2. The Faculty Field Instructor will meet with the student and the Agency Field Instructor to clearly define the problem and consider possible solutions. The Field Coordinator should be notified and included in the problem-solving process. When the student initiates the change request, s/he must provide a compelling rationale for the action, including a statement of learning goals, why the goals cannot be accomplished at the current placement agency, and a plan outlining how the practicum experience can be successfully completed by an agency change.
3. When an agreement is made that a change of placement is in the best learning interest of the student, the Field Coordinator will seek an alternative placement for the student.
4. The student will be responsible for following the traditional application-for-placement procedures under a time frame established by the Field Coordinator.
5. The student will be responsible for following the NASW Code of Ethics and agency policies governing termination of employment and termination of client services.

Part 6: Policies regarding termination of field placement

Policy regarding student request for termination – When, during the course of the semester, a student decides to terminate his/her enrollment in Applied Generalist Practice, notification should immediately be made to the Agency Field Instructor, Faculty Field Instructor, and Field Coordinator so that a careful termination can be accomplished. Reasons for such decisions might be related to issues of health, impairment, finances or other events. Prior to re-enrolling in Applied Generalist Practice, the student must demonstrate, to the satisfaction of the Faculty Advisor and the Field Coordinator that the reasons for discontinuance have been adequately addressed and that the student is ready to carry out professional responsibilities at the baccalaureate level.

Policy regarding faculty or field agency request for termination – Inferior performance by the student or personal problems that interfere with performance expectations may be grounds for dismissal from the program. Examples include, but are not limited to:

- Non-achievement or less than satisfactory achievement of Student Learning Contract goals
- Behaviors that violate the NASW Code of Ethics in the field agency or seminar setting (*see below)
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional (*see below)
- Disruptive behaviors constituting a threat to the safety of the student or others
- A pattern of unwillingness to participate in the learning activities of the program
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped

*The following list of behaviors serve as examples for those which might violate the NASW Code of Ethics or be deemed as conflicting with professional values and role sets. This list is offered for examples and should not be considered all-inclusive.

1. Inability to address unresolved life issues which interfere with judgment and performance.
2. Inability to seek professional help or take other steps necessary to protect clients and others when these problems or difficulties interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior that is inappropriate for a professional role.
4. Inability to develop professional relationships and to use effective communication to engage others through effective relational and communication skills.
5. Inability to place appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment.
6. Attempting to practice beyond the scope of one's competence.
7. Repeatedly misrepresenting competence or credentials to clients, agencies, others, etc.
8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.

When concerns about impaired or inferior performance arise in the field agency, classroom, or otherwise, the concerns must be fully documented. Documentation should include statements addressing the student's skill assets and deficits, a description of the problem behaviors or attitudes, instructional or supervisory interventions provided, the student's responses to those interventions and the student's current level of functioning. This documentation and related recommendations should be submitted to the Field Coordinator. The Field Coordinator will call and conduct a meeting with the student, the Faculty Field Instructor and the Agency Field Instructor to:

1. Allow all parties to present information and perspectives related to and present recommendations for possible solutions.
2. The Field Coordinator will make a ruling regarding termination or continuance in Applied Generalist Practice.
3. A ruling for continuance may require extending the placement, repeating the placement or transferring to another agency for practicum training.
4. A decision for termination will require the student to withdraw from Applied Generalist Practice.
5. Documentation of the meeting and the outcome decision will be completed by the Field Coordinator and placed in the student's file.
6. The Field Coordinator will be responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to social work majors, may be found in the University's Student Handbook, in the section pertaining to University Policies and Procedures and in the sub-section referring to the College of Letters and Science.

Part 7: Policies regarding non-discrimination and sexual harassment

Policy related to non-discrimination – The Social Work Department does not discriminate against any student, professional community agency or other entity because of race, color, creed, sex, sexual orientation, or national origin. All participants in the field education process are expected to conduct themselves in a non-discriminatory manner. Failure to do so may result in removal from the field education program and/or referral for violation of the NASW Code of Ethics.

The Social Work Department Student Handbook states:

"No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status."

Policy related to sexual harassment – The Social Work Department does not tolerate any student, faculty member or Agency Field Instructor engaging in sexual harassment behaviors. All participants in the field education process are expected to conduct themselves in manner fully consistent with the NASW Code of Ethics that specifically addresses sexual harassment. Failure to do so may result in removal from the field education program and/or referral for violation of the NASW Code of Ethics.

If a field student or Agency Field Instructor believes that s/he has been the victim of sexual harassment related to the field education program, s/he should discuss the issue with the Faculty Field Instructor, the Field Coordinator, and/or the Chair of the Social Work Department. Support and information will be provided with regard to informal and/or formal methods to see redress.

The University defines sexual harassment (1998) as:

"Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the work, learning or living situation. Often, sexual harassment involves relationships of unequal power and contains elements of coercion-as when compliance with requests for sexual favors becomes criterion for granting work, study, or grading or other benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work in the academic setting. Unwelcome sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment."

Part 8: Policy regarding liability insurance

Students should make themselves aware of the terms of the liability insurance coverage provided them by the University of Wisconsin. This insurance protects them and their field agencies in the case of negligence or malpractice suits related to the student's field work in the agency. The insurance is in effect throughout each academic semester. It is not in effect during the period between semesters.

The National Association of Social Workers Insurance Trust provides no-deductible liability coverage against claims related to professional education. Students may purchase this coverage if they are enrolled in a Council on Social Work Education accredited social work degree program and if they are members of NASW. Costs are nominal. For example, the annual premium in 1997 was \$23.00 for \$1,000,000/\$1,000,000 or \$35.00 for \$1,000,000/\$3,000,000. Students interested in learning more about this insurance can contact the American Professional Agency, Inc. at (516) 691-6400 or (800) 421-6694.

Part 9: Policy regarding driving

Students are expected to arrange for or provide their own transportation to and from their field education agency. Students are not required to drive their own vehicles to accomplish their work duties for the agency. If the agency requests that they do so, and students are willing to do so, they can voluntarily agree to use their cars to perform their work. However, the Department advises students not to transport clients in their private cars. The University insurance does not cover any accidents or liability claims against students who transport clients in their own cars. Student's private automobile insurance is necessary for that coverage. Students who decide to use their own cars to transport clients should make sure they have adequate insurance coverage and should discuss with their agency whether agency insurance covers the use of their car.

APPENDICES

Forms Completed
By
Social Work Department

AGREEMENT BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM ON
BEHALF OF THE UNIVERSITY OF WISCONSIN OSHKOSH AND
AGENCY NAME
FOR THE CONDUCT OF A FIELD EDUCATION

This agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin Oshkosh (the Department of Social Work (hereinafter referred to as "Facility").

In consideration of the mutual benefits to the respective parties, any and all departments of the University wishing to enter into a field education program with the Facility, and the Facility agree to the terms set forth below.

THE UNIVERSITY AGREES:

1. That each department, school, or college of the University wishing to participate in a field placement program with the Facility will provide every year the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls that the University and the Facility may exercise or are required to exercise; the number of students to be assigned, the qualifications of those students and the schedule of those students; and/or any other matters pertaining to the specific program proposed by the department.
2. To recognize within the extent and limitations of Sees. 895.46(1) and 893.82, Wisconsin Stats., that the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the Facility.
3. To provide the Facility with a listing of students who will be participating under the program and to update that listing periodically.

THE FACILITY AGREES:

1. To review any Program Memorandum concerning any field placement program which is submitted by a department, school, or college of the University of Wisconsin Oshkosh. Upon review, the Facility will notify the department, school, or college of its acceptance or rejection of the Program Memorandum.
2. To satisfy the provisions contained in 45 CPR 46, existing for the protection of human subjects, to the extent that such regulations are applicable to the respective program involved. The University will provide a copy of such regulations upon request and will make its institutional review board available to the Facility for consultative purposes.
3. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate field work coordinator of a particular University department, school, or college.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. That there shall be no discrimination against students on the basis of the students' race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.
2. That the State will indemnify University employees, officers, and agents (students intraining required for a credit program and/or for graduation) against liability for damages arising out of their activity while acting within the scope of the respective employment or agency, pursuant to Secs. 895.46(1) and 893.82, Stats.
3. That the Facility will indemnify its employees, officers and agents against liability damages arising out of their activity while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivision of the State of Wisconsin pursuant to Sec. 895.46, Stats.
4. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.
5. This agreement shall be construed and governed by the laws of the State of Wisconsin.
6. To maintain any student's educational records in a confidential manner as respects state and federal law.

TERM OF AGREEMENT.

This agreement shall be for a term of one year, commencing September ,

Program Memoranda presented by the University and accepted by the Facility shall be for a term of one year. They may be renewed upon mutual agreement. Such Program Memoranda do not require the further approval of either party provided they contain provisions relating solely to program arrangements and content.

All such Program Memoranda must be approved by the respective department, school or college within the University. Such Memoranda shall be effective for a period of one year.

All fully executed Program Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

FOR THE FACILITY:

FOR THE BOARD OF REGENTS
OF THE UNIVERSITY OF
WISCONSIN SYSTEM:

Thomas Sonnleitner Date
Assistant Chancellor
for Administrative Services

Signature of Authorized Official Date

Name and Title, (Please print)

Quintin Sullivan, Chair Date
Social Work Department

Forms Completed
By
Agency Representative

Please return to:
Field Coordinator, Social Work Department
UW Oshkosh
800 Algoma Blvd.
Oshkosh, WI 54901

**APPLIED GENERALIST PRACTICE
AGENCY DESCRIPTION**

Data included in this form will be made available to social work students eligible for field placement.

Name of Agency:

Unit Name:

Address:

Street

City State Zip Code

Telephone: Fax:

1. Agency philosophy and purpose (*a brochure of agency is welcomed*):

2. Client group(s) served:

3. Services provided to clients:

(Over, please)

4. Types of social work practice experience(s) this agency will provide the student, i.e., family, groups, community, diverse populations and/or at-risk groups:

5. Experiences and knowledge areas relevant to placement--courses, volunteer experiences, readings, employment, etc. that would be beneficial for the student in your agency:

6. Distance from UW Oshkosh:

Submitted By:

Name

Title

Date

Revised 5/07

Please return to:
Field Coordinator, Social Work Department
UW Oshkosh
800 Algoma Blvd.
Oshkosh, WI 54901

**APPLIED GENERALIST PRACTICE AGENCY
EXPECTATIONS OF STUDENTS**

Data included on this form will be made available to social work students eligible for field placements to assist them in making placement choices.

Agency Name:

Unit/Department Name:

Date:

1. Agency orientation procedures for students -conferences with Agency Field Instructor or other staff, tours, observation, formal orientation meetings, etc.:

2. Status of student - student/practitioner, autonomy of student, line of responsibility:

3. Examples of student assignments in the agency:

(Over, please)

4. Non-social work tasks required by student assignment:

5. Special training available to students - in services, workshops, conferences, etc.:

6. Policies affecting student placement -personal appearance and dress, transportation, phone usage, preferred time for student assignment, supervisory structure, relationship to community resources:

7. Other relevant policies or guidelines not specified above:

Submitted by:

Name:

Title:

Revised 5/07

Please return to:
Field Coordinator, Social Work Department
UW Oshkosh
800 Algoma Blvd.
Oshkosh, WI 54901

**AGENCY FIELD INSTRUCTOR EVALUATION
OF APPLIED GENERALIST PRACTICE PROGRAM**

Please circle the most appropriate number for each of the following questions. Your comments will also be appreciated.

1. The requirements and expectations for providing field internship education are clear and understandable.

5	4	3	2	1
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Agree	Agree	nor Disagree	Disagree	Disagree
Comments:				

2. Throughout both semesters, I received support and cooperation from the Field Coordinator and the Faculty Field Instructor.

5	4	3	2	1
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Agree	Agree	nor Disagree	Disagree	Disagree
Comments:				

3. The student(s) placed at my agency was (were) academically prepared for entry into field practicum.

5	4	3	2	1
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Agree	Agree	nor Disagree	Disagree	Disagree
Comments:				

4. What suggestions do you have for improving the overall effectiveness of the field education program?

Placement Agreement
for
Applied Generalist Practice I and II
Social Work Department, UW Oshkosh

Intern _____

Home Phone _____ Email _____

Address _____

Agency Field Instructor _____

Position (Job Title) _____ Work Phone _____ Email _____

Agency Name _____

Address _____

Faculty Field Coordinator: Janet Wimmer Work Phone (920) 424-2465 Email: wimmer@uwosh.edu

It is acknowledged that at the conclusion of the placement interview, the Agency has the right to accept or reject the Intern based on their consideration of Agency circumstances and requirements. Upon the Agency's acceptance of the Intern, the following stipulations are agreed to by all participants.

Agreement Terms:

Students are expected to complete a two-semester internship (210 hours per semester).

Placement Schedule:

The following dates of placement and field hours are mutually agreed upon by all parties:

Applied Generalist Practice I:

Dates of placement: From: September , To: December ,

Hours of placement:

Monday _____ Wednesday _____ Friday _____
Tuesday _____ Thursday _____ Saturday _____

Applied Generalist Practice II:

Dates of placement: From: February , To: May ,

Hours of placement:

Monday _____ Wednesday _____ Friday _____
Tuesday _____ Thursday _____ Saturday _____

School Breaks and Holidays: Coverage for school breaks and holidays to be negotiated between the Agency Field Instructor, Faculty Field Instructor, and Intern.

Other Agreements:

(over)

Agency Field Instructor Responsibilities:

The Agency Field Instructor will provide appropriate experiences and instruction to the Intern. The Agency Field Instructor also agrees to provide adequate resources to allow maximum learning for the Intern as per the roles and responsibilities identified and included in the UW Oshkosh Social Work Department Field Manual.

Social Work Program Responsibilities:

Per the roles and responsibilities identified and included in the UW Oshkosh Social Work Department Field Manual, the Social Work Program will essentially provide to the Intern and the Agency:

1. A Field Manual to all Agency Field Instructors.
2. Orientation and training for the Agency Field Instructor(s).
3. A minimum of two visits per semester to the agency to ascertain the Intern’s progress and a midterm telephone contact by the Faculty Field Instructor.
4. Determination of the Intern’s final grade, based upon recommendations from the Agency Field Instructor, including the Intern’s self-evaluation.
5. The Faculty Field Coordinator will provide general consultation to all parties.
6. Provide memorandum of Agreement regarding professional liability.
7. Other (specify):

Intern Responsibilities:

Per the roles and responsibilities identified and included in the UW Oshkosh Social Work Department Field Manual, the Intern shall:

1. Return the two completed Placement Agreement forms to the Social Work Department.
2. Accept primary responsibility for the development of the Student Learning Contract.
3. Demonstrate, at the time of the negotiation of this Placement Agreement, that (s)he possesses the requisite verbal, written, and interpersonal skills.
4. Abide by agency policies, procedures, and guidelines for professional decorum.
5. Adhere to the NASW Code of Ethics in all aspects of his/her professional practice.
6. Participate with the Agency Field Instructor and Faculty Field Instructor in the Intern’s evaluation.
7. Provide evidence of auto liability insurance, if required by the Agency.
8. Other (specify):

The undersigned parties hereby agree to all stipulations of this Placement Agreement:

Intern _____ Date _____

Agency Field Instructor/Contact _____ Date _____

Faculty Field Coordinator _____ Date _____

Please return both (two) copies to the Social Work Department. A copy will be returned to the Agency after all signatures have been affixed.

Forms Completed
By
Student

STUDENT RESUME FORMAT

(Student Name)

(School Address)
(Telephone Number)
(E-Mail)

(Permanent Address)
(Telephone Number) (E-Mail)

PROFESSIONAL OBJECTIVE

State your learning goals. Identify the challenges, opportunities, experiences you would like to address during your field placement.

EDUCATION

Major, minor (if you have one).
GPA (optional), expected graduation date. Training or courses specifically related to agency's purpose.

ACADEMIC HONORS AND AWARDS

Highlight or omit

WORK AND VOLUNTEER EXPERIENCE

Prepare a chronology of work and volunteer experiences. Highlight skills you have developed that transfer to social work. Use action verbs when describing work functions.

COLLEGE ACTIVITIES

Activities on campus, SSWA membership, other campus groups.

SKILLS

Identify skills you have developed that might be useful in practice (e.g. computer skills, foreign or sign language, art, etc.)

REFERENCES

Provide three references and their addresses and telephone numbers in this capacity. References should be able to speak about your knowledge, skills, interests, and/or character.



Social Work Department

PREREQUISITE CHECK

for Application to Admission to
Applied Generalist Practice

Please complete and submit to your Social Work Advisor for signature.

Name: Phone:

Address: Student ID:

Cumulative GPA: GPA in the major:

No. of credits earned to date: Date formally admitted to major:

REQUIRED SOCIAL WORK COURSES:

(A grade of "C" or above is required)

Course: Grade: In progress:

Soc Work 340 Research X

Soc Work 368 Institutions X

Soc Work 376 Generalist Practice I

Soc Work 377 Generalist Practice I
Interviewing Lab

Soc Work 378 Generalist Practice II X

Soc Work 379 Generalist Practice II
Community Lab X

Soc Work 395 Human Behavior

All information on classes will be crosschecked with the Registration Office:

Student Signature: Date:

Advisor Signature: Date:

Revised 2/07



PREREGISTRATION FORM

Applied Generalist Practice I and II
Social Work Department

Name: Date:

Home Address:

City: State: Zip Code:

Home Telephone: Cell Phone:

E-mail:

Work Name and Address:

City: State: Zip Code:

Work Telephone:

Do you have a car in working order? YES NO
(Local Placements are limited and may require transportation off campus.)

Do you have any geographic preferences? YES NO
(We are not always able to accommodate geographical preferences.)

Do you have any limitations regarding hours? YES NO
Please state limitations.
(Students are expected to have at least 15 hours of weekday hours available.)

Most agencies routinely require, and complete, a criminal record check and reject applications based on certain types of criminal convictions and/or charges. Please include any information concerning any charges and convictions you have had in the past. You do not have to include charges incurred as a juvenile unless you were charged as an adult. This knowledge will help us in our attempt to find an appropriate field placement agency for you. Arrests are also listed on the background check, so you may wish to explain any arrests without convictions so that this may be clarified prior to your field experience.

Is there a specialty area in the field of social work that you are particularly interested in and why?

Is there a particular population you would like experience working with? Why?

Do you have a particular placement/agency you would like to be considered for?

1st choice:

2nd choice:

3rd choice:

Is there a specific potential field placement site that you like considered for your field placement that has not been used in the UWO department before? If yes, please provide contact information but DO NOT make the initial contact.

Contact Name:

Contact Phone Number:

Are there special circumstances you would like to have considered during the placement process?

Please note: We make every effort to match students to the placements they prefer. However, this is not always possible based on the agencies that are available to take students in any given semester. In addition, the faculty and the department reserve the right to make placement decisions based on what is in the best interest of both the students and the agencies.

Social Work Interns are expected to adhere to the Standards and Ethics of the profession advanced by The National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). It is expected that interns will review the entire NASW Code of Ethics (See Field Manual Appendices) prior to their placement in the field.

If at anytime in your field placement you discover yourself in a situation in which you have concerns or questions regarding a possible ethical dilemma, you must discuss this with your faculty field educator or field advisor as soon as possible.

Commitment to Clients (1.01) - *Social workers primary responsibility is to promote the well being of clients.*

Self-Determination (1.02) – *Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.*

Informed Consent (1.03) – *Social workers provide services to clients only in the context of a professional relationship based on valid informed consent. It is the social worker's responsibility to secure proper informed consent.*

Competence (1.04) – *Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, and supervised experience.*

Cultural Competence and Social Diversity (1.05) – *Social workers should have a knowledge base or obtain information about their client's cultures and be able to demonstrate competence in the provision of services that are sensitive to the clients' culture and to differences among people and culture groups.*

Conflicts of Interest (1.06) – *Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should not take unfair advantage of any professional relationship. Social workers should not engage in dual or multiple relationships with their clients or former clients in which there is a risk of exploitation or potential harm to the client.*

Privacy and Confidentiality (1.07) – *Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.*

Access to Records (1.08) – *Social workers should provide clients with reasonable access to records concerning them. Access should be provided while insuring the client's understanding of records and protecting the confidentiality of other individuals identified or discussed in such records.*

Sexual Relationships (1.09) – *Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.*

Physical Contact (1.10) – *Social workers should not engage in physical contact with clients when there is possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).*

Derogatory Language (1.12) – *Social workers should not use derogatory language in their written or verbal communications to or about their clients. Social workers should use accurate and respectful language in all communications to and about clients.*

Respect (2.01) – *Social workers should treat colleagues with respect and avoid unwarranted negative criticism of colleagues with clients or with other professionals.*

Confidentiality (2.02) – Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

Discrimination (4.02) – Social workers should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability.

Dishonesty, Fraud, and Deception (4.04) – Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05) – Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or jeopardize the best interest of those for whom they have a professional responsibility. Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking steps necessary to protect clients and others.

Statement of Understanding:

I have read the code of ethics for social workers and understand that as a student in a field placement agency, I am expected to adhere to the values, ethics, and standards of the profession.

I have read the field placement policies and agree to abide by them.

Student Signature Date



Social Work Department

STUDENT LEARNING CONTRACT
Applied Generalist Practice I and II

Semester: Academic Year:
Student:
Address:
Telephone: Email:

Agency Field Instructor:
Agency:
Address:
Telephone: Fax: Email:

Faculty Field Instructor:
Office Address: Swart , Department of Social Work, 800 Algoma Blvd. Oshkosh, WI 54901
Telephone: (920) 424 - , Email: Fax: (920) 424-1443

Circle the days and write in the hours you will be working at the agency:

M T W R F

Signatures: Contract Negotiation: Midterm Review: Final Evaluation:

Student Date Date Date

Agency Instructor Date Date Date

Faculty Instructor Date Date Date

Date of other/additional agency contacts:

Guidelines for Use of the Student Learning Contract:

Negotiating the Contract:

The Student Learning Contract serves to guide the student through the field experience. Desired learning objectives and goals are specified in this document. Each student is personally responsible for identifying individualized tasks to meet these goals.

The student is expected to negotiate, with the faculty and field agency instructors, appropriate and feasible tasks. These tasks are shaped by the opportunity provided by the agency, the learning needs of the student, and the curriculum-based learning objectives required by the Department of Social Work. The Student Learning Contract becomes finalized when all three parties meet to review and sign it. The initial contract meeting should occur by the fifth week of the term. The Student Learning Contract may be renegotiated, if needed, during the semester.

The Student Learning Contract serves as the basis for assessing field performance. There are two formal evaluations during the semester. The mid-term evaluation process evaluation involving the Agency Field Instructor and the student who together review progress in meeting the learning goals contained in the Student Learning Contract. The Agency Instructor offers constructive evaluative feedback, identifying strengths, areas of needed improvement, and strategies for fulfillment of goals by the end of the semester. This review is documented on the Social Work Department's Mid-Term Review form and sent to the Faculty Instructor by the eighth week of the term. The Faculty Instructor will initiate a telephone conference or hold individual conferences as appropriate.

The final evaluation conference will occur during the last two weeks of the semester and is initiated by the Faculty Instructor. A thorough summative evaluation conducted by the student, the Faculty Instructor and the Agency Instructor takes place at this conference. The Faculty Instructor assigns the final course grade. The Student Learning Contract performance accounts for sixty percent (60%) of the semester grade with the seminar performance accounting for the remaining forty percent (40%).

Students are required to develop a second Student Learning contract for Applied Generalist Practice II. This contract should incorporate evaluative feedback from their first semester learning contract. In the second semester, the student is expected to achieve autonomy and competence at the beginning level of professional social work practice.

A. AGENCY AND COMMUNITY PRACTICE SKILLS

GOALS:

1. Demonstrate understanding of the agency's historical purpose and present mission.

- a. Develop knowledge of the historical evolution of social welfare as it have been manifested in agency policies and programming.
- b. Critically analyze the relationship of social policy on the agency's objective, procedures, regulations, practices and policies.
- c. Use agency policies and procedures to facilitate provision of services to clients and the community.

2. Demonstrate understanding of the relationships among agency, societal problems, and social welfare institutions.

- a. Identify strengths and gaps within existing social welfare service delivery systems.
 - b. Develop and use knowledge from various sources to improve professional practice and contribute to the social welfare.
 - c. Promote equality of opportunity and equitable distribution of social welfare by actively facilitating and promoting functional relationships will all systems.
 - d. Critically analyze the relationships between agency policies and procedures, community norms and services to under-serviced and vulnerable populations.

3. Demonstrate understanding of formal and informal policies, procedures and decision making processes on client and agency functioning.

- a. Participate in professional policy activities that promote understanding and improvement of services to target population and the community as a whole.
- b. Use theory and knowledge from social work and other disciplines to promote congruence between agency policies, services to clients, collaboration with colleagues and contributions to the community at large.

A. AGENCY AND COMMUNITY PRACTICE SKILLS

THE STUDENT WILL:

B. INTERPERSONAL PRACTICE SKILLS

GOALS:

1. Demonstrate the ability to form and maintain relationships with individuals, families, groups, organizations and communities.

- a. Conveys a sense of caring and genuineness.
- b. Assists clients to recognize strengths and areas needing growth.
- c. Maintains professional boundaries.
- d. Demonstrates a creative use of self

2. Effectively engage clients who are in crisis.

- a. Demonstrates ability to engage clients who are in crisis situations including those who are fearful, involuntary, or agitated.
- b. Demonstrates ability to overcome and ameliorate fear, hostility and resistance.
- c. Appropriately attends to personal safety.

3. Demonstrate the ability to listen effectively, elicit accurate information and assist clients in problem solving throughout interventions with individuals, families, groups, organizations and communities.

- a. Facilitates discussion of alternative solutions to problems.
- b. Demonstrates effective interviewing skills.
- c. Elicits proper goals, implements plans and provides ongoing effective feedback to clients.
- d. Assists clients through issues of attachment, separation and loss.
- e. Participates with others to create new, modified or improved services.
- f. Consults appropriately and effectively with supervisors and other colleagues.
- g. Terminates/refers clients appropriately.

4. Demonstrate the ability to request and provide relevant evaluation and feedback about professional practice skills, intervention effectiveness, and attainment of program goals.

- a. Seek or be present for supervision and consultation opportunities regularly.
- b. Utilize supervisory sessions in a thoughtful and learning focused manner.

5. Demonstrate developing self awareness

- a. Demonstrates evaluation of and discrimination between personal, professional and societal values and beliefs, and chooses professional values and behaviors as outlined in the NASW Code of Ethics over those which conflict, including those of agency, society and self.
- b. Demonstrates ability to evaluate professional growth.
- c. Shows ability to evaluate conscious use of self in professional relationships.

6. Demonstrate the ability to effectively advocate for self and others.

- a. Recognizes, accepts and respects client's right of self determination within the context of the common good and legal rights and obligations.
- b. Demonstrates non judgmental attitudes in regards to clients.
- c. Shows ability to be open to the client's context of understanding and demonstrates competence in developing reciprocal relationships.

7. Demonstrates understanding of social justice and sensitivity to special populations through interaction with clients and colleagues.

- a. Shows culturally competent behaviors by using knowledgeable others when working cross culturally, working to overcome political, social and cultural barriers to vulnerable populations, and educating others regarding needs of culturally diverse groups.
- b. Assists under-served, diverse and vulnerable populations by: collecting and critically analyzing data pertaining to their needs, helping them mobilize and organize, and developing or linking them to needed resources or services.
- c. Educates self about culturally diverse populations, avoids own biases and prejudices in practice, critically evaluates research regarding diverse groups, and practices with sensitivity while upgrading skills showing higher levels of cultural competency.

B. INTERPERSONAL PRACTICE SKILLS

THE STUDENT WILL:

C. ASSESSMENT, INTERVENTION AND EVALUATIVE PRACTICE SKILLS

GOALS:

1. Demonstrate verbally and in written form the ability to conduct assessments, develop plans and implement problem solving interventions with individuals, families, groups, organizations and communities.

2. Identify and assess situations where relationships between and among people need to be initiated, improved, restored, protected or terminated.

3. Utilize a systematic framework for carrying out assessment with all system sizes.

4. Involvement of client system and others:

a. Collaborate with other agencies and workers relevant to data collection and assessment

activities within the context of professional purpose and ethics.

b. Collect, review, and evaluate written or verbal communications from service system colleagues and other sources.

c. Interpret to client population social work purposes and roles within the legal sanction of agency and worker.

d. Assist client population or relevant others with understanding the consequences of violating a legally proscribed course of action and with their rights to appeal decisions.

5. Apply understanding of uniqueness and differences within cultural and ethnic groups.

6. Demonstrate knowledge of a generalist perspective to social work practice and appropriately apply theoretical models guiding practice.

a. Apply knowledge of the ecological perspective to professional activities including data collection, assessment, planning and implementation.

b. Apply knowledge of human development throughout the life cycle, and theories of group, family, and organizational functioning to professional activities including assessment, planning, implementation, linkage and advocacy.

c. Select and apply from the range of disciplines and professions appropriate sources of theory to inform practice situations, particularly in assessment situations.

7. Effective evaluation of practice.

a. Systematically evaluate practice activities by setting measurable objectives and criteria to determine if objectives have been met.

b. Consider gender, ethnicity, cultural differences, and community norms in selecting objectives and criteria.

8. Demonstrate the ability to utilize research skills including the application of critical thinking, inductive and deductive logic, objective analysis and scientific method in evaluating agency services and other's research.

9. Develop an understanding of how the selective use of data and methodology can promote discrimination and oppression of persons and groups.

10. Understand how objective data may influence social welfare policy and how it may be used to promote equitable distribution of resources, access to services and opportunities, or the potential of research in furthering social justice.

C. ASSESSMENT, INTERVENTION AND EVALUATIVE PRACTICE SKILLS

THE STUDENT WILL:

D. DEVELOPMENT OF PROFESSIONAL ROLE PRACTICE SKILLS

1. The student will be able to demonstrate the following abilities throughout their Applied Generalist Practice experience:

- Relate to individuals, families and groups with empathy
- Maintain confidentiality
- Support client self-determination and empowerment
- Integrate social work knowledge, values, and ethics into generalist practice
- Speak and write effectively
- Utilize supervision effectively
- Organize and manage time well
- Learn from mistakes and carry-over learning into new situations
- Adhere to agency policies
- Work autonomously and collaboratively when appropriate
- Develop and maintain collegial relationships
- Develop a specialized knowledge base related to agency placement

2. The student should list placement activities related to developing a specialized knowledge base:

D. DEVELOPMENT OF PROFESSIONAL ROLE PRACTICE SKILLS

SUMMARY COMMENTS:

Student Log of Field Work

Student's Name

Supervisor's Signature

DATE

ACTIVITY

HOURS

Weekly Total

Readings not listed above (title, author, pages):

Activities not listed above (date, title, hours):

Weekly learning experience: On the reverse side, identify and describe major learning experiences during the week. Integrate the nature of this learning experience with social work theory and concepts.

Additional Information

Admission and Continuation Review Committee
of the
Department of Social Work

Revised: March 10, 2004

Purpose:

The Admission and Continuation Review Committee is responsible for reviewing potential student problems identified by Departmental faculty and staff. The committee will meet as necessary to review, mediate and establish individualized plans related to student issues identified at any point in the program (i.e., prior to admission, at admission, or after admission to the BSW program). A student may be asked to meet with the Committee with respect to issues including: class performance, disruptive classroom or field unit behavior, and potential violations of the NASW Code of Ethics. . .

Procedure:

Departmental faculty and staff members must submit a written, behaviorally specific referral addressing how the issue identified affects the student's ability to perform the duties of the profession. Students will be notified of their referral by certified letter within 30 days of the referral. The letter will describe committee procedures, including an explanation of student rights and the appeal process. If a meeting of the Committee is scheduled, the student will be asked to attend the meeting and will be permitted to present a response. The student may also request that another departmental faculty or staff member, not involved with the referral, act as an informal student advocate.

This ad hoc committee will consist of departmental faculty or staff appointed by the department chair. The Committee will assess whether a remediation plan can be developed to address the concern and/or if the Department and University can make reasonable accommodations to assist the student. The committee may request additional information from both the student and faculty involved and may conduct a criminal background check whenever it deems necessary. Campus and community resources that may help remedy the situation may also be identified and may be a part of the remediation plan developed.

If a student disagrees with the plan or any decision of the Committee, the student has the right to appeal to the chairperson of the Department of Social Work. Further appeals must follow University procedures as specified in the *UW Oshkosh Student Handbook*.

Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

- 1 The *Code* identifies core values on which social work's mission is based.
- 2 The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
- 3 The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- 4 The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
- 5 The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- 6 The *Code* articulates standards that the social work profession itself can use to assess *whether* social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.' In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

'For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and

standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated *from* legal review or proceedings to allow the profession to counsel and discipline its own members,

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments,

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty; unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible

self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should

be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the

competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that

social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should *review* with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients *have* authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

OJ Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to *have* access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should *not* disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there *is* a possibility of psychological harm to the *client* as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can **be** demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity; national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve *clients* fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required. . .

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is

due to personal problems, psychosocial distress, substance abuse, or mental health and that it interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues .

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. .

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, all NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that *is* fair and respectful.

<https://www.socialworkers.org/pubs/code/code.asp>

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social worker educators and field instructors are responsible for *setting* clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and *considerate* manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social Workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of **services**.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

<https://www.socialworkers.org/pubs/code/code.asp>

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate *for* resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code. "

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services:
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among *social* workers concerning their primary obligation as professionals during an actual or threatened labor strike or *job* action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence.

(a) Social workers should accept responsibility or employment only on the basis of existing competence, or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics. .

4.D2 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking

professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences,

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

<https://www.socialworkers.org/pubs/code/code.asp>

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions'.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice,
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate: without undue inducement to participate: and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information. about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation,
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice. . .

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible. .

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should *act* to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

<https://www.socialworkers.org/pubs/code/code.asp>

Approved Field Placements

Adult Care Consultants
112 E. Union Street
Waupaca 54981

Advocap
19 W. First Street
Fond du Lac 54935

Appleton Area School District:
Central Alternative School
120 E. Hams Street
Appleton 54913

Appleton West High School
610 N. Badger Avenue
Appleton 54914

Appleton Medical Center: Cancer
Center and ThedaCare
1818 N. Meade Street
Appleton 54911

ARC Community Services
27 Third Street
Fond du Lac 54935

ARC of Fond du Lac
500 N. Park Avenue
Fond du Lac 54935

Atwood Community Center
2425 Atwood Avenue
Madison 53704

Bay Area Agency on Aging
1850 Elkay Lane
Green Bay 54302

Beaver Dam Charter School
400 E. Bumett Street
BeaverDam 53916

Berry Halfway House
178 Sixth Street
Fond du Lac 54935

Bethel Home
c/o Lutheran Homes of Oshkosh
225 N. Eagle Street
Oshkosh 54902

Big Brothers/Big Sisters
36 Broad Street, Suite 130
Oshkosh 54901

Boys and Girls Club Fox Valley
117 So. Locust Street
Appleton 54914

Boys and Girls Club
501 E. Parkway Street
Oshkosh 54901

Career Pros, Inc.
315 Algoma Blvd.
Oshkosh 54901

Christine Anne Center
206 Algoma Blvd.
Oshkosh 54901

Dodge Co. DHS
143 E. Center Street
Juneau 53039

Elijah's Place
c/o Lutheran Homes of Oshkosh
225 N. Eagle Street
Oshkosh 54902

Evergreen Retirement Community
1130 N. Westfield Avenue
Oshkosh 54901

Family Resource Center
800 Sheboygan Street
Fond du Lac 54935

Family Services of NE Wisconsin
626 So. Irwin Avenue Green Bay
54305

Family Services
1810 Appleton Road
Menasha 54952

Family Training Program
1336 American Drive
Neenah 54956

FAVR (Friends Aware of
Violent Relationships)
92 Amory Street
Fond du Lac 54935

Fond du Lac Co. DSS
87 Vincent Street
Fond du Lac 54935

Fond du Lac Public Schools
72 W. 9th Street
Fond du Lac 54935

Franciscan Care Center
2915 N. Meade Street
Appleton 54915

Goodwill Industries
1800 Appleton Road
Menasha 54952

Head Start -Family Services 515
E. Parkway Street Oshkosh
5490 I

Head Start -Social Services
515 E. Parkway Street Oshkosh
5490I

HOPE Center (Helping Others
Parent Effectively)
527 E. Parkway Street
Oshkosh 5490 I

Leaven, Inc.
1475 Opportunity Way
Menasha 54952

Lutheran Social Services
3003-A N. Richmond Street
Appleton 54914

Menominee Indian High School
P. O. Box 850
Keshena 54135

Milwaukee Co. Bureau of Child Welfare 235
W. Galena Street Milwaukee 53212

Milwaukee School System
65th Street School .
6600 W. Melvina Street
Milwaukee 53216-2004

New Parent Program
400 Ceape Avenue
Oshkosh 5490I

Oakridge Gardens Nursing Home
1700 Midway Road Menasha 54952

Omro Area Community Center
130 W. Larrabee Street Omro
54963-0094

Oneida Nation -Head Start
P. O. box 365
Oneida 54I 55

Oshkosh Family, Inc.
36 Broad Street
Oshkosh 54901

Oshkosh Housing Authority
600 Men-itt Avenue
Oshkosh 54901

Oshkosh Public Schools:
North High School
1100 W. Smith Street
Oshkosh 5490 I

Webster Stanley and
Merrill Middle Schools
915 Hazel Street
Oshkosh 5490 I

South Park Middle School
1551 Delaware Street
Oshkosh 54902

Oshkosh Seniors Center
200 N. Campbell Road
Oshkosh 54902

Outagamie Co. Brewster Village
3300 W: Brewster
Appleton 54914

Outagamie Co. DHSS
401 So. Elm Street
Appleton 54911

Outagamie Co. Volunteers
In Offender Services
401 So. Elm Street
Appleton 54911

Parkside Care Center
1201 Garfield Avenue
Little Chute 54140

Park view Health Center
725 Butler Avenue
Winnebago 54985

Pathfinders for Runaways
1614 E. Kane Place
Milwaukee 53202

Rawhide Boys Ranch, Inc.
E7475 Rawhide Road
New London 54961

Reach Counseling, Inc.
I 244-C Midway Road
Menasha 54952
20 I Ceape Street
Oshkosh 5490 I

St. Elizabeth Hospital
1506 S. Oneida Street
Appleton 54915

St. Paul Home
1211 Oakridge
Kaukauna 54130

Salvation Army
IOS S. Badger Avenue
Appleton 54914

Sheboygan Co. DHS
10II N. Eighth Street
Sheboygan 53081

Washington Co. DSS
333 E. Washington St., Suite 3100
West Bend 53095

Waukesha Co. DHHS
500 Rerview Avenue
Waukesha 53186

Waupaca Charter School
310 E. Main Street
Weyawega 54983

Waupaca Co. DHS
811 Harding Street
Waupaca 54981

Waupun Public School System
950 Wilcox Street
Waupun 53963

Waushara Co, DRS
230 W, Park Street
Wautoma 54982

Winnebago Co, DHS
220 Washington Avenue
Oshkosh 54901

Winnebago Co. Volunteers
In Probation
443 Church Avenue,
Oshkosh 54901

Wood Co. DSS
P. O. Box 8095
Wisconsin Rapids 54495

WISCONSIN, STATE OF:

DEPARTMENT OF CORRECTIONS:

Division of Adult Institutions:

Wis. Correctional Center System
Drug Abuse Correctional Center
P. O. box 36, Kempster Hall
Winnebago 54985-0036

Kettle Moraine Corr. Institution
P. O. Box 31
Plymouth 53073

Oshkosh Correctional Institution
1730 W, Snell Road
Oshkosh 54901

Division of Juvenile Corrections:

1356 American Drive
Neenah 54956

Ethan Allen School
P. O. Box 900
Wales 53183-0900

Division of Community Corrections:
2902 N. Mason Street
Appleton 54911

25 Third Street
Fond du Lac 54935

1348 American Drive
Neenah 54956

300-C So. Koeller Road
Oshkosh 54902

DEPARTMENT OF HEALTH &
FAMILY SERVICES: Winnebago
Mental Health Institute
P.O.Box 9
Winnebago 54985-0009

Wisconsin Resource Center p,
O. Box 16
Winnebago 54985---0016

DEPARTMENT OF VETERANS
AFFAIRS: Wisconsin Veterans Home
N2665 Highway QQ King 54946

Wisconsin State Legislature:
Office of Senator Carol Roessler
State Capitol, Room 11 South
Madison 53707-7882

Web Page Addresses

UW Oshkosh Bulletin: <http://www.uwosh.edu/registrar/bullelins/index.php>

UW Oshkosh Social Work Dept. Home Page: [http://www.uwosh.edu/departments/social work!](http://www.uwosh.edu/departments/social%20work/)

Association of Social Work Boards: <http://www.aswb.org>

Centers for Medicare & Medicaid Services (CMS): <http://www.cms.hhs.gov>

Council on Social Work Education (CSWE): <http://www.cswc.org>

CSWE Curriculum Policy: <http://www.cswc.org>
(click on Accreditation, then Overview, Educational Policy and Accreditation Standards)

National Association of Social Workers (NASW): <http://www.nasw.org>

NASW Code of Ethics: <http://www.nasw.org/pubs/code/default.asp>

NASW Assurance Services, Inc.: <http://www.socialworkers.org/assurance/>

National Institute on Mental Health: <http://www.nimh.nih.gov/>

National Committee for Educating Students to Influence State Policy and Legislation:
<http://www.slalepolicy.org>

Social Work and Social Services Jobs Online: <http://www.wustl.edu/careerdevelopment/jobsonline/Pages/0vc:review.aspx>

<http://www.wustl.edu/careerdevelopment/jobsonline/Pages/0vc:review.aspx>

Social Work History Station: <http://www.boisestate.edu/socwork/dhuffixx.htm>

SWAN (Social Work Access Network): <http://www.sc.edu/swan/>

The New Social Worker Online: <http://www.socialworker.com/home/>

□ Dept. of Health & Human Services, National Clearinghouse for Alcohol and Drug Information: <http://www.health.org>

□ Dept. of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*:
<http://www.bls.gov/locococ060.htm>

Wisconsin Caregiver Law and Criminal History Checks:
<http://www.dhfs.state.wi.us/caregiver/index.htm>

Wisconsin State Legislature: <http://www.legis.state.wi.us>

Wisconsin, Dept. of Regulation & Licensing: <http://www.drl.state.wi.us>
(click on "Health Professions" then "Social Work")

Chapter SFC 20

CONDUCT

SFC 20.01 Derivation of SFC 20.02 Unofficial Text

SFC 20.01 Definition. "Gross negligence" in the practice of social work, or marriage and family therapy, or professional counseling means the performance of professional services that does not comply with the accepted standard of practice that has a significant relationship to the health, safety or welfare of a patient, client, or the public, and that is performed in a manner indicating that the person performing the services knew or should have known, but acted with indifference or disregard of the accepted standard of practice.

Model: Cr. Itqj; au. NoYo: nbcf. 1991, No. 4.B; tr. 12-1-9"3.

SFC 20.02 Unprofessional conduct related to the practice under the credential issued under ch. 457, Stats., includes, but is not limited to, engaging in, attempting to engage in, or aiding or abetting the following conduct:

- (1) Performing or offering to perform services for which the certificate holder is not qualified by education, training or experience.
- (2) Violating a law of any jurisdiction, the circumstances of which substantially relate to the practice under the credential,
- (3) Undertaking or exhibiting performance of professional services after having been adjudged incompetent by any court of law.
- (4) Using undue deception in the application (or a certificate).
- (5) Using false, fraudulent, misleading or deceptive advertising, or maintaining a professional relationship with one engaging in such advertising.
- (6) Engaging in false, fraudulent, deceptive or misleading billing practices.
- (7) Reporting distorted, false, or misleading information or making false statements in practice.
- (8) Discriminating on the basis of age, race, color, sex, religion, creed, national origin, ancestry, disability or sexual orientation by means of service provided or denied,
- (9) Practicing or attempting to practice while the certificate holder is impaired due to the utilization of alcohol or other drugs, or as a result of an illness which impairs the certificate holder's ability to appropriately carry out the functions delineated under the credential in a manner consistent with the safety of a client, patient, or the public.
- (10) Revealing facts, data, information, records or communication received from a client in a professional capacity, except in the following circumstances:
 - (a) With the informed consent of the client or the client's authorized representative;
 - (b) With notification to the client prior to the disclosure of the information which was elicited or the disclosure of the information; or
 - (c) If necessary to prevent injury to the client or another person;
 - (d) Pursuant to a lawful order of a court of law;
 - (e) Use of case history material for teaching, therapeutic or research purposes, or in textbooks or other literature, provided that proper precautions are taken to conceal the identity of the client; or
- (f) When required pursuant to federal or state statute.
- (11) Engaging in sexual contact, sexual conduct, or any other behavior with a client which could reasonably be construed as seductive. For purposes of this rule, a person shall continue to be a client for 2 years after the termination of professional services.
- (12) Failing to provide the client or client's authorized representative a description of what may be expected in the way of tests, consultation, reports, fees, billing, therapeutic regimen or schedule.
- (13) Failing to avoid dual relationships or relationships that may impair the credentialed person's objectivity or create a conflict of interest. Dual relationships prohibited to credentialed persons providing psychotherapy include the credentialed person treating the credentialed person's employers, employees, supervisors, close friends or relatives, and any other person with whom the credentialed person shares any important continuing relationship.
- (14) Failing to conduct an assessment, evaluation or diagnosis as a basis for treatment consultation. (15) Employing or claiming to have available secret techniques or procedures that the certificate holder refuses to divulge.
- (15) In the conduct of research, failing to inform study participants of all features of the research that might reasonably be expected, to influence willingness to participate; failure to ensure as soon as possible participants' understanding of the reasons and justification for methodological requirements of concealment or deception in the study; failure to protect participants from physical or mental discomfort, harm or danger, or to notify the participant of such danger; and failure to detect and remove any undesirable consequences to the participants resulting from research procedures.
- (17) Failing to inform the client of financial interests which are not obvious and which might affect the certificate holder's referral to or for any use of service, product or publication.
- (18) Failing to maintain adequate records relating to services provided a client in the course of a professional relationship.
- (19) Violating any of the provisions of ch. 457, Stats.
- (20) Failing to notify the board that a license, certificate or registration for the practice of any profession previously issued to the certificate holder has been revoked, suspended, limited or denied, or subject to any other disciplinary action by the authorities of any jurisdiction.
- (21) Failing to make reasonable efforts to notify a client or a client's authorized representative when professional services will be interrupted or terminated by the professional.
- (22) Gross negligence in practice in a single instance, or negligence in practice in more than one instance,

(23) Having license, registration, or certificate permitting the practice of social work, marriage and family therapy, or professional counseling, or authorizing the use of the title "social worker," "marriage and family therapist..." "professional counselor," or similar terms revoked, suspended, limited, subjected to any other discipline, by any other jurisdiction.

R1daffT-Cr.I.-r. Nov., 1m. No. 4:15,elf. 12-1-93.