



**University of Wisconsin Green Bay
University of Wisconsin Oshkosh
Collaborative MSW Program**

**GRADUATE
FIELD MANUAL**

**Effective for the 2010-11
Academic Year**

(Revised June 2010)

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PREFACE

This Field Manual is divided into five chapters. The first describes the emerging themes from the program planning process that were incorporated into the MSW curriculum content. It further describes the mission, goals, and objectives of the MSW Collaborative Program, the latter framed as practice competencies. The second section portrays the curriculum in its entirety, including the foundation and advanced levels as well as the two concentrations in Advanced Direct Practice and Administration and Management. The third covers the specific CSWE Accreditation Standards that govern graduate field education. The fourth section identifies essential elements of field education. The fifth section identifies policies that relate to field education. The Appendices that follow at the end of the Field Manual contain the forms that are used by the program as well as additional related information that is pertinent to field education participants.

Field Manual Purpose

This field manual is intended for the use of all persons in the UW-Green Bay and UW-Oshkosh Collaborative MSW Program: students, field agency professionals, faculty and those who are associated with the Program in an advisory capacity. It is a reference that is designed to:

- Identify the themes that shape the program mission and purpose,
- Articulate the Program's mission, goals, and practice competencies,
- Distinguish the curriculum elements, including foundation and advanced learning, and the place of field education within the curriculum,
- Explain the manner in which CSWE education policy and accreditation standards govern graduate field education,
- Delineate the essential elements of field education as well as expectations of all participants in the educational process, and
- Clearly spell out the Program's respective educational policies.

CHAPTER 1: MSW PROGRAM PHILOSOPHY

MSW Collaborative Program Background Information

Formal planning for the Collaborative MSW Program was initiated in Fall, 1999 through a series of joint meetings between the UW Green Bay and Oshkosh Social Work Faculty and their administrators. These meetings culminated with the submission of an application one year later to the University of Wisconsin System for joint entitlement to plan a collaborative graduate program. The UW System granted initial approval to begin planning in Spring, 2001.

The two social work faculties from Green Bay and Oshkosh then met regularly together with their advisory group members to plan how the new program was to be implemented, including structural arrangement and curricular options to be derived from formal needs assessment. In August 2001, at a large invitational gathering of administrators, community agency representatives and faculty members, there was unanimous agreement to formally request authorization from the UW System to implement a graduate MSW program and to apply for Council on Social Work Education (CSWE) accreditation.

The preparation process was parallel because documents required by the UW System and by CSWE were remarkably similar. The UW System authorization request was approved by the UW Board of Regents on October 11, 2002. The application for candidacy was approved by the CSWE Commission on Accreditation in July, 2003 and full accreditation was granted in June, 2006. Program implementation began in Fall, 2003 with the enrollment of the first cohort of students. The faculties are proud of the efforts to add a Graduate Social Work Degree Program in this region—an event anticipated for several decades has become a reality. It is important to acknowledge that this field manual will be used by the Collaborative MSW Program throughout the region because it is a singular program established by an inter-institutional agreement. Note that this graduate program is independent of the respective BSW programs uniquely operated by each University and possessing their own field education policies and practices.

Themes, Mission, Goals, and Objectives

The Collaborative MSW Program Themes

As a result of extensive faculty planning, market research results, and feedback from consulting outside reviewers, six major program themes are interwoven with content that was recommended for advanced concentrations in (1) advanced direct practice and (2) administration and management. As a result, these major themes were subsequently integrated within those two areas of concentration. These themes reflect the unique needs of social work practitioners and clients in the region, the broad mission of the social work profession, and the academic standards for graduate education established by CSWE. These six themes include the following:

- **Public Sector Practice**—improving the quality of life of people and communities served by publicly funded agencies (including private sector programs receiving public funds) and

encouraging democratic participation in community decision making in order to influence quality of life concerns.

- **Leadership Roles**—assuming leadership roles in direct practice, administration and policy development in order to strengthen communities, organizations, and families.
- **Family Focus**—enhancing family functioning, improving community and agencies supports for families, and enhancing the quality of life for families within the community.
- **Diversity**—promoting advocacy and interventions to enhance the well being of vulnerable and oppressed people within the region.
- **Rural Emphasis**—reflecting the inclusion of the unique needs and circumstances of rural people, agencies, and communities in the region.
- **Interdisciplinary Cooperation**—encouraging active involvement with other academic units and professional disciplines in order to address quality of life concerns.

All course work throughout the program is built on and infused with these themes.

The Collaborative MSW Program Mission Statement

The development of the program’s mission was strongly influenced by the UW System Cluster Core Mission with respect to interinstitutional collaboration as an effective means for sharing of resources and educational outreach. It was further influenced by CSWE support for collaborative education.¹ The mission statement further embodies the six themes that emerged from the program planning process. The mission statement of the Collaborative MSW Program is stated as follows:

The advanced professional Master of Social Work degree is a joint effort by the University of Wisconsin-Green Bay and Oshkosh to prepare social workers for advanced practice as facilitators, partners and leaders in planned change activities with service users and community service providers in the region. The program’s goal is to educate professionals ready to assume administrative and direct practice leadership roles within this region’s increasingly diverse and transforming rural environments. It aims to prepare practitioners who can work to strengthen families through programs, services, and policies supportive of family and community well being, with special emphasis on family needs in rural and tribal settings. Concomitantly, the program aims to promote interdisciplinary learning and coordinated interprofessional practice to actively address social issues. Additional emphasis is placed on professional acceptance of responsibility to participate in civic life and to provide leadership in the community and to encourage the inclusion and representation of Native Americans and members of other cultures and diverse groups in the region. Finally, the advanced program strives to address adult learner expectations for ease of access and user-friendly content delivery.

¹ CSWE (1999) “Myths and Opportunities, The Impact of Discipline-Specific Accreditation on Interprofessional Education (46-52).

This mission is reflected in the goals that have been developed for the Collaborative MSW Program.

The Collaborative MSW Program Goals

The seven goals of the Collaborative MSW Program are to:

1. Prepare advanced degree social workers to assume administrative leadership and direct practice leadership roles in public and tribal sector practice within an increasingly diverse and transforming rural environment.
2. Promote and provide regional professional development activities that support advanced practice learning, including commensurate use of Internet and distance education modes of course delivery.
3. Through research, evaluation of practice, and program evaluation, contribute to the development of professional knowledge aimed toward the strengthening of family functioning and the enhancement of community and agency supports for users of social work services.
4. Undertake activities inside and outside the classroom that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to families or other users of public, tribal, and other culturally relevant social services.
5. Develop and utilize collaborative partnerships with other academic units and degree programs in the UW System or elsewhere and with other organizational entities in the Northeastern region.
6. Provide active leadership in the social work profession and engage in public service activities within the Northeast region, actively encouraging democratic community decision-making in order to favorably influence quality of life concerns.
7. Through teaching, research, evaluation, policy development and advocacy activities inside and outside the classroom, actively confront oppression in the community, especially as it affects individuals and families using public social services.

The Collaborative MSW Program Competencies (Student Outcome Objectives)

The Collaborative MSW Program is a competency-based program and as such, the competencies serve as educational outcomes in the preparation of master's prepared social workers. While competencies or student outcomes relate to the goals of the Collaborative MSW Program, there are two distinct set of competencies – those for students in the foundation year and those for students in the advanced year. While curriculum development efforts were undertaken with these competences in mind, students also embrace the competencies in their assessment of learning needs and subsequent goal setting for the field.

Foundation and advanced competencies (fourteen each), are written in a general way, which allow students to tailor their concentration (either direct practice or administration and management) and their specialization (child welfare or an individualized specialty) to their field experiences. The foundation and advanced year competencies are listed below. These competencies reflect “end points” or outcomes students are expected to achieve by the time they graduate from the program. Foundation year competencies indicate steps toward achievement of these outcomes, levels at which MSW students should be performing by the time they complete the foundation curriculum.

Foundation Year Competencies (Student Outcome Objectives)

- MSW Foundation 1:

Link interdisciplinary knowledge, including that developed in prior practice, to emerging assessment, intervention and evaluation skills.
- MSW Foundation 2:

Recognize and utilize social work values, understanding their implications for generalist practice.
- MSW Foundation 3:

Carry out assessment, planning and intervention activities that reflect generalist social work practice principles and approaches.
- MSW Foundation 4:

Seek out and evaluate “best practice” models in generalist social work practice.
- MSW Foundation 5:

Develop and strengthen relationship and enabling skills in generalist practice contexts.
- MSW Foundation 6:

Recognize resource gaps and participate in activities designed to redress these gaps.
- MSW Foundation 7:

Create alliances and collaborations with diverse clientele.
- MSW Foundation 8:

Articulate an understanding of the role of the generalist practitioner in organizational program planning and policy development.

- MSW Foundation 9:

Engage in activities designed to improve services and make them more congruent with client needs.
- MSW Foundation 10:

Function effectively in one's role as a generalist practitioner in a particular social service organizational setting.
- MSW Foundation 11:

Develop skills in program evaluation and evaluation of practice methodologies.
- MSW Foundation 12:

Recognize the impact of oppression on the lives of clients and challenge oppressive thinking and practices. Apply strengths and empowerment perspectives in work with diverse clientele.
- MSW Foundation 13:

Understand the elements of ethical professional practice and recognize and evaluate ethical dilemmas in practice.
- MSW Foundation 14:

Use peer and supervisory support effectively in an effort to improve one's practice.

Advanced Year Competences (Student Outcome Objectives)

- MSW Advanced 1:

Applies an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.
- MSW Advanced 2:

Utilizes the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.
- MSW Advanced 3:

Competently employs interventions that reflect principles and methodologies

consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective. The MSW student appropriately applies such interventions relative to his/her practice methodology (Administration/Management or Advanced Direct Practice). Students apply a three-step process:

- a. Student researches and assesses best-practice interventions using an empowerment and strengths perspective framework.
- b. Student integrates best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.
- c. Student evaluates impact of best-practice interventions within the community-based agency structure using an empowerment and strengths perspective framework.

- MSW Advanced 4:

Provides leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices and provide supporting data for policy changes that enhance family well-being. These activities may include qualitative or quantitative methodologies directed at needs assessment, process or summative program evaluation activities, surveys, or analyzing existing data.

- MSW Advanced 5:

Demonstrates leadership in both collaborative and team building activities.

- MSW Advanced 6:

Demonstrates an understanding of resource gaps and effectively utilizes current resources, encourages resource enhancement, and/or develops new resources.

- MSW Advanced 7:

Demonstrates cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.

- MSW Advanced 8:

Articulates a vision for his/her leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.

- MSW Advanced 9:

Articulates program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.

- MSW Advanced 10:

Demonstrates knowledge of the Field Placement agency mission, goals and objectives, and critically assesses the congruence of the mission and goals with ethical social work principles of practice. MSW students engage in activities that support Field Placement agency goals and ethical practice.

- MSW Advanced 11:

Demonstrates an ongoing commitment to improving individual professional practice with and on behalf of client systems through systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.

- MSW Advanced 12:

Effectively uses social work roles with vulnerable and oppressed client systems.

- MSW Advanced 13:

Possesses a working knowledge of the elements of ethical professional social work practice and uses this knowledge to successfully resolve ethical dilemmas in practice.

- MSW Advanced 14:

Demonstrates leadership and professionalism in practice, including contributing to the professional growth and development of colleagues.

The requisite advanced practice competencies are to be demonstrated by program graduates in order to meet the goal of preparing advanced degree social workers.

Advanced Field Seminar Competencies:

- A. Understands and responds to an array of important issues with a specific client system using a systematic, multi-level, change process and intervention approach (e.g. completion of the case presentation assignment).
- B. Effectively process records a client contact that demonstrates application of theory to practice (e.g. completion of the process recording assignment, or the Integrating Theory into Your Agency Practice assignment).

The curriculum depicted in the next chapter reflects the program's mission and goals. It includes the

foundation curriculum for students without advanced standing (to be taken by students either without the BSW, or those who enter at least eight years post their BSW) and the advanced curriculum to be taken by all students. Note that the advanced curriculum includes two concentrations, one of which is to be designated as the student's plan of study. Furthermore, a specialization can be determined by each student, which might consist of child welfare or another specific field of practice in which the student would then take elective courses related to this interest.

CHAPTER 2: THE COLLABORATIVE MSW PROGRAM CURRICULUM

Foundation Curriculum

SOC WORK 701: Ethical Foundations of Social Work Practice	3 credits
SOC WORK 702 Generalist Practice I	3 credits
SOC WORK 703 Small Systems Lab	1 credit
SOC WORK 704 Generalist Practice II	3 credits
SOC WORK 705 Large Systems Lab	1 credit
SOC WORK 706 Social Welfare Institutions	3 credits
SOC WORK 707 Human Behavior	3 credits
SOC WORK 708 Social Welfare Policy	3 credits
SOC WORK 709 Foundation Field I	4 credits
SOC WORK 710 Foundation Field II	4 credits
Total Credits	28 credits

Advanced Curriculum

Although the advanced curriculum is designed around two concentrations, (1) advanced direct practice and (2) administration management, it is important to note that the administration management concentration can only be offered when there are enough enrolled students committed to that concentration. In situations where there is not enough interest in an administration management concentration, all students will be enrolled in the advanced direct practice concentration. The requisite coursework for each of the concentrations is outlined below for reference.

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Concentration: Adv. Direct Practice	Concentration: Admin./Management
DIVERSITY: SOC WORK 720 3 cr Practice Competence in a Diverse Community	DIVERSITY: SOC WORK 720 3 cr Practice Competence in a Diverse Community
ADV. PRACTICE: SOC WORK 721 3 cr Multi-Level Family Intervention	ADV. PRACTICE: SOC WORK 722 3 cr Social Work Management and Supervision in Social Services
ADVANCED HBSE: 3 cr Advanced Human Behavior (Interdisciplinary elective) SOC WORK 727: Psychopathology and Strength-Based Assessment EDUC 552: Social & Family Influences on Early Development & Learning PSYCH 530: Adult Development & Aging PSYCH 690: Special Topics WOMEN STUD 550: Women, Race & Class	ADVANCED HBSE: 3 cr MPA 723: Organizational Structure and Behavior or MANAG 753: Organizational Theory and Behavior (Interdisciplinary)
ADV. RESEARCH: SOC WORK 731 3 cr Advanced Research Applications in Social Work Practice	ADV. RESEARCH: SOC WORK 731 3 cr Advanced Research Applications in Social Work Practice
SOC WORK 732 1 cr Field Research Project	SOC WORK 732 1 cr Field Research Project
SOC WORK 734 2 cr Research Consultation	SOC WORK 734 2 cr Research Consultation
FIELD: SOC WORK 729 4 cr Field III + Integrative Seminar	FIELD: SOC WORK 729 4 cr Field III + Integrative Seminar
SOC WORK 733 4 cr Field IV + Integrative Seminar	SOC WORK 733 4 cr Field IV + Integrative Seminar
ADV. POLICY: SOC WORK 728 3 cr Advanced Social Welfare Policy Analysis	ADV. POLICY: SOC WORK 728 3 cr Advanced Social Welfare Policy Analysis
(2) Approved Electives 6 cr SOC WORK 735: Emerging Issues in Child Welfare SOC WORK 737: Crisis Intervention with Vulnerable Populations SOC WORK 795: Special Topics OR other approved electives SOC WORK 575: Treatment & Mistreatment of Offenders	Budgeting & Finance OR Public Nonprofit Budgeting 3 cr (1) Approved Elective 3 cr Soc Work 735: Emerging Issues in Child Welfare Soc Work 795: Special Topics OR other approved elective MANAG 757: Leadership & Innovation MANAG 750: Team Dynamics & Problem Solving MANAG 776: Organizational Communication & Conflict MPA 760: Administrative Law MPA 729: Health Care Organization & Management
Total Credits 32	Total Credits: 32

Foundation Curriculum—By Semester

Full-Time Students	Part-Time Students
Fall of Year #1	Fall of Year #1
SOC WORK 702 Generalist Practice (3 cr.) SOC WORK 703 Skills Lab (1 cr.) SOC WORK 706 Social Welfare Institutions (3 cr.) SOC WORK 707 HBSE (3 cr.) SOC WORK 709 Field I (4 cr.) Total = 14 credits	SOC WORK 706 Social Welfare Institutions (3 cr.) SOC WORK 707 HBSE (3 cr.) Total = 6 credits
Spring of Year #1	Spring of Year #1
SOC WORK 701 Ethics (3 cr.) SOC WORK 704 Generalist Practice II (3 cr.) SOC WORK 705 Skills Lab II (1 cr.) SOC WORK 708 Policy (3 cr.) SOC WORK 710 Field II (4 cr.) Total = 14 credits	SOC WORK 701 Ethics (3 cr.) SOC WORK 708 Policy (3 cr.) Total = 6 credits
	Fall of Year #2
	SOC WORK 702 Generalist Practice (3 cr.) SOC WORK 703 Skills Lab (1 cr.) SOC WORK 709 Field I (4 cr.) Total = 8 credits
	Spring of Year #2
	SOC WORK 704 Generalist Practice II (3 cr.) SOC WORK 705 Skills Lab II (1 cr.) SOC WORK 710 Field II (4 cr.) Total = 8 credits
Total Credits = 28	Total Credits = 28

Advanced Curriculum—By Semester

Full-Time Students	Part-Time Students
Fall of Year #1	Fall of Year #1
SOC WORK 728 Policy Analysis (3 cr.) Elective or Advanced HBSE (3 cr.) SOC WORK 731 Research (3 cr.) Elective or Advanced HBSE (3 cr.) Total = 12 credits	SOC WORK 728 Policy Analysis (3 cr.) Elective or Advanced HBSE (3 cr.) Total = 6 credits
Spring of Year #1	Spring of Year #1
SOC WORK 720 Diversity (3 cr.) Elective or Advanced HBSE (3 cr.) SOC WORK 721/722 Practice Requirement (3 cr.) SOC WORK 729 Field III (4 cr.) SOC WORK 734 Research Consultation (2 cr.) Total = 15 credits	SOC WORK 720 Diversity (3 cr.) Elective or Advanced HBSE (3 cr.) Total = 6 credits
Summer of Year #1	Summer of Year #1
SOC WORK 732 Field Research (1 cr.) SOC WORK 733 Field IV (4 cr.) Total = 5 credits	
	Fall of Year #2
	SOC WORK 731 Research (3 cr.) Elective or Advanced HBSE (3 cr.) Total = 6 credits
	Spring of Year #2
	SOC WORK 721/722 Practice Requirement (3 cr.) SOC WORK 729 Field III (4 cr.) SOC WORK 734 Research Consultation (2 cr.) Total = 9 credits
	Summer of Year #2
	SOC WORK 732 Field Research (1 cr.) SOC WORK 733 Field IV (4 cr.) Total = 5 credits
Total Credits = 32	Total Credits = 32

CHAPTER 3: ACCREDITATION STANDARDS THAT GOVERN FIELD EDUCATION

The Council on Social Work Education (CSWE) is the accrediting body for both BSW and MSW social work programs in the United States. It sets forth the educational policies and standards that are intended to advance academic excellence and illustrates the essential educational content and context that offers professional educational preparation of quality. The specific policy that governs field education is drawn from Section 4.7 (also 5) of CSWE Educational Policy and is presented below. The accreditation standards that emerge from that policy are constituted under CSWE Accreditation Standard 2.1. They appear after the educational policy statement 4.7 (5).

Educational Policy Governing Curriculum Content

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

- 2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
- 2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.
- 2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.1.4 Admits only those students who have met the program's specified criteria for field education.
- 2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
- 2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Note that the above standards govern the MSW field hours requirements, student admission criteria, policies and practices with regard to practicum agencies, minimum educational credentials for agency field instructors, requirement for orientation, training, and on-going relations with field agencies, and student policies that establish boundaries around employer/educator aspects of field education.

CHAPTER 4: ESSENTIAL ELEMENTS OF FIELD EDUCATION

Agency Settings: Overview

Field placements in agencies are located throughout the state of Wisconsin and in Michigan's Upper Peninsula, with every effort made to have them be in a geographic area accessible to the student. The agencies represent social work in child and family welfare, health and mental health, corrections, residential treatment, senior care, poverty programs, and other areas of social work practice. A major effort has been made to develop placements that provide each student with a learning experience in public, private, and tribal agencies that will enhance the student's experience with clients from a wide range of racial and ethnic backgrounds, socio-economic levels, and lifestyles.

The agencies used as field placements for the Collaborative MSW Program are an extension of the University. They must be suitable learning environments that possess a commitment to the collaborative process of educating students in the field of social work. Some of these agencies have a long-standing relationship with the University, they are chosen because of the diversity of their programs and the learning experience they provide students.

As the program grows, so will agency placements. The Collaborative MSW Field Coordinator, in coordination with the MSW Faculty and the Community Advisory Committee, will evaluate new sites as to potential for educational learning experiences and their appropriateness to the program. S/he will work with new sites by meeting with the potential Agency Field Educators to explain their responsibilities and required tasks, which are illustrated in the Field Manual. New agencies are evaluated on their ability to provide a commitment to the learning needs of students as well as a practical social work experience.

Procedures for the Review and Possible Approval of MSW Field Agencies

1. The Collaborative MSW program seeks out appropriate field sites and considers self-referrals from agencies that demonstrate an interest in providing learning experiences for MSW students that support the mission, goals, and related competencies of the Collaborative MSW Program. Agencies wishing consideration will submit the following forms for review by the Collaborative MSW Program Field Coordinator: 1) Field Agency Description (see Appendix C) and 2) an Agency Field Educator Resume(s) (see Appendix D).
2. The Collaborative MSW Field Coordinator contacts the agency representative and/or the prospective Agency Field Educator to review the application materials and discusses placement policies and procedures as well as the possible MSW learning experiences that are in support of the Collaborative MSW Program.
3. When a new Field site meets the criteria for selection as an MSW Field Agency the Collaborative MSW Field Coordinator presents these sites to the Collaborative MSW Oversight Committee for approval. The Collaborative MSW Field Coordinator then informs the Field Agency when formal approval is granted.

Criteria for the Selection of MSW Field Agencies

1. Field education of MSW students occurs through a partnership between the University, the Collaborative MSW Program, and the approved field agency. The **Collaborative MSW Program Memorandum** (Appendix A) and the **University Affiliation Agreement** (Appendix B) documents support this affiliation. Each Field Agency must abide by the **Program Memorandum** and the **University Affiliation Agreement** (provided by the Collaborative MSW Program). These documents are approved by the risk management officers on each campus, (see Appendix A and B), Both the **Program Memorandum** and the **University Affiliation Agreement** contain some of the following components:

Agree to provide an instructor with the appropriate credentials or work with the Collaborative MSW Field Coordinator in securing appropriate supervision and then allow for regular and ongoing supervision of the student.

Allow the Field Agency Educator to have release time to attend field instruction workshops and other meetings at the University.

Provide the student with the necessary space and resources to function at the level of social work practice expected of the student.

Include the student in staff meetings and trainings that pertain to the learning about the functioning of the agency.

Assign cases or clients to the student that will further the educational process according to the student's concentration.

Respect and support interdisciplinary collaboration in the placement;

Make available to the student opportunities for participation in policy and program development, critical evaluation of services, and the opportunity for research within the agency.

2. Each Field Agency must provide a qualified MSW field instructor (as detailed below) who agrees to accept the responsibilities for field instruction as stated in the section titled: Participants and Responsibilities –Agency Field Educator.
3. Each Field Agency must offer acceptance, enthusiasm and support for MSW level practice and demonstrate an understanding that BSW level practice also has an important and necessary role in the profession.
4. Each Field Agency offers recognition of affirmative action guidelines in the selection of students for placement and ensures attention to the needs of diverse clientele/consumers.

Criteria for Selection and Retention of MSW Agency Field Educators

Agency Field Educators are considered to be adjunct faculty of the Collaborative MSW Program. As such, they are expected to be committed to the education of social work students and to carry out this role they must have their agency's support. Selection and retention of agency field educators is based upon the following criteria:

1. Field Educators accept the responsibilities for field instruction as stated in the section titled: Participants and Responsibilities –Agency Field Educator.

As a general standard, the agency field educator must have an MSW earned from a Council on Social Work Education (CSWE) accredited program. It is preferred that Field Educators have at least two years of post MSW professional practice experience. In situations where the Agency Field Educator does not hold an accredited CSWE MSW degree a qualified faculty member or a community practitioner with the desired credentials will sign on to the site as the Faculty Field Educator to provide needed instructional support and supervision to both the student, and when needed, the agency field educator. Field Educators with less than two years post MSW practice experience will be offered consultation and support from the Collaborative MSW Field Coordinator and MSW Faculty in their role as Agency Field Educators.

Exceptions to this general standard for agency field educators is considered on a case by case basis and is related to issues such as: a placement site should be used because of strong student need; agency practitioners are highly experienced and understand the philosophical underpinnings of social work and the role(s) it has among the helping professions; agencies are located in remote rural regions or highly diverse practice settings. Again, in all such cases placements will be supported or complemented by increased faculty supervision or community practitioner oversight on a regular basis.

2. The Field Educator has an interest, enthusiasm, and belief in MSW professional practice that also respects the role of the BSW practitioner.
3. The Field Educator has supervisory and/or teaching skills and experience.
4. The Field Educator has a practice orientation, which is compatible with the mission and educational objectives of the Collaborative MSW Program.
5. The Field Educator has knowledge of and demonstrated support for the Profession's Code of Ethics and models professional norms and values in daily practice.

The following also serve as guides for selection of Agency Field Educators:

- Those who practice from a strengths perspective;
- Those competent in working cross-culturally, with women and other diverse populations;
- Those committed to their own continuing education and professional development.

The Placement Process

General Overview

Students are given the opportunity to apply for placements at human service agencies in which they are particularly interested. At any time during the pre-planning process, students may review agency information files located in the offices of the Collaborative MSW Program where the Field Coordinator is based. Pamphlets and information describing agency programs, as well as resumes of Agency Field Educators, will be kept accessible. Students may also find considerable benefit in discussing potential field placements with student colleagues, advisors, and other faculty.

Students who are participating in the MSW Child Welfare Education and Advancement Program (Title IV-E) are required to complete all field placements in a public or tribal child welfare agency. Students complete a Field Placement Assessment Tool, which identifies the student's current level of skill, knowledge and experience in child welfare, as part of their application. The Child Welfare Coordinator and MSW Field Coordinator use this information to identify field placements that will broaden and strengthen the student's child welfare practice skills.

Students who desire to apply to be Licensed Clinical Social Workers (LCSW) after they complete the MSW program are advised that this MSW program is not designed to meet the MSW field experience requirements for "clinical field training" as outlined in Wisconsin statute (Act 301 457.08(4); MPSW Chapter 2). Such students may request Field Placements that provide Advanced Generalist Practice experiences in mental health settings. Additionally, they are encouraged to: (a) familiarize themselves with the Department of Regulation and Licensing requirements for LCSW preparation in a Field Placement (see MPSW 2.01, sections (7) and (17) for details at: <http://www.legis.state.wi.us/rsb/code/mpsw/mpsw002.pdf>), (b) discuss the feasibility of meeting these requirements in a Field Placement with their Field Educators, and (c) develop a detailed portfolio demonstrating their accomplishments of these requirements. More detailed information about this process can be found in the Collaborative MSW Program Graduate Student Handbook.

Foundation Year

During the foundation year placement, students complete a two-semester (480 hours) field placement. This field placement occurs during the Fall and spring semesters. Students will be assigned to agencies that will provide them with practice opportunities to acquire generalist skills and knowledge with experiences in both direct practice (work with individuals, families and small groups) and administration/management (work with agencies and communities). Students who receive the child welfare IV-E stipend must complete their required field placement in a public or tribal child welfare agency.

Advanced Year

Students entering the program with a BSW earned within the last eight years, and those who have completed the foundation year will be required to complete the two-semester (450 hours) advanced year placement. This field placement occurs during the Spring and Summer semesters. Advanced placements

must provide the student a substantial experience in either direct practice (working with individuals, families, and small groups) or administration/management. This placement experience prepares the student for effective social work practice as an MSW graduate. Students who receive the Child Welfare IV-E stipend must complete their field placement in a practice setting that meets the requirements of the Child Welfare IV-E training grant (see above). In addition to the Field placement, students are required to attend a non-credit Field Seminar that accounts for the remainder of the required field hours (30 hours).

Student and Agency Matching Process

Once students have been accepted into the program, they will receive materials from the Collaborative MSW Field Coordinator to begin the student and agency matching process. The Collaborative MSW Field Coordinator will 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. In some cases, students may be referred to their Collaborative MSW Program Advisor for further discussion of some issues.

To begin the process Foundation students must complete and submit the Application for Foundation Year Field Placement (Appendix F) and Advanced students must complete the Application for Advanced Standing Year Field Placement (Appendix G). Once the Collaborative MSW Field Coordinator has received these forms, appropriate placements can be identified. Students who want to secure a field placement in the social service agency that they currently work at must **also** complete the Student Request and Agency Agreement for a Work Site Field Placement (Appendix H).

After the field placement application papers have been submitted to the Collaborative MSW Field Coordinator, s/he reviews preferences and makes tentative matches with the agencies who have agreed to accept an MSW student placement. Every effort is made to match the student with an appropriate placement; however, some specific student placement requests may not be honored. In such situations the MSW Field Coordinator will explain the reasoning for this to the student.

The Collaborative MSW Field Coordinator, in making tentative matches, may consult with the student further or the advisor of the student regarding student placement decisions. The following criteria are used in placement selection:

- Student preferences regarding concentration choice and agency location are strongly considered;
- Advisor recommendations regarding the suitability of an agency to meet the learning style and needs of the student are considered; and
- Availability of the agency and Field Educator also impact decisions.

The Collaborative MSW Field Coordinator notifies students of the recommended agency assignment. Upon learning of this recommendation, students are responsible for scheduling an interview with the designated Collaborative MSW Program Field Agency Educator. All contact information is provided to the student. Students should call to schedule their appointment as soon as possible after learning of their assignment.

Both the student and the agency have the right to determine if the match is appropriate. If both the student and the Field Educator agree that the match is appropriate, the Field Placement Agreement Form (Appendices I and J) is completed and submitted to the Collaborative MSW Field Coordinator. If a match is thought to be unsuitable by either party, the student should contact the Collaborative MSW Field Coordinator to arrange for another agency match. The Collaborative MSW Field Coordinator will interview both the student and the Agency Field Educator to obtain their recommendations and will then select another agency as a potential placement for the student.

Orientation of New Agency Field Educators

The Collaborative MSW Field Coordinator will orient new Foundation Agency Field Educators at the beginning of each academic year, individually or collectively via a workshop or training. A separate orientation will be provided to Advanced Agency Field Educators. This orientation will be held at the beginning of the spring semester. Throughout the year, Agency Field Educators will be informed of any additions or changes in the Collaborative MSW Program.

Student Orientation

Orientation to Field Placements is covered during the student orientation to the MSW program, which is held in spring and/or early summer prior to the beginning of the academic year. Each student is required to attend an orientation meeting. The Collaborative MSW Field Coordinator provides information at the orientation meeting that prepares students for their field placement. This presentation includes a discussion of the policies and procedures governing the Field placement, including the forms required to be submitted. Information on professional behavior in the field placement is discussed, along with ethics and professional role expectations. Students are encouraged to ask questions. An orientation for Advanced year students is also offered in the Fall semester prior to the beginning of the Spring semester Field Placement. This orientation is required and will be scheduled at a time when students are on campus for classes.

Program Evaluation

At the completion of the field placement, both students and Field Educators are asked to evaluate the field placement process. Students (see Appendixes T and U) and Agency Field Educators complete evaluations that are due to the Collaborative MSW Field Coordinator at the completion of the Field placement. Agency field evaluations are sent electronically to field educators and anonymously compiled (although identifying information is requested).

Roles and Responsibilities of Field Education Participants

Those who are involved in the field education process include the Student, Agency Field Educator, Faculty Field Educator, Faculty Field Liaison, Collaborative MSW Field Coordinator, and the Faculty Advisor. The specific roles are described below. Students should note that this manual is their text for the Field courses and they are responsible for knowing the contents of this manual.

The Collaborative MSW Program is responsible for providing agencies with the necessary information and training to foster structure and support for student learning. The Field Practicum Contract and Evaluation of Student Mastery is the primary tool used to assess student learning in the field (See Appendices O and P). This tool is completed each semester by the student, Agency Field Educator and Faculty Field Liaison. There are four steps for completing this evaluation tool:

Foundation Level

Step 1: With agency field educator, develop learning goals and activities to occur within the practicum to meet the foundation level competencies. [See appendix O for form]

Step 2: Faculty field educator arranges site visit with student and field educator for mid-September to go over goals and activities and make suggestions as appropriate.

Step 3: Ongoing review of goal attainment is done within supervision sessions between field educator and student. Any questions can be directed toward faculty field educator.

Step 4: A site visit is arranged for early December for end of semester evaluation process. [See Appendix N for specific instructions on completion of evaluation.] The faculty field educator maintains the official evaluation and will forward to the instructor teaching field second semester so there is one consistent document.

Step 5: A spring contracting meeting/field site visit is arranged to reevaluate learning goals for the second semester. If the field educator and student feel a visit is unnecessary, phone consult can replace the meeting.

Step 6: An end of semester evaluation is arranged for early May. Student must demonstrate mastery of the foundation competencies and complete the required hours before a grade of pass can be entered by the faculty field educator.

Advanced Level:

Step 1: With agency field educator, develop learning goals and activities to occur within the practicum to meet the foundation level competencies.[See Appendix P for form]

Step 2: Faculty field educator arranges site visit with student and field educator for mid-February to go over goals and activities and make suggestions as appropriate.

Step 3: Ongoing review of goal attainment is done within supervision sessions between field educator and student. Any questions can be directed toward faculty field educator.

Step 4: A site visit or phone consultation is arranged for early May for end of semester evaluation process. [See Appendix N for specific instructions on completion of evaluation.]

Step 5: An end of semester evaluation is arranged for early May. Student must demonstrate mastery of the foundation competencies and complete the required hours before a grade of pass can be entered by the faculty field educator

Student

The field is where the student applies the theoretical information learned in classroom instruction and reading assignments to actual social work practice. Within the field experience, the student is able to test the validity of new information and has the opportunity to form meaningful and constructive relationships with colleagues and clients. The student is able to demonstrate his/her ability to think critically and behave in such a way that the client is given adequate help in the problem solving process. The field

placement is a contractual process that the student enters into with the program, the agency, and the agency field educator. In doing so, the student agrees to learn about providing services and to help clients to the best of his/her ability within the parameters of the agency's relationship with clients. The student is also agreeing to participate in the student-instructor relationship, which means that the student will make every effort to learn the agency's policies and procedures in the provision of services and to rely on the Agency Field Educator to facilitate that learning. The following is a list of the responsibilities of the student in the field placement:

1. Complete the application for Field (Appendices F and G) in the time indicated, providing information about talents, interests, and preferences for the type of field placement desires.
2. Participate in all necessary meetings with the Collaborative MSW Field Coordinator (and/or others), attend agency interview(s) and meet agency requirements for placement.
3. Complete required field elements (hours, quality of interaction, professionalism, responsibilities, etc.), as designed by the policies and guidelines of the Collaborative MSW Program.
4. Regularly attend and actively participate in classes to demonstrate your ability to fully integrate what is learned in field into the classroom.
5. Complete and submit the information disclosure form, Wisconsin DOJ Criminal History Request Form and comply with the Wisconsin Care Giver Law (See Appendix E).
6. When given the name of a prospective agency, schedule a placement application interview with the designated agency representative.
7. Meet with the designated agency representative, engage in the interview, and evaluate the placement's ability to meet professional learning goals and objectives.
8. Negotiate, sign, and return the Placement Agreement forms (see Appendices I and J) to the Collaborative MSW Field Coordinator by deadlines that are provided.
9. If placement is not agreed upon, consult immediately with the Collaborative MSW Field Coordinator.
10. Prior to the first week of field, contact the Agency Field Educator and formalize a work schedule. Identify and assert learning goals and needs shortly thereafter. [Note: due to University differences, field may begin earlier than classes.]
11. Collaborate with the Agency Field Educator and the Faculty Field Liaison in development of meaningful measurable outcome objectives that serve as the student's learning contract (see Appendices O & P).
12. Schedule weekly supervisory conferences with the Agency Field Educator and document activities and experiences using the Field Log (Appendices R and S).

13. Perform the tasks identified in the Field Practicum Contract and Evaluation of Student Mastery (Appendices O and P).
14. Initiate and conduct self-assessments and program assessment activities throughout the semester.
15. Abide by the role and performance expectations of the agency and the social work profession.
16. Abide by Collaborative MSW Program policies, agency policies, and the National Association of Social Workers Code of Ethics. Special attention should be placed on the agency's expectations of the student professional behavior in the areas of administrative protocol, confidentiality, record keeping, and accountability. Students should be cognizant of client confidentiality in regards to material brought to class in an assignment of agency duties. Full Code of Ethics can be viewed at: <http://www.naswdc.org/pubs/code/code.asp>
17. Participate in end of semester evaluations of performance and in self-evaluation as necessary.
18. Ensure that proper guidelines and boundaries are followed when the place of employment becomes the Field Practicum site (see Appendix H).
19. Complete the Evaluation of the Field Learning Experience (Appendices T and U).

Agency Field Educator

See above for the required qualifications for the Agency Field Educator. Agency Field Educators must submit a resume to the Collaborative MSW Field Coordinator to put into the Agency file (see appendix D). Responsibilities include:

1. Develop and provide an educationally sound practicum experience in which the student learning contract goals and objectives can be accomplished.
2. Upon referral by the MSW Program, interview students to determine appropriateness of placement learning opportunities to student learning needs.
3. At the conclusion of the interview, make a placement decision in collaboration with the student. If a placement will occur, sign the Field Practicum Agreement that the student will bring to the interview.
4. Negotiate with the Student concerning learning tasks, activities, and goals and document these in the Field Practicum Contract and Evaluation of Student Mastery at beginning of each semester.

5. Provide regularly scheduled (at least one hour per week) educationally focused formal social work supervision to the student.
6. Orient the student to agency history, mission, goals, policies, and procedures and other information supportive of advanced social work practice in the agency.
7. Actively reinforce ethical behavior through discussion of the NASW Code of Ethics within supervisory sessions.
8. Provide the student with resources needed to engage in field activities.
9. Meet formally with the student and Faculty Field Liaison for student educational planning and student performance evaluations related to the Field Practicum Contract and Evaluation of Student Mastery (Appendices O and P).
10. Communicate throughout the semester as necessary with the Faculty Field Liaison regarding student performance and progress.
11. Complete the Field Practicum Contract and Evaluation of Student Mastery (Appendices O and P) and rating of student competency at the end of each semester. This process is accomplished in collaboration with the student and the Faculty Field Liaison.
12. Complete with the student and submit to the Department all required evaluation forms.
13. Participate in Field Orientation and other training programs.
14. Provide recommendations to the Collaborative MSW Field Coordinator and/or Community Advisory Committee regarding improving integration of course content and field learning.

Faculty Field Educator

In some situations a student is placed in an agency that does not have a qualified MSW on staff, however, the placement offers tremendous opportunities for student learning in a social work field setting. In such cases a Faculty Field Educator is assigned to work with the student and the Agency Field Educator to ensure that a social work perspective is presented during the field placement. The Faculty Field Educator has the following responsibilities:

1. Encourage and assist students toward the integration of classroom knowledge with the fieldwork experiences.
2. Orient students to the foundation and advanced year competencies and assist them towards identifying their own learning needs and developing learning objectives that address them.
3. Regularly meet with the student and Agency Field Educator during each semester to facilitate the Field Practicum Contract and Evaluation of Student Mastery (Appendices O and P).

4. Monitor student recordings and written Field assignments, and provide feedback.
5. Inform the Collaborative MSW Field Coordinator of any situations or issues likely to affect student placement status or program relationships with field agencies.
6. Participate in evaluations of student performance at the end of each semester, in consultation with the Agency Field Educator and Faculty Field Liaison.

Collaborative MSW Field Coordinator

This full-time faculty person has administrative responsibility for the overall planning and coordination of the field program. S/he is responsible for initiating and maintaining communications with field agencies, providing consultation to the field agency administrators and/or Agency Field Educators, serving on the Oversight Committee, the Admissions Committee and assisting the Community Advisory Committee in their work. Due to the union of two universities for this collaborative program and the location of where classes are held, this person spends time on both campuses, in the field at various agencies, and where ever classes are held.

The Collaborative MSW Field Coordinator guides the interested agencies through the application and approval process, provides them a copy of the Field Manual and information about the roles and responsibilities of various constituencies involved in the program.

The Collaborative MSW Field Coordinator reviews the completed forms for consistency with approval criteria, consulting as needed with the Oversight and/or Community Advisory Committee, and communicates decisions on approval of field sites to the field site. The Collaborative MSW Field Coordinator informs the Program of field agencies wanting to affiliate and adds these agencies to the list of approved Collaborative MSW Program placements when appropriate. The agency forms are placed in field agency files, which are kept on behalf of the Collaborative MSW Program. The Notebook is available to students who wish to learn about an 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 Collaborative MSW Field Coordinator is responsible for initiating and maintaining communications with field agencies to assure that the learning partnership is effective. The Collaborative MSW Field Coordinator, prior to having a student placed in the agency orients new Agency Field Educators. Annual educational training opportunities is provided in the fall free of charge to Agency Field Educators from approved field agencies.

The Collaborative MSW Field Coordinator also communicates with the Faculty Field Liaison regarding field placements and offers support and assistance as needed to problem-solve any concerns arising at field sites between students and Field Educators. Faculty Field Liaisons also provide valuable information to the Collaborative MSW Field Coordinator regarding the value of particular field agency sites and educators.

Responsibilities of the Collaborative MSW Field Coordinator include:

1. Formulate and revise field policies for MSW placements;
2. Formulate and revise the field manual and the Field Practicum Contract and Evaluation of Student Mastery document, and create or modify other field-related forms;
3. Develop and maintain appropriate field sites throughout the region;
4. Develop contractual agreements with field agencies and field instructors;

5. Train new and existing Agency Field Educators annually;
6. Consult with practice instructors about appropriate student placements;
7. Initiate student evaluation of field practicum sites;
8. Work with students in order to determine their field placement interests;
9. Place students in appropriate field sites and maintain paperwork regarding these placements;
10. Resolve unexpected/unanticipated difficulties that arise while students are in their field placements;
11. Work to retain field sites and to assure quality of field experiences;
12. Identify new field placement opportunities, particularly those that will enrich students' diversity experiences and will broaden their learning across the rural-metropolitan spectrum;
13. Resolve conflicts and issues regarding field site designation, selections, and placements

Faculty Advisor

The complete responsibilities of the Faculty Advisor are detailed in the Student Handbook. Responsibilities related to Field placement are reiterated here. Responsibilities include:

1. Advise students with regard to field site selection.
2. Provide the Collaborative MSW Field Coordinator and necessary committees with information about students' perspectives regarding their needs and interests.
3. Consult, as requested by student or faculty, with students experiencing challenging placement situations and assist students in developing an action plan.
4. Consult with the Collaborative MSW Field Coordinator and faculty about issues that may have a bearing on the student's ability to perform well in the field or other courses in the Collaborative MSW Program.

Faculty Field Liaison

This faculty person has academic responsibility for planning, monitoring, and evaluating, in collaboration with the student and the Agency Field Educator, student progress towards achieving program competencies. The Faculty Field Liaison leads course work related to the field seminar and monitors the progress of students in their field activities.

Responsibilities include:

1. Teach the Foundation practice courses (SW 702, SW 703, SW 704, SW 705) and integrate discussions of field practice experiences into the course content. These discussions should facilitate student learning from a social work generalist perspective.
2. Teach the Advanced Field Seminar course (SW 729 & 730) in which students discuss their practice experiences for the purposes of understanding the range of activities and decisions associated with advanced practice social work.
3. Encourage and assist students toward the integration of classroom knowledge with the fieldwork experiences.
4. Orient students to the foundation and advanced year competencies and assist them toward identifying their own learning needs and developing learning objectives, learning outcomes and activities.
5. Participate in Field Educator Orientation.
6. Consult with the students and Agency Field Educator at the beginning of each semester to initiate the development of the Field Practicum Contract and Evaluation of Student Mastery. Negotiate with students and the Agency Field Educator appropriate tasks, activities and learning goals that will ensure that students achieve the program competencies.
7. Assess students' written work related to field and provide feedback.
8. Assume responsibility for assigning the final course grade reflecting student performance in the agency and seminar.
9. Inform the Collaborative MSW Field Coordinator of any situations or issues likely to affect student placement status or program relationships with field agencies.
10. Conduct evaluations of student performance at the end of each semester, in consultation with Agency Field Educators.

11. If Foundation Year Faculty Field Liaisons differ between semesters, Liaisons for Field I and II (SOC WORK 709 & 710) will conduct a joint transition meeting with students near the end of the fall semester during a Generalist Practice I course meeting (SOC WORK 702).
12. If Advanced Year Faculty Field Liaisons differ between semesters, Liaisons for Field III and IV (SOC WORK 729 & 733) will conduct a joint transition meeting with students near the end of the spring semester during an Integrative Seminar course meeting.

CHAPTER 5: FIELD EDUCATION POLICIES

ADA and Students with Disabilities

Services are available to each student with a disability and the Collaborative MSW Program utilizes the University policy on students with disabilities.

In general, each student with a documented disability is provided reasonable accommodations in the classroom and field. A student with a disability must first meet with a representative from the office that works with students who have disabilities who in turn accesses the necessary documentation for the University, explains campus resources available to the student, and reports to faculty (anonymously), the necessary accommodations needed for instruction.

In the field, students with a documented campus disability should explore with the field site the possible accommodations that can be made by the placement site and in line with the American's with Disabilities Act.

At times, students with disabilities are concerned about how their specific disability might impact their work in the field. For further exploration of this issue, students are encouraged to seek out the consultation of the Collaborative MSW Field Coordinator.

Caregiver and Criminal Background Checks

In 1998 the Wisconsin Legislature passed a law requiring a check on the background of persons who provide care for others or who have access to people who receive care in a number of Wisconsin healthcare and human service agencies. In addition, the law identifies specific crimes and offenses that will limit individuals from employment in various areas of practice.

Because this law also applies to students who have field placements in certain settings, the Collaborative MSW Program requires that a Caregiver/Criminal Background Check (see Appendix E) be completed on all persons accepted to the MSW Program. The University facilitates the background check for a student fee, which is charged during the MSW Admission Process. Students who graduate from the MSW Program and go on to secure certification or licensure as a social worker in the State of Wisconsin are subject to the same background check. These background checks must be renewed every four years.

Should the results of this background check limit possibilities for a field placement in certain areas of the human services, the faculty will discuss the situation with the student as well as the implications this may have on the education, certification, and practice goals of the student. Any student wishing to discuss their situation prior to, during, or after completion of the Caregiver/Criminal Background Check, may do so by meeting with their advisor or the MSW Program Coordinator.

NOTE: In addition to the completion of Criminal and Caregiver Background Checks, some agencies also have other requirements for students. Such requirements may include, but are not limited to: providing immunization records, obtaining immunization(s), completing a tuberculosis screen, or passing a drug test.

Efforts will be made to alert students to known additional requirements before making Field Placement referrals. However, sometimes such requirements are not known to the MSW Field Coordinator beforehand. A student has the right to refuse a Field Placement whose requirements may violate his/her right to privacy.

Change of Field Site

Under ordinary circumstances, student placement is made for two consecutive semesters in the same agency 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 Educator requests a change of placement, the following steps will be followed:

1. The student and Agency Field Educator will meet together to fully discuss the situation. If a satisfactory resolution is not accomplished, contact should be made with the Faculty Field Liaison.
2. The Faculty Field Liaison will meet with the student and the Agency Field Educator to clearly define the challenges and consider possible solutions. The Collaborative MSW 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. When the Field Educator initiates the change request, s/he must provide a detailed rationale for the action including why the student and/or the placement are not appropriate, as well as the corrective action taken to attempt to remedy the identified problems.
3. When an agreement is made that a change of placement is in the best learning interest of the student and/or the agency, the Collaborative MSW 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 Collaborative MSW 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.

NOTE: The student may be required to repeat some or all of the field hours to establish that learning requirements are accomplished.

Child Welfare Education & Advancement Program

The Child Welfare Education & Advancement Program (CWEAP) is a partnership between the Wisconsin Division of Children and Family Services and the Collaborative MSW Program at UW – Green Bay and UW – Oshkosh. CWEAP operates with federal matching funds made available through Title IV-E of the Social Security Act, which provides training stipends to prepare MSW students to work in the field of public child welfare as employees of state, county, tribal and community partner agencies.

The stipend is a monetary award, paid at the beginning of each semester, which is equivalent to the cost of in-state tuition and fees.

The Child Welfare Education & Advancement Program has two primary goals:

- To prepare graduate social work students for employment in regional public, tribal and community partner agencies that provide child welfare services, and;
- To prepare current employees of these agencies for advanced practice and leadership in the field of public child welfare.

Toward this end, the Program combines specialized child welfare coursework with a supervised field practicum in a public or tribal child welfare agency in NE Wisconsin. Students accepted into the Program are awarded a yearly stipend. Program participation requires a commitment by the student to work in a public or tribal child welfare agency upon graduation.

Students who are interested in the CWEAP program should contact the Child Welfare Coordinator for more information about the application and program requirements.

Concurrent Employment and Field Education in the Same Agency

Students are strongly encouraged to explore field placements different from their employment locations. A field education agency approved for this arrangement must meet the same approval criteria established for all other agencies. In addition, there must be a compelling reason why the employment-based placement is the best option to meet the learning needs of the student (See Appendix H). Under the NASW Code of Ethics, potential issues involving boundaries and conflicts of interest may enter in where there is an ongoing (or previous) relationship with an employer. Students desiring a field placement at their work site must complete the Student Request and Agency Agreement for a Work Site Field Placement (Appendix H).

A student who wants a placement in an agency where he/she is a past or current consumer of services must discuss this request with the Collaborative MSW Field Coordinator. Normally a placement of this type will not be approved.

The Collaborative MSW 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 (See Appendix H):

1. The student in the same agency shall count field practicum hours within the student's placement agency independently from any paid employment hours.
2. Assignments for field must differ from those associated with the paid work assignments.
3. Assignments for field must be educationally focused toward the learning needs of the student and the curricular objectives of the Program, i.e. facilitate student accomplishment of program competencies.
4. Supervision must be provided by an MSW that is not concurrently providing supervision for the paid work and that Agency Field Educator must be a member of the agency staff.
5. The agency should provide the required release time so that the student can accomplish course work and field instruction.
6. The appropriate agency personnel must complete and sign the Student Request and Agency Agreement for a Work Site Field Placement (Appendix I).

Confidentiality

Any information regarding the student's performance in field is to be kept confidential among the educational partners (Field Educator, Faculty Field Liaison, Collaborative MSW Field and Program Coordinators, and faculty) and is not to be released to those outside the university without the express, written permission of the student. U.W system confidentiality policies also apply.

In regard to student records, the Family Education Rights and Privacy Act regulate 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 court orders for client information. The NASW Code of Ethics should also be consulted.

Driving

During the internship placement process, students are encouraged to discuss the use of an automobile in their field duties with their Agency Field Educator during the preliminary field placement interview. Appropriate forms for driving in the field must be completed and approved prior to any student using their automobile for any field business in connection with their social work placement for each academic year the student is in placement (see Appendix Q for UW_Oshkosh students); UWGB students must complete the application on-line using the link:

<http://www.uwgb.edu/busfin/safetyrisk/fleet/DriverAuthorization.asp>). All paperwork needs to be submitted and approved before a student uses their vehicle in the placement. The Collaborative MSW Program Field Coordinator will notify students when their form is or is not approved.

All approved drivers should be aware of the following: their personal automobile insurance will be primary to State coverage; a student transporting clients or conducting agency business must maintain personal automobile insurance with current State of Wisconsin limits as the minimum; the State will only provide excess coverage to drivers when they are using their personal vehicles on official University business. Official University business means undertaking field tasks at the request or direction of field personnel, which are typical of prudent social work practice.

Students who choose not to fill out the necessary form(s) assume complete liability for any situation, which results in the use of their automobile in the line of duty. The Collaborative MSW Program encourages students who do not fill out this form to refrain from using their automobile to transport clients or to conduct ANY other type of 'agency' business in the field placement, which involves the use of an automobile.

NOTE: It is illegal for a student without a valid driver's license to use a vehicle even if the student fills out the necessary driving forms(s).

Extended Medical Leave

MSW students who are absent more than 16 continuous hours from their field placements due to a medical condition must complete the Request for Extended Medical Leave form (Appendix M). The form must be approved by the Field Educator, Field Liaison, and Field Coordinator. When possible this request should be submitted prior to the extended medical leave. When a student is absent less than 32 hrs the consequences will be determined by the Field Liaison.

MSW students who are absent more than 32 hours continuously from their Field Liaison for medical reasons must submit a written plan for how the missed hours will be completed. The plan must include the following: 1) A brief explanation of the nature of the medical condition, 2) A health professional's verification, 3) A plan for how the missed hours will be completed, 4) Estimated date when the hours will be completed and 5) Approval of the MSW Field Educator, the MSW Field Liaison, and the MSW Field Coordinator..

Field Hours

Minimal Weekly Field Hours

Foundation students are expected to complete 16 hours in the Field each week for a total of 240 hours each semester. Advanced students must complete 15 hours per week and attend the Field Seminar class for a total of 450 hours in the Field. These hours should be evenly spaced throughout each semester. However, under exceptional circumstances, students may reduce their hours to not less than 12 per week. This requires a written request from the student (See Appendices K and L), which is approved by the

student's Faculty Field Liaison, the Collaborative MSW Field Coordinator and the Agency Field Educator. In order to process these requests and plan for faculty work loads, the Collaborative MSW Field Coordinator may set deadlines by which students may submit requests for a change in field hours. Students are required to adhere to these deadlines or risk having their request denied. All field hours must be completed no later than the last day of the second semester of the Field Placement. Incomplete grades for Field are rarely authorized and require that a Faculty Field Liaison is available to provide monitoring and support until the Field hours are completed and the Evaluation of Student Mastery in the Field Placement is completed.

Absences

Absences from Field Placement:

The student is expected to notify the Agency Field Educator as early as possible, of any absence. Absences in excess of one week must be reported to the Faculty Field Liaison. Absences, for whatever reasons, must be made up in order that the required hours may be accomplished by the end of each semester. Failure to complete the required number of hours prior to the end of the semester will result in either: the development of a plan to accommodate for the missed hours; a failing grade and/or a grade of incomplete.

Absences from the Generalist Practice Courses or Field Seminar:

Students are expected to attend and fully participate in courses. Occasionally, situations arise wherein a student desires to miss a course due to either pressing service requirements to a client that cannot be rearranged, or a unique learning opportunity in agency programming where Agency Field Educators invite their participation. Decisions to miss practice classes and/or the seminar (SW 729 & 730) for these reasons require responsible behaviors by the student including providing an explanation to the Faculty Field Liaison, obtaining her/his advance permission, notifying the course/seminar instructor, and accepting responsibility for accomplishing the class work missed. Instructors may also have specific policies regarding absences, which are noted in course syllabi. Students are expected to be familiar with these policies as well. Students who miss the Field Seminar must (a) make up missed seminar hours in field and (b) adhere to Instructors' specific policies regarding absences, which are noted in course syllabi.

Changing Field Placement Schedule

Foundation students: A schedule of Field beginning and ending dates is provided to students at the time of registration. Field runs for 15 weeks each semester. This schedule usually does not include January Interim as students are not required to be at field during this period. However, Foundation students may complete Field Hours during January Interim only, provided they have approval from the MSW Field Coordinator, their Foundation Field Liaison and their Agency Field Educator. Generally Foundation students must complete 16 hours per week in the Field for 15 weeks (240 hours/semester). Students may modify this schedule to either lengthen the fall field experience through January or begin the Spring field experience early. Students can complete no less than 12 hours per week for either semester and students may not end the Spring field experience early. Foundation students will need to make this decision at the time they register for fall Field. Faculty supervision will be provided during the January Interim.

Students must complete the Change of Hours form and submit this for approval to the Fall Field Liaison, the Agency Field Educator and the MSW Field Coordinator (see Appendix K).

Under exceptional circumstances Advanced students may begin their Field Placements during the January Interim, but no earlier than January 2nd. Students must complete the Change of Hours form and submit this for approval to the Spring Field Liaison, the Agency Field Educator and the MSW Field Coordinator (see Appendix L).

Note: Any change in plan other than the normal 16-hour placement (15-hour for Advanced students) must be pre-approved by the Collaborative MSW Field Coordinator, the Faculty Field Liaison and the Agency Field Educator.

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 MSW student's fieldwork in the agency. The insurance is in effect throughout each academic semester.

The Universities of Wisconsin - Green Bay and Oshkosh are currently protected for liability arising out of the negligent actions of its employees, agents and officers through the State Self-funded Liability Program administered by the Department of Administration under State Statutes 893.82 and 895.46. The State will indemnify University employees, officers, and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency. Students are considered agents of the University when participating in field programs that are part of a credit course or required for degree completion.

Additionally, 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. Students interested in learning more about this insurance can contact the American Professional Agency, Inc. at (516) 691-6400 or (800) 421-6694. You may also request an application from the Collaborative MSW Field Coordinator.

Medical Examinations

Some field sites, because of the nature of the setting, may require that a student engage in a physical examination, TB testing, a drug screening, and so forth. In these situations, a student will be told about such requirements during the placement process.

Since the undertaking of these medically related necessities is done at the expense of the student in connection with his/her health care provider or University health services, students who have financial limitations, or wish to explore other placement options as a result, should see the Collaborative MSW Field Coordinator.

NASW Code of Ethics of the National Association of Social Workers

The NASW Code of Ethics is viewed as policy by the MSW Program and as such, should serve as a guide to students with regard to their everyday conduct in the field. When ethical dilemmas develop, it is expected that the student will seek out consultation with appropriate agency and University staff. (<http://www.naswdc.org/pubs/code/code.asp>)

Non-Discrimination and Sexual Harassment

Non-Discrimination

The MSW Collaborative Program does not discriminate against any student, Agency Field Educator, professional community agency or other entity because of race, color, creed, sex, sexual orientation, national origin, age, class, disability, family structure, or marital status. 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 UW System 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.

Sexual Harassment

The MSW Collaborative Program does not tolerate any student, faculty member or Agency Field Educator engaging in sexually harassing behaviors. All participants in the field education process are expected to conduct themselves in manner fully consistent with the NASW Code of Ethics, which 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 Educator 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 Educator, the Collaborative MSW Field Coordinator, MSW Program Coordinator, and/or the Chairs of the Social Work Programs. 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 that 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.

Safety in the Field

There will be information regarding safety in the field at the orientation meeting for all new students. Certain placements might require more extensive training beyond that which the students have had in their regular course work.

TB and Blood-borne Pathogens

Infection control procedures are to be implemented by students in their field sites to limit any risk of potential infection to the student, between student and clients, or between any other individual at the setting.

Termination of Field Placement

Student Request for Termination

When, during the course of the semester, a student decides to terminate his/her enrollment in the field, notification should immediately be made to the Agency Field Educator, Faculty Field Liaison, and Collaborative MSW 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 the field, the student must demonstrate, to the satisfaction of faculty that the reasons for discontinuance have been adequately addressed and that the student is ready to carry out professional responsibilities at the Masters level.

Faculty or Field Agency Request for Termination

Performance concerns 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 MSW Student learning goals, as per the Field Practicum Contract and Evaluation of Student Mastery.
- 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 roles of the social work profession (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 that 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. Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role.
4. Challenges in one's ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished.

5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment.
6. Practicing 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 performance arise in the field agency, classroom, or otherwise, the concerns are documented in detail. Documentation includes statements addressing the student's skill assets and deficits, a description of the concerning 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 are submitted to the Collaborative MSW Field Coordinator. The Collaborative MSW Field Coordinator facilitates a meeting with the student, the Faculty Field Liaison and the Agency Field Educator to allow all parties to present information and perspectives related to the request for termination from the Field and presents recommendations for possible solutions.

The Collaborative MSW Field Coordinator, in connection with the Collaborative MSW Program Coordinator and Program Chairs, will make a ruling regarding termination or continuance in the field. A ruling for continuance may require extending the placement, repeating the placement or transferring to another agency for practicum training. A decision for termination will require the student to withdraw from other classes in the Program. Documentation of the meeting and the outcome decision are completed by the Collaborative MSW Field Coordinator and placed in the student's file.

The Collaborative MSW Field Coordinator is responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to MSW students, may be found in the University's Graduate Student Handbook, in the section pertaining to University Policies and Procedures.

APPENDICES

Appendix A: Program Memorandum

**PROGRAM MEMORANDUM FOR PLACEMENT OF
GRADUATE STUDENTS IN FIELD EDUCATION**

MSW COLLABORATIVE PROGRAM

University of Wisconsin Green Bay and University of Wisconsin Oshkosh

- A. The University of Wisconsin Green Bay and University of Wisconsin Oshkosh (hereinafter referred to as the “Universities”).
- B. MSW Collaborative Program (hereinafter referred to as the “MSW Program”).
- C. (hereinafter referred to as the “Field Agency”).
- D. In placing MSW students in the Field Agency, the **MSW Program agrees** to the following responsibilities:
 1. Refer students to the Field Agency for potential placement according to the current procedures for placing students described in the “Graduate Field Manual.”
 2. Have final authority for placement of students and utilization of a Field Agency for placement. There may be times when placement is not possible or appropriate.
 3. Provide written guidelines for placement of students and utilization of a Field Agency for placement, as recorded in the “Graduate Field Manual.”
 4. Have final authority for the evaluation and grading of the students in placement.
 5. Provide a University-based “MSW Field Coordinator” to the Field Agency in accordance with guidelines established by the MSW Program.
 6. Provide the Field Agency with the educational objectives of the field practicum for the MSW Program and as recorded in the “Graduate Field Manual.”
 7. Designate a person (“Faculty Field Liaison”) to coordinate with the “Agency Field Educator” designated by the Field Agency as to the assignment(s) to be undertaken by the individual student(s) placed at the agency.
 8. Upon the written request of the Field Agency, the MSW Program will withdraw any MSW student placed within the agency according to the guidelines for removal in the “Graduate Field Manual.”
 9. Affiliation Agreements are established through the Collaborative MSW Field Coordinator. The forms are available in the “Graduate Field Manual.”

E. The **Field Agency**, in accepting students for placement from the MSW Collaborative Program, **agrees** to the following responsibilities:

1. Accept students for placement in accordance with current procedures for placement listed in the “Graduate Field Manual.”
2. Designate an agency representative (“Agency Field Educator”), with the qualifications outlined in the “Graduate Field Manual,” who will provide student(s) in placement with educationally guided experiences appropriate to masters level of social work practice.
3. Provide the experiential learning tasks in accordance with the educational objectives for the field practicum of the MSW Program and coordinate field instruction with the faculty for the social work methods course.
4. Provide at least one hour per week of guided field instruction and supervision for each student in placement. For example, three students in placement will require three hours of instruction per week.
5. Provide time for designated “Agency Field Educators” to attend orientation meetings, workshops or other meetings for the coordination of the educational activities of the field practicum.
6. Provide access to the necessary tools and facilities appropriate to the level of social work practice expected of the student(s).
7. Evaluate the performance and progress of the student(s) placed in the agency and agree to discuss agency evaluations with the student(s), recognizing that the MSW Program has the final responsibility for assigning grades for the field practicum course(s).
8. Not pay financial reimbursement to the student, nor claim financial reimbursement for the student’s activities while the student is in placement. (This can be waived with mutual consent of the agency, student and MSW Program. The conditions of the waiver must be placed in writing.)
9. Satisfy the provisions contained in 45 CFR 46, existing for the protection of human subjects to the extent that such regulations are applicable to the respective program involved. The Universities will provide a copy of such regulations upon request.

F. The **Student**, in accepting placement at the Field Agency, **agrees** to the following responsibilities:

1. The student is expected to meet the requirements of the placement experience as established by the Faculty Field Liaison and The MSW Program and observe agency policy and regulations.
2. Students are under the direct assignment and supervision of both the Faculty Field Liaison and the Field Educator. Any conflicts or concerns regarding agency policy and regulations should be discussed with the Faculty Field Liaison.
3. The student will comply with professional behavior and adhere to the NASW Code of Ethics. The student shall comply with and abide by all policies and regulations of the Field Agency while participating in this program pursuant to this Program Memorandum. This includes required health screening for students placed in medical facilities.

4. Students are advised to consider carrying individual liability insurance.
5. The student shall read this Program Memorandum and specify that s/he understands this Program Memorandum by endorsement of Appendix A-1.

G. General Provisions

This Program Memorandum shall continue in force between the parties for a period of September 1, 2009 - August 31, 2012, unless, six months prior to the end of the period, one of the parties hereto shall be given written notice of revision or termination, whereupon this Program Memorandum shall be revised or terminated as of the then current academic year.

The Field Agency reserves the right, pursuant to this Program Memorandum, to immediately terminate the assignment of a student to the Field Agency as a student intern pursuant to this Program Memorandum upon violation of the terms and conditions of this Program Memorandum by student or upon showing of good cause to The MSW Program by the Field Agency. Should the Field Agency elect to terminate a student's participation with The Facility pursuant to this Program Memorandum, the Field Agency shall not be responsible for any monetary or other losses sustained by the student as a result of the student's termination from assignment to the Field Agency pursuant to this Program Memorandum.

IN WITNESS WHEREOF, The Universities have executed this Program Memorandum which, when executed by the participating Facility, shall bind all parties to the terms thereof.

APPROVED FOR:

UW Oshkosh: _____
Thomas Sonnleitner, Vice Chancellor, Administrative Services Date

AND

UW Green Bay: _____
Michael Mentzel, Safety and Risk Manager Date

Field Agency: _____
Director or Field Educator Date

MSW Program: _____
MSW Field Coordinator Date

Copies to: MSW Field Coordinator (original), Field Agency Director, Student, Field Educator, Field Liaison

Appendix A-1
Student Program Memorandum Endorsement

The undersigned student of the University of Wisconsin Oshkosh or University of Wisconsin Green Bay hereby acknowledges that s/he has read the foregoing Program Memorandum between the University of Wisconsin Oshkosh or the University of Wisconsin Green Bay and , acknowledges that s/he understands the terms of said Program Memorandum, understands the various duties and responsibilities of The Universities, The Field Agency, and Student pursuant to said Program Memorandum, and agrees to participate in a field experience program in social work with The Field Agency as arranged through The Universities.

Dated this _____ day of _____, 200_____.

Student Name
UW Green Bay and UW Oshkosh
Collaborative MSW Program

Student Signature

Appendix B: University Affiliation Agreement

AFFILIATION AGREEMENT
Between the Board of Regents of the UW System
On Behalf of the
COLLABORATIVE MASTER OF SOCIAL WORK PROGRAM
(UW Green Bay and UW Oshkosh)
for Field Placement of Students

This Agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin Green Bay and the University of Wisconsin Oshkosh (hereinafter referred to as “Universities”) and (hereinafter referred to as “Field Agency”).

In consideration of the mutual benefits to the respective parties, the Universities and the Field Agency agree to the terms set forth below.

THE UNIVERSITIES AGREE:

1. That each school or college of the Universities wishing to participate in a clinical education placement program with the Field Agency will provide the Field Agency 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 which the University and the Field Agency may exercise or are required to exercise; the rights of the Field Agency to review the Universities’ program; the number of students to be assigned, the academic qualifications and the schedule of those students; and any other matters pertaining to the specific program content proposed by the departments; and
2. To provide the Field Agency with a listing of students who will be participating at that Field Agency in the program and to update that listing periodically.

THE FIELD AGENCY AGREES:

1. To review any Program Memorandum concerning a clinical education program submitted by a school or college of the Universities. Upon review, the Field Agency will notify the schools or colleges of its acceptance or rejection of the academic program proposal; and
2. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the particular Universities, schools or colleges.

THE UNIVERSITIES AND THE FIELD AGENCY JOINTLY AGREE:

1. The parties shall not discriminate in their training or education of any person or in the conditions of training or education or in other actions taken as a result of this Agreement by reason of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities:
2. That during the term of this Agreement, the State will indemnify the Universities employees, officers, and agents (students in required training, a credit program, or for graduation) against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, pursuant to §895.46(1) and §893.82, Stats.;
3. That the Field Agency will indemnify its employees, officers and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency;
4. By executing this agreement, neither the Universities nor the Field Agency 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;
7. For purposes of compliance with the Health Insurance Portability and Accountability Act and associated privacy regulations (HIPAA), students shall be considered part of the Field Agency's "work force" as that term is defined in HIPAA to include trainees and students. Students are not considered work force or employees of the Field Agency for other purposes, including but not limited to, tax or employment law. The Field Agency shall provide the necessary training specific to HIPAA. The Universities agree to advise all students of the importance of complying with all relevant state and federal confidentiality laws, including HIPAA, and with the Field Agency's policies and procedures relating to HIPAA; and
8. Caregiver background checks shall be conducted as per the attached addendum.

TERM OF AGREEMENT:

This agreement shall be for a term from September 1, 2009 – August 31, 2012.

Program Memoranda presented by the Universities and accepted by the Field Agency shall be for a term of three years. 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 departments, schools or colleges within the Universities. Such Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

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

FOR THE FIELD AGENCY:

Thomas Sonnleitner Date
Vice Chancellor for
Administrative Services
University of Wisconsin Oshkosh

Signature of Authorized Official

Date

AND

Name (please print)

Michael Mentzel Date
Safety and Risk Manager
University of Wisconsin Green Bay

ADDENDUM:
Caregiver Background Checks
on University of Wisconsin Students

The University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stats. §48.685 and §50.065) and regulations (Wis. Admin. Code Ch. HFS 12) for University students who have or are expected to have regular, direct contact with the Field Agency's clients. The University shall maintain completed Background Information Disclosure (BID) forms for those students, as well as the information that results from caregiver background checks. The University will retain the BID form and caregiver background check results for inspection by the Department of Health and Family Services and .

The University agrees to notify The Field Agency of any information contained on a BID form and/or caregiver background check results about a student that could bar, as that phrase is defined by the relevant regulations, that student from regular, direct contact, as that phrase is defined by the relevant regulations, with the Field Agency's clients.

The Field Agency shall make the final determination whether a student may have regular, direct contact with the Field Agency's clients. Nevertheless, The Field Agency shall consult with the appropriate University official before barring any such student from regular, direct contact with The Field Agency's clients. If the Field Agency determines a student may not have regular, direct contact with the Field Agency's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to 60 days, in the program created by this Agreement.

The University agrees to inform the Field Agency of allegations of caregiver misconduct as defined in Wis. Admin. Code Ch. HFS 13 that come to the University's attention.

[Note: Background checks are completed at time of acceptance to the MSW Program.]

Appendix C: Field Agency Description Form

**COLLABORATIVE MSW PROGRAM
THE UNIVERSITY OF WISCONSIN GREEN BAY AND OSHKOSH**

FIELD AGENCY DESCRIPTION

In order to keep a current list of Agency Field Placements we request that you complete this form and update your agency information. Rather than filling in this form, questions 1-3 can be answered by attaching an agency brochure.

Today's Date: ____/____/____

Contact Person: _____

Agency Name: _____

Telephone: _____ Email/Website: _____

Address: _____

Purpose of Agency: _____

1. Agency Mission and/or goals:

2. Population served by Agency:

3. Services provided:

MSW Staff willing to supervise MSW students (Name and phone number):

Number of Students that can be supervised/mentored: _____

4. Types of social work experiences this agency will provide the student(s):

Foundation:

Advanced:

Direct Practice:

Administration and Management:

5. Non-Social Work tasks required by the student:

6. Policies affecting the placement, such as dress code, supervisory structure, etc.

7. Other relevant information or guidelines not already specified:

Please return this page to the

MSW Field Coordinator
UW-Oshkosh
800 Algoma Blvd., Swart Hall 230
Oshkosh, WI 54901

Appendix D: Agency Field Educator Resume Form

**COLLABORATIVE MSW PROGRAM UNIVERSITY OF WISCONSIN
GREEN BAY AND OSHKOSH**

**FIELD EDUCATORS RESUME
(individual resume can be substituted for form)**

Name: _____ Date: _____

Degrees: MSW _____ Year _____ BSW _____ Year _____

Other Baccalaureate Degree: _____ Major: _____

Other Graduate Degree: _____ Major: _____

Employment Position: _____

Major Responsibilities: _____

Employment Agency/Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____ E-Mail Address: _____

Type of population served by your agency (i.e. elderly, families, and children, etc.):

Years of experience as a field supervisor: _____

EDUCATION:

College/University	Major	From – To	Degree
--------------------	-------	-----------	--------

SOCIAL WORK RELATED EXPERIENCE:

Agency	Address	Type of Experience	From – To
--------	---------	--------------------	-----------

OTHER:

Include additional information, which you consider important in your performance as a field educator, such as membership in professional organizations, professional publications, or presentations, workshops, or short courses you have given or taken.

This information may be used by the Collaborative MSW Program of the University of Wisconsin Green Bay and University of Wisconsin Oshkosh for accreditation by the Council on Social Work Education and for professional purposes as required.

Agency Field Educators Signature

Date

Appendix E: Criminal Background Check Forms

CRIMINAL BACKGROUND CHECK FORMS

To access the “Waiver for Release of Information” form, (1) photocopy from the following page or (2) download from the online [Field Manual](#).

To access the “Wisconsin Criminal History Single Name Record Request” and “Background Information Disclosure” forms, your options are:

Download from the following sites:

<http://www.doj.state.wi.us/dles/cib/forms/cib/djle250.pdf>
Wisconsin Criminal History Single Name Record Request
Form: DJ-LE-250 (Rev. 04/08)

<http://dhs.wisconsin.gov/forms/F8/F82064.pdf>
Background Information Disclosure Form and Instructions
Form: HFS-64A (Rev. 07-08)

Send your completed forms to the Collaborative MSW **Field Coordinator** who will then submit them as a group to the proper home-campus official for checking. Mail the forms to:

Amy Williams, MSW Field Coordinator
UW-Oshkosh
800 Algoma Blvd., Swart Hall 230
Oshkosh, WI 54901

Packet

- Checklist:
- 1) Waiver for Release of Information Form (one page long).
 - 2) Wisconsin Criminal History Single Name Record Request (two pages long). Check “Government Agency” under “Requestor Type:” and “Caregiver-General” under “Request Purpose.” Leave “Return request to” field blank. You do not need to include a self-addressed stamped envelope.
 - 3) Background Information Disclosure Form with Instructions (three pages long).
 - 4) A check for \$25.00 made out to your home campus (i.e. either "University of Wisconsin Green Bay" or "University of Wisconsin Oshkosh").



COLLABORATIVE MASTER OF SOCIAL WORK PROGRAM

Waiver for Release of Information

I authorize the University of Wisconsin Green Bay and the University of Wisconsin Oshkosh, its agents and employees, to carry out the criminal background check as part of my admission process and as background for assignment in a Clinical Education or Field Placement Program. I authorize any person or organization to provide the University of Wisconsin Green Bay and the University of Wisconsin Oshkosh, its agents and employees, any information that may be requested. The expiration of this part of the authorization shall be for a period of no longer than one (1) year from the date of my signature.

I provide my consent for the University of Wisconsin Green Bay and the University of Wisconsin Oshkosh to release information concerning my background check to clinical or field placement facilities as needed.

Name (Printed ALL CAPS)

Signature

Date

Collaborative MSW Program

Department Name (Education, Nursing, etc.)

Social Work

Request Purpose (Nursing, Dietetic, Social Work)

Please print the following information:

Drivers License #

State

Telephone #

Student ID#

Appendix F: Application for Foundation Year Field Placement

Date Received: _____

**COLLABORATIVE MSW PROGRAM
THE UNIVERSITY OF WISCONSIN GREEN BAY AND OSHKOSH**

APPLICATION FOR FOUNDATION YEAR FIELD PLACEMENT

Student: This information is forwarded to your potential field site prior to your interview. Please attach a current copy of your resume to this application.

Student Information:

Date _____ Student Number _____

Name _____

Home Address _____

City _____ State _____ Zip Code _____

Home Telephone _____

Work Address _____

City _____ State _____ Zip Code _____

Work Telephone _____

E-mail _____

Selecting the Foundation Year Experience:

During the foundation year placement, the field experience is a generalist one. However, knowing your specific concentration in the MSW Program and your interest in a specialization may help us to direct you toward a more suitable learning experience. Additionally, it will assist your agency field educator in developing specific placement learning opportunities for you.

Concentration: () Advanced Generalist/Direct Practice
 () Advanced Generalist/Administrative

Specialization: _____

Note: Each student decides on his/her area of specialization in social work (it might be a specific population, specific issues or areas of practice, etc. Students interested in pursuing a child welfare stipend must list child welfare here.)

Child Welfare Stipend: Yes [] No [] (Please check)

Considerations for Placement:

Do you have any geographic preferences for your placement? _____ Yes _____ No
If so, describe. (Not always able to accommodate.)

Do you have any limitations regarding hours? _____ Yes _____ No
If so, describe. (16 weekday hours need to be available).

Do you have any special circumstances that you would like to have considered during the placement process? _____ Yes _____ No
If so, describe.

Is there a potential Field Placement that you would like considered for your Foundation Placement? If Yes, _____ Yes _____ No
Please provide contact information. DO NOT make the initial contact.

Contact Name: _____

Phone No.: _____

Do you have regular use of an automobile? _____ Yes _____ No
(Local placements are limited and are within 60 miles of campus).

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 (Code of Ethics can be viewed at: <http://www.naswdc.org/pubs/code/code.asp>), prior to their placement in the field.

I understand that I should review the Code prior to placement and that I am expected to adhere to the values, ethics, and professional standards of the profession. _____ Yes _____ No

Current Work Experiences:

Please describe relevant roles and experiences that you have had at your employment site. If you are receiving the Child Welfare Stipend please indicate if you have experience working in a public/tribal child welfare agency. [Resume should outline this component.]

PLEASE ATTACH A RESUME TO THIS APPLICATION

Student Self-Assessment:

Below are the foundation year competencies. Please assess yourself in relationship to each one and check whether or not this competency will be a specific learning goal while you are in your foundation year placement. *[Student should keep a copy of form for use in SW 703 and 709]*

Rating Scale: (L) Limited – partial or inadequate experiences in this area
(M) Moderate – fair amount of experiences in this area
(S) Sustaining – strong (daily or weekly) experiences in this area

1. Link interdisciplinary knowledge, including that developed in prior practice, to emerging assessment, intervention and evaluation skills.

(L) (M) (S) Learning goal for field: (Yes) / (No)

2. Recognize and utilize social work values, understanding their implications for generalist practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

3. Carry out assessment, planning and intervention activities that reflect generalist social work practice principles and approaches.

(L) (M) (S) Learning goal for field: (Yes) / (No)

4. Seek out and evaluate “best practice” models in generalist social work practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

5. Develop and strengthen relationship and enabling skills in generalist practice contexts.

(L) (M) (S) Learning goal for field: (Yes) / (No)

6. Recognize resource gaps and participate in activities designed to redress these gaps.

(L) (M) (S) Learning goal for field: (Yes) / (No)

7. Create alliances and collaborations with diverse clientele.

(L) (M) (S) Learning goal for field: (Yes) / (No)

8. Articulate an understanding of the role of the generalist practitioner in organizational program planning and policy development.

(L) (M) (S) Learning goal for field: (Yes) / (No)

Rating Scale: (L) Limited – partial or inadequate experiences in this area
(M) Moderate – fair amount of experiences in this area
(S) Sustaining – strong (daily or weekly) experiences in this area

9. Engage in activities designed to improve services and make them more congruent with client needs.

(L) (M) (S) Learning goal for field: (Yes) / (No)

10. Function effectively in one’s role as a generalist practitioner in a particular social service organizational setting.

(L) (M) (S) Learning goal for field: (Yes) / (No)

11. Develop skills in program evaluation and evaluation of practice methodologies.

(L) (M) (S) Learning goal for field: (Yes) / (No)

12. Recognize the impact of oppression on the lives of clients and challenge oppressive thinking and practices. Apply strengths and empowerment perspectives in work with diverse clientele.

(L) (M) (S) Learning goal for field: (Yes) / (No)

13. Understand the elements of ethical professional practice and recognize and evaluate ethical dilemmas in practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

14. Use peer and supervisory support effectively in an effort to improve one’s practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

PLEASE ATTACH A RESUME TO THIS APPLICATION

*****For Office Use Only*****

Field Placement Referral: _____

Date of referral: ____/____/____

Field Placement Referral: _____

Date of referral: ____/____/____

Appendix G: Application for Advanced Field Placement

Date Received _____

**COLLABORATIVE MSW PROGRAM
THE UNIVERSITY OF WISCONSIN
GREEN BAY AND OSHKOSH**

APPLICATION FOR ADVANCED STANDING YEAR FIELD PLACEMENT

Date _____ Student Number _____

Name _____

Home Address _____

City _____ State _____ Zip Code _____

Home Telephone _____

Work Address _____

City _____ State _____ Zip Code _____

Work Telephone _____

E-mail _____

Do you have a car in working order? _____ (Local placements are limited and many may be within a 60 mile radius of the campus).

During the Advanced Standing placement, the field experience is either a direct practice or administration experience. Your placement will provide you an opportunity to achieve all of advanced year competencies.

Concentration () Advanced Generalist/Direct Practice
 () Advanced Generalist/Administrative

Specialization: _____

Note: Each student decides on his/her area of specialization in social work. (It might be a specific population, specific issues or areas of practice, etc. Students interested in pursuing a child welfare stipend must list "Child Welfare" here.)

Child Welfare Stipend: Yes [] No [] (Please check)

Considerations for Placement:

Do you have any geographic preferences? If so describe. _____ Yes _____ No
(Not always able to accommodate)

Do you have any limitations regarding hours? (Students are _____ Yes _____ No
expected to have at least 15 hours of weekday hours available).
If yes, explain:

Do you have any special circumstances that you would like _____ Yes _____ No
to have considered during the placement process?
Please describe below.

Is there a potential Field Placement that you would like _____ Yes _____ No
considered for your Advanced Placement? If yes,
please provide contact information. DO NOT make the
initial contact.

Contact Name: _____ Agency: _____

Phone Number: _____

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 prior to their placement in the field. NASW Code of Ethics can be viewed at: <http://www.naswdc.org/pubs/code/code.asp>

I understand that I should review the Code prior to _____ Yes _____ No
placement and that I am expected to adhere to the
values, ethics and professional standards of the profession.

Current Work Experience:

Please describe relevant roles and experiences that you have had at your place of employment. If you are receiving the Child Welfare Stipend please indicate if you have experience working in a public/tribal child welfare agency. [Resume outlines this component.]

PLEASE ATTACH A RESUME TO THIS APPLICATION

Student Self-Assessment:

Below are the Advanced Standing competencies. Please assess yourself in relationship to each one and check whether or not this competency will be a specific learning goal while you are in your Direct Practice/Administration placement. *[Students should keep a copy for use in SW729]*

Rating Scale: (L) Limited – partial or inadequate experiences in this area
(M) Moderate – fair amount of experiences in this area
(S) Sustaining – strong (daily or weekly) experiences in this area

1. Applies an interdisciplinary orientation in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.

(L) (M) (S) Learning goal for field: (Yes) / (No)

2. Utilizes the strengths perspective and a capacity-building approach in the systematic change process with multi-level systems.

(L) (M) (S) Learning goal for field: (Yes) / (No)

3. Competently employs interventions that reflect principles and methodologies consistent with social work practice in community-based, family-focused settings, particularly those that reflect practice from an empowerment and strengths-based perspective. The MSW student appropriately applies such interventions relative to his/her practice methodology (Administration/Management or Advanced Direct Practice). Students apply a three-step process:

- b. Student researches and assesses best-practice interventions using an empowerment and strengths perspective framework.
- c. Student integrates best-practice interventions into the community-based agency setting using an empowerment and strengths perspective framework.
- d. Student evaluates impact of best-practice interventions within the community-based agency structure using an empowerment and strengths perspective framework.

(L) (M) (S) Learning goal for field: (Yes) / (No)

Rating Scale: (L) Limited – partial or inadequate experiences in this area
(M) Moderate – fair amount of experiences in this area
(S) Sustaining – strong (daily or weekly) experiences in this area

4. Provides leadership by conducting empirical research activities designed to shape more effective public/tribal family intervention practices and provide supporting data for policy changes that enhance family well-being. These activities may include qualitative or quantitative methodologies directed at needs assessment, process or summative program evaluation activities, surveys, or analyzing existing data.

(L) (M) (S) Learning goal for field: (Yes) / (No)

5. Demonstrates leadership in both collaborative and team building activities.

(L) (M) (S) Learning goal for field: (Yes) / (No)

6. Demonstrates an understanding of resource gaps and effectively utilizes current resources, encourages resource enhancement, and/or develops new resources.

(L) (M) (S) Learning goal for field: (Yes) / (No)

7. Demonstrates cultural competency in the systematic change process (e.g., intake and assessment, plan development; interventions; evaluation and reassessment; and/or termination) with multi-level systems.

(L) (M) (S) Learning goal for field: (Yes) / (No)

8. Articulates a vision for his/her leadership role in public/tribal organizational program planning and policy development informed by and grounded in organizational theory, policy analysis models, and leadership theory.

(L) (M) (S) Learning goal for field: (Yes) / (No)

9. Articulates program and social policy change methods directed at improving conditions for children and families that are based on social work theory and informed by the specialized needs of rural and local communities.

(L) (M) (S) Learning goal for field: (Yes) / (No)

Rating Scale: (L) Limited – partial or inadequate experiences in this area
(M) Moderate – fair amount of experiences in this area
(S) Sustaining – strong (daily or weekly) experiences in this area

10. Demonstrates knowledge of the Field Placement agency mission, goals and objectives, and critically assesses the congruence of the mission and goals with ethical social work principles of practice. MSW students engage in activities that support Field Placement agency goals and ethical practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

11. Demonstrates an ongoing commitment to improving individual professional practice with and on behalf of client systems through systematic and sustained evaluation of practice using multiple methods including, seeking and effectively using feedback, continuous personal reflection and assessment, and effectively integrating new learning to increase efficacy in needed areas.

(L) (M) (S) Learning goal for field: (Yes) / (No)

12. Effectively uses social work roles with vulnerable and oppressed client systems.

(L) (M) (S) Learning goal for field: (Yes) / (No)

13. Possesses a working knowledge of the elements of ethical professional social work practice and uses this knowledge to successfully resolve ethical dilemmas in practice.

(L) (M) (S) Learning goal for field: (Yes) / (No)

14. Demonstrates leadership and professionalism in practice, including contributing to the professional growth and development of colleagues.

(L) (M) (S) Learning goal for field: (Yes) / (No)

*****For Office Use Only*****

Field Placement Referral: _____

Date of referral: ____/____/____

Field Placement Referral: _____

Date of referral: ____/____/____

Appendix H: Student Request and Agency Agreement for a Work Site Field Placement

Date Received: _____

**COLLABORATIVE MSW PROGRAM
UNIVERSITY OF WISCONSIN
GREEN BAY AND OSHKOSH**

**MSW STUDENT REQUEST AND AGENCY AGREEMENT
FOR A WORK SITE FIELD PLACEMENT**

Students: Please complete the following information and submit this form to your agency director with your application for a field placement. Your director should assess your application materials, review this request for a work site placement, and sign this form to indicate willingness to provide you with a learning experience in the agency in which you work. All materials need to be given to the Collaborative MSW Field Coordinator who will review and subsequently make a placement decision that supports the philosophy and policies of the MSW Program.

Student Information:

Student Name: _____ Student Number: _____

Agency Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Work Supervisor: _____

Agency Director: _____

Work Site Request For:

Foundation Year

Advanced Year

Field Related Information:

Current job description/duties: _____

General description of proposed field placement: _____

Specify how placement activities will differ from job responsibilities:

The following semesters/hours in field are required in order to successfully complete the field placement portion of the MSW program:

Foundation Year

Fall/Spring Semesters (Sept – May)	16 hours per week
------------------------------------	-------------------

Advanced Year

Spring/Summer Semesters (Jan – Aug)	15 hours per week + 1 hour seminar
-------------------------------------	---------------------------------------

Field Placement Hours will be:

- Paid by the agency
- Over and above paid hours
- A combination of paid and unpaid time

Specify the details of arrangement: _____

Field Placement Supervision:

The Agency Field Educator (instructor/supervisor of MSW placement) must be different from student's work supervisor. In addition, the Agency Field Educator must have an MSW degree from an accredited school and two years of work experience unless other arrangements have been sought from, and granted by the Collaborative MSW Field Coordinator in accordance with the policies that govern field site supervision. Please complete the following information regarding supervision planned for field placement:

Proposed Agency Field Educator: (supervisor) _____

Title: _____

School and Year MSW earned: _____

Phone: _____ E-mail: _____

The Agency Field Educator will be available to attend an orientation: ____ Yes ____ No

The Agency Field Educator will be provided with time to review student assignments, meet with Collaborative MSW Field Coordinator and MSW Field Liaison as needed and for evaluation purposes: ____ Yes ____ No

Preliminary Application – Contact Information:

We (MSW student and agency director) have discussed the use of _____
Agency

for _____ as a field placement site and agree this is feasible.
Student

With whom should Field Coordinator make contact to discuss requirements for placement in this agency?

Name: _____ Phone: _____

E-mail address: _____

Signatures:

Student Date

Proposed Agency Field Educator Date

Work Supervisor Date

Agency Director Date

Appendix I: Field Placement Agreement Form – Foundation

Date received by
Field Coordinator _____

COLLABORATIVE MSW PROGRAM
University of Wisconsin Green Bay and Oshkosh

**FIELD PLACEMENT AGREEMENT FORM
(for Foundation students)**

Student: _____

Address: _____

Telephone: _____ Email: _____

Agency Field Educator: _____

Position/Job Title: _____

Agency Name: _____

Address: _____

Telephone: _____ Email: _____

MSW Field Coordinator: Amy Williams
Telephone: **(920) 424-7177** Email: williamsa@uwosh.edu
Fax: 920-424-1443

It is acknowledged that at the conclusion of the placement interview, the agency has the right to accept or reject the student based on its consideration of agency circumstances and requirements. Likewise, the student may reject a field placement if it does not fit his/her learning goals. Upon agreement by both parties, the following stipulations are agreed to by all parties.

Agreement Terms: Students are expected to complete a two-semester placement (240 hours per semester).

Placement Schedule:

Fall Semester: **September** __, 20__ -- **December** __, 20__ (days and times to be agreed upon by the agency and the student)

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

Spring Semester: **January** __, 20__ -- **May** __, 20__ (days and times to be agreed upon by the agency and the student)

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

School Breaks and Holidays: The times may be negotiated between the Agency Field Educator, the Faculty Field Liaison and the Student. Students are not required to work during Fall semester interim (January).

Collaborative MSW Field Manual
June 2010

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

Student _____ Date _____

Agency Field Educator _____ Date _____

MSW Field Coordinator _____ Date _____

Appendix J: Field Placement Agreement Form – Advanced

Date received by
Field Coordinator _____

COLLABORATIVE MSW PROGRAM
University of Wisconsin Green Bay and Oshkosh
FIELD PLACEMENT AGREEMENT FORM
(for Advanced students)

Student: _____

Address: _____

Telephone: _____ Email: _____

Agency Field Educator: _____

Position/Job Title: _____

Agency Name: _____

Address: _____

Telephone: _____ Email: _____

MSW Field Coordinator: Amy Williams
Telephone: **(920) 424-7177** Email: williamsa@uwosh.edu
Fax: 920-424-1443

It is acknowledged that at the conclusion of the placement interview, the agency has the right to accept or reject the student based on its consideration of agency circumstances and requirements. Likewise, the student may reject a field placement if it does not fit his/her learning goals. Upon agreement by both parties, the following stipulations are agreed to by all parties.

Agreement Terms: Students are expected to complete a two-semester placement.
(225 hours for Spring semester and 229 hours for Summer semester).

Placement Schedule:

Spring Semester: **January** __, 20__ -- **May** __, 20__ (days and times to be agreed upon by the agency and the student)
Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____ Saturday _____

Summer Semester: **May** __, 20__ -- **August** __, 20__ (days and times to be agreed upon by the agency and the student)
Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____ Saturday _____

School Breaks and Holidays: The times may be negotiated between the Agency Field Educator, the Faculty Field Liaison and the Student.

Collaborative MSW Field Manual
June 2010

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

Student _____ Date _____

Agency Field Educator _____ Date _____

MSW Field Coordinator _____ Date _____

Appendix K: Student Request for Change of Field Hours: Foundation

**COLLABORATIVE MSW PROGRAM
UW GREEN BAY AND UW OSHKOSH**

STUDENT REQUEST FOR CHANGE OF FIELD HOURS: FOUNDATION

Students are expected to work 16 hours per week for 15 weeks each semester at their assigned field placement site (240 hrs.). Students are not typically scheduled to work during the end of December and the month of January. However, for some agencies this is a problem and arrangements need to be made to accommodate Field Agency needs. In such cases students must formally request a change in their field hours. Field hours must be completed at the rate of no less than 12/week. Students and Field Educators need to be aware that Evaluations will not be completed until the student has essentially completed all of their required Field hours for the semester. If the evaluation does not occur prior to the deadline for submitting Semester grades and the student has an approved change of hours form on file the student will receive an Incomplete grade until the Field hours and the evaluation are completed. Students who have completed less than 200 Field hours by the end of the fall semester will have their Field Evaluations conducted by the Interim Faculty Field Liaison during winter break. **The deadline for submitting a change of hours request is the 6th week of the semester.**

Student Name: _____ Date: _____

Number of hours student is requesting to work per week (circle one):

12 13 14 15 Other _____

Date total semester hours (240) are expected to be completed: _____

Will student complete Field hours during January? Yes [] No []

The Interim Faculty Field Liaison will be available during this period to resolve any urgent needs of the student and/or Field Educator.

Provide a brief explanation for the request to change field hours and a plan for completing the required Foundation Field Hours.

Signatures/Date:

Student

Collaborative MSW Field Coordinator

Current Field Liaison

Agency Field Educator

CC: Student, MSW Field Coordinator, Interim Field Liaison, Agency Field Educator

Appendix L: Student Request for Change of Field Hours: Advanced

**COLLABORATIVE MSW PROGRAM
UW GREEN BAY AND UW OSHKOSH**

STUDENT REQUEST FOR CHANGE OF FIELD HOURS: ADVANCED

Students are expected to work 15 hours per week for 15 weeks each semester at their assigned field placement site (225 hrs.). Students typically begin their Field Hours the week prior to the Beginning of the Spring semester and work continuously until the last Friday in August. In some cases students may want to begin their hours earlier. Students may not begin their Advanced Year Field hours earlier than January 2nd. Students are not required to complete Field hours during Spring break, Memorial Day or July 4th. Field hours must be completed at the rate of no less than 12/week. Students and Field Educators need to be aware that Evaluations will not be completed until the student has essentially completed all of their required Field hours for the semester. If the evaluation does not occur prior to the deadline for submitting Semester grades and the student has an approved change of hours form on file the student may receive an Incomplete grade until the Field hours and the evaluation are completed. No contracts will be established during the month of January. **The deadline for submitting a change of hours request is within two weeks of submitting the Field Placement Agreement Form. Students may not end their field placement early unless an approved plan is in place for doing so.**

Student Name: _____ Date: _____

Date student expects to begin Advanced Field Placement: _____

The Interim Faculty Field Liaison will be available during this period to resolve any urgent needs of the student and/or Field Educator.

Number of hours student is requesting to work per week (circle one):

12 13 14 15 Other _____

Date total semester hours (225) are expected to be completed: _____

Provide a brief explanation for the request to change field hours and a plan for completing the required Advanced Field Hours.

Signatures/Date:

Student

Collaborative MSW Field Coordinator

Current Field Liaison

Agency Field Educator

CC: Student, MSW Field Coordinator, Interim Field Liaison, Agency Field Educator

Appendix M: Extended Medical Leave Plan

**UWGB AND UW OSHKOSH COLLABORATIVE MSW PROGRAM
REQUEST FOR EXTENDED MEDICAL LEAVE**

This form must be completed when students will miss more than 16 hours continuously of MSW Field due to a medical condition. When possible this request should be submitted prior to the Extended Medical Leave.

Nature of the Medical Condition- Briefly describe the nature of the medical condition that requires extended leave from MSW Field:

Health Care Provider's Verification: _____ **Date:** _____

Total number of hours missed _____

Explain how the missed hours will be completed:

Date the missed hours will be completed: _____ (Not later than December 1)

Approvals:

Field Educator: _____ **Date:** _____

Field Liaison: _____ **Date:** _____

MSW Field Coordinator: _____ **Date:** _____

Appendix N: Instructions for Evaluation of Student Mastery of Field

This evaluation form is considered a “working document” that remains primarily in the hands of the MSW student and is used throughout the foundation level year. During the first few weeks of field, a contracting appointment will occur between the student, agency field educator(s), and the faculty field liaison. During this meeting, the attached competencies are reviewed, as they are the criteria for student evaluation and completion of the field placement requirement. The student assumes responsibility for identifying practice experiences that may occur throughout the course of both fall and spring semesters that will ensure that the student achieves the Foundation/Advanced Competencies. These experiences are to be listed in the section titled: **agency-based experiences**. Additional experiences may occur and these can be noted at the end of each semester as they relate to each competency.

Many of the identified experiences and tasks will help the student achieve multiple competencies, therefore, this form has been designed to minimize redundancy. The competencies are listed on of this form and can be referred to by number as they relate to each experience and/or task the student has identified on the Agency-based Experiences chart.

Prior to this contracting appointment, the Generalist Social Work Practice I for foundation students and the Seminar course (for advanced students) will include a student self-assessment of these competencies and each student will identify up to four measurable outcome objectives. Each student will write a set of measurable outcome objectives that will target those competencies needing the most strengths building, and these outcome objectives will be attached to this document, discussed at the contracting appointment, and subsequently evaluated at the end of each semester of field in the foundation/advanced year.

At the conclusion of each semester, the student begins the evaluation process at the direction of the faculty field liaison. The student evaluates their competency development as detailed under the “student directions” section of this document. Each student must also write an evaluative paragraph to follow each measurable outcome objective that was developed for the semester, and rate each of these as well. Once completed, the document is passed to the agency field educator(s) who then evaluates the student in terms of their competency development as detailed under the “agency field educator directions” section of this document. Finally, during the final evaluation appointment of each semester, the faculty field liaison will facilitate a discussion on the experiences in the field practicum, assess the student’s development and mastery of each foundation level competency and render a final rating. The faculty field liaison will keep a copy of the document for grading purposes, which will be kept in the student’s file, while passing the original document on to the next faculty field liaison for the forthcoming semester. If the academic year is near completion, a copy of the final document is given to the student and the original is kept in the student file.

Student (S) Directions:

You will use feedback from faculty instructors and your agency field educator(s) as well as self-assessment of your strengths to rate yourself on your progress toward mastery of the competencies as well as your own measurable outcome objectives. Use data from your classroom assignments and field

activities to support each rating, especially documenting field experiences as they associate with each competency.

When completing this form please assess yourself in relation to your level of preparation to enter advanced level social work practice. Rate your progress in each competency area as well as in your measurable outcome objectives.

Rating Scale:

- 3:** I have mastered this competency, and am demonstrating outstanding progress. I feel confident that I am demonstrating a Master of Social Work level of competency.
- 2:** I am demonstrating adequate achievement of this competency. I feel confident that I am demonstrating entry level Master of Social Work competence.
- 1:** According to my own assessment or feedback from faculty and field educators, I will need to improve my performance, broaden my activities, and/or increase my efforts in order to be ready to demonstrate mastery of this competency.
- 0:** According to my own assessment and/or feedback from faculty and field educators I have not provided direct evidence that I have mastered this competency. I have had difficulty accomplishing it, have not taken advantage of available opportunities to gain competence, or I have received feedback from faculty or agency field educator(s) that my performance is well below what is expected. I will need to complete additional work, in order to meet entry level Master of Social Work competence.
- NO:** I have had no opportunity at this agency to become competent in this practice area and I believe measurement of this competency cannot be achieved at this field site. I realize I cannot graduate with an MSW with an NO rating; however, I may demonstrate competency through experience in another setting, and should secure the verification of a professional who can attest to my ability in this area.

Indicators rated at the 1, 0, or NO level require ongoing development. Indicators rated at “2” or “3” are considered met.

Agency Field Educator (AFE) Directions

Evidence that the objective was accomplished can include:

- the student’s demonstrating orally to you that he or she has accomplished the competency (e.g., by accurately explaining or describing a concept, policy, method, principle, etc.);
- your direct observation of the student having accomplished the competency;
- verification by social workers and other professionals who have observed the student accomplishing the competency in accordance with agency and/or professional standards; or

- written documents demonstrating accomplishment of the competency (e.g., correctly completed agency forms, entries in practicum logs, etc.)

For each competency, please assess the student as if the competency were hiring criteria. In other words, what you would expect of a new MSW practitioner.

Rating scale:

- 3:** Student demonstrates outstanding mastery of this competency and functions at a level equal to Masters level social workers.
- 2:** Student demonstrates adequate mastery of the competency, similar to that of beginning MSW practitioners.
- 1:** Student needs to improve performance, improve effort or broaden activities to meet the expectations of this competency.
- 0:** The student has provided no direct evidence of having accomplished the competency. The student is not addressing the competency or her/his performance does not reflect adequate progress toward mastery. If progress proceeds at the present rate, the student is unlikely to meet mastery expectations of the competency by the end of the academic year.
- NO:** The student has not had an opportunity to gain experience related to the competency and their performance cannot be measured at this field site. A student cannot graduate with an NO rating but may demonstrate competency through experience in another setting, and should secure the verification of a professional who can attest to the student's ability in this area.

Indicators rated at the 1, N/O, or N/A level require ongoing development. Indicators rated at "2" or "3" are considered met.