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INTRODUCTION and WELCOME

Welcome to the University of Wisconsin Oshkosh Social Work Department field placement and course experience. The University of Wisconsin Oshkosh Social Work Program is accredited by the Council on Social Work Education (CSWE). The 2022 version of the CSWE's Educational Policy Accreditation Standards (EPAS 2022) states:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance student's access to high-quality field placement experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. (Council on Social Work Education, 2022, p. 20)

The Social Work Department has a longstanding history of collaboration and partnerships with social service providers across the region, representing a variety of practice areas. Agency partnerships are developed and sustained with an ongoing commitment to coordinating field placements which assures excellent field placement experiences for master's level students while being mindful of client needs.

Social Work Students: Field Faculty and the Field Coordinator are committed to working with you as you progress through the field placement process and fully engage in the field placement experience. Indeed, it is a time of intense professional development and practice preparation. The Social Work Department is committed to working with students to achieve the Department's mission to prepare Social Work students to be caring professionals with a commitment to knowledge, critical thinking, social justice values and practice skills.

Agency Field Supervisors: The Social Work Department is committed to providing field educator orientation as well as on-going support while students complete the field placement experience. Field Faculty and the Field Coordinator are available not only to respond to questions but to help navigate situations should they arise. The Social Work Department is appreciative of the strong partnerships and agency commitments to excellence in social work education. Thank you for your commitment and contribution to growing a competent social work workforce!

CHAPTER I

THE SOCIAL WORK DEPARTMENT PHILOSOPHY

Vision, Mission and Goals of the University of Wisconsin Oshkosh Social Work Department

VISION

The vision of the Social Work Department reflects a central belief that its curriculum be guided by the principle of doing what is right and just – teaching students to willingly accept the professional responsibility to act as the “heart and conscience” of the profession in their respective communities or as part of the profession-at-large, to advocate on behalf of those who suffer from discrimination, devaluing and oppression. The Department’s missions and goals stem from its vision.

MISSION OF THE MASTER OF SOCIAL WORK PROGRAM

The Master of Social Work is a strengths-based graduate education program that prepares students for advanced professional practice and leadership in both local and global practice contexts, with a commitment to evidence-based knowledge, critical thinking, and social justice values.

GOALS OF THE MASTER OF SOCIAL WORK PROGRAM

1. Prepare advanced degree social workers to assume leadership roles in clinical/mental health and advanced direct practice settings in order to meet the growing needs of Northeast Wisconsin.
2. Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state and national levels as it pertains to culturally relevant mental health and advanced direct practice services.
3. Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in Northeast Wisconsin in order to improve community well-being.
4. Engage in teaching, research and evaluation activities that promote best practices in mental health and advanced direct practice and encourage innovation and discovery to improve the wellbeing of those in need.

CHAPTER II SOCIAL WORK CURRICULUM

Section 1: Field Placement Design

The **MSW Generalist Field Placement** has two components. The first component is the agency-based field placement, which requires students to intern in one agency for two semesters (spring and summer). Students will complete 16 hours a week over the course of 17 weeks during the spring semester and 8 weeks during the summer semester. Students will complete a total of 400 hours at the agency.

The second component is the Integrative Field Seminar. In SW 709 and 710, students meet an hour per week on campus or online. Students evaluate themselves and are evaluated by the Agency Field Supervisor and the Faculty Field Instructor regarding their social work practice competency. Students need to demonstrate their competence in all areas by the end of the summer semester in order to progress to the second year of the program. Students must complete all 400 hours in the agency and *will be required* to make up any hours missed, no matter the reason.

The **MSW Advanced Field Placement** and Integrative Seminar combine to provide the capstone experience for the MSW degree. Both components are completed during the final two semesters of the program. Students engage in track-specific professional practice for 15 hours per week over two 17-week semesters, totaling 500 hours. Students must complete all 500 hours in the agency and *will be required* to make up any hours missed, no matter the reason. Students are expected to apply prior learning and MSW course work in the form of generalist practice skills and methods and theoretical models, in order to demonstrate their practice competency in a social service practice setting (Advanced Direct Practice or Clinical/Mental Health Care). Students complete an agency-based program evaluation in this course. Students evaluate themselves and are evaluated by the Agency Field Supervisor and the Faculty Field Instructor regarding their advanced level practice competency.

Advanced students attend a one-hour, weekly Integrative Seminar on campus or online in SW 729 and SW 733. The seminar allows students the opportunity to reflect on practice, problem-solve challenges and learn about other relevant practice settings. Students will also be afforded the opportunity to prepare for the WI State Advanced Social Work certification (APSW).

At both levels, the Student Learning Contract (SLC) serves to guide the student through their field placement by ensuring each student is achieving competency in all behaviors detailed in the CSWE accreditation standards (CSWE, 2022). See Part 2 of this chapter for the specific competencies. The SLC is developed and completed while the student is in Generalist Field I and II for Generalist Students, and Advanced Field I and II for Advanced Students (See Appendix P Generalist SLC and Appendix Q and R for Advanced SLC).

Students are required to submit, for the seminar instructor's review, weekly **logs** and **journals**. The **logs** are used to document the hours of work and activities performed each week. Logs are reviewed for accuracy by the agency field supervisor and certified as accurate with their signature. A template of the Student Field Log form is located in Appendices N and O. Students are responsible for completing a journal narrative for each week of work in the agency. **Journal** narratives serve the purpose of reflecting, questioning and evaluating. Students are expected to link their practice experiences to academic knowledge, specifically to the practice behaviors and core competencies. The Faculty Field Instructor is responsible for reviewing each student journal weekly and providing written feedback to the student.

Sample syllabi for Field Classes 709, 710, 729 and 733 are located in Appendices B-E. When more than one section of a Field Seminar course is offered, a different faculty member may teach each section, as determined by both faculty expertise and availability.

Section 2: CORE COMPETENCIES OF THE MASTER OF SOCIAL WORK PROGRAM

Competencies for all CSWE programs are the same. Students working at the advanced level will distinguish themselves through advanced practice behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may impact practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving world view, personal experiences and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves personally and professionally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social Workers understand the role of other professions when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Work Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersection of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethically, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice and decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs, and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formation, analysis, implementation and evaluation within their practice settings with individuals, families, groups, organizations and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person in-environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.

Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. a. selects and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

CHAPTER III

ESSENTIAL ELEMENTS OF FIELD EDUCATION

Section 1: Introduction

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

The field placement experience is the point at which the integration of theory, practice, skills and ethics come together to fashion new social work professionals. It is the apex of all that came before it – the missions, goals and objectives of the University, the competencies and behaviors promulgated by the Council on Social Work Education (CSWE) and implicit and explicit integrated curriculum.

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

A truly collaborative partnership is crucial in today's practice climate. The context of professional social work practice is changing. As partners in the education process, we must prepare for practice in a world that is changing. Faculty, agency supervisors and students must anticipate changes and create a shared vision of how that future relates to the mission and meaning of social work education and service delivery for our clients.

SECTION 2: THE MSW GENERALIST FIELD PLACEMENT APPLICATION

Students admitted to the MSW Generalist Cohort begin their field placement experience in the spring semester. Full-time students enroll in Generalist Field and Seminar I (SW 709) for their first spring semester. Part-time students will enroll in SW 709 in their second year.

STEP ONE:

MSW Orientation:

MSW Generalist Students will be given a cursory introduction to the field experience at their mandatory orientation course. Social Work 712 is a 0-credit class all students take in their first semester of the UWO MSW program.

STEP TWO:

Complete Online Application of Field Preferences:

Midway through the Fall Semester, the MSW Field Coordinator will email all MSW Generalist Students slated to enroll in Field in spring instructing them to complete the online [Application for the Generalist Year Field Placement](#). Students can find this online application in Appendix T.

STEP THREE:

Submit Current Resume:

Students are to email their current resume, following the departmental resume guidelines ([Appendix M](#)) to the department's administrative assistant and the field coordinator as part of their application. The student resume is used for the field placement and field placement interviews. Resume files should be saved as FIRSTNAMELASTNAME and sent as .PDF.

Resumes not saved in this format will be returned to students.

STEP FOUR:

Submit Background Check:

Students will complete and submit a background check via the provider Castle Branch. ([See Appendix Y](#)). The cost of the background check will be paid by the student. Should the agency request a copy of the background check, it is the responsibility of the student to forward the results of the background check to their agency. More information on the background check is in Section 9 of Chapter IV in this manual.

STEP FIVE:

Submit Vehicle Use Agreement Form:

Students will complete and submit a Vehicle Use Agreement form (Appendix Z). Directions in completing the form are as follows: In the upper left box, select "Vehicle Use Agreement." A log on page will open. Select "UW" from the drop-down list at the left, then select the "UW Oshkosh" campus and hit "Log On." Use your net ID and password to log in. This will take you to the driver authorization form. Submit birth date, driver's license state, license number and UW campus. For UWDDS code, UF400000 or UF410000 are acceptable. Under driver type, select

"student." For Supervisor, please enter the appropriate Field Coordinator: schneidern@uwosh.edu, Nicole Schneider

Additional information on vehicle use guidelines is available in Section 8 of Chapter IV in this manual.

NOTE: In addition to the completion of Criminal and Caregiver Background Checks, some agencies also have other requirements for students. Such requirements may include 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 Field Coordinator beforehand.

Section 3: THE MSW ADVANCED FIELD PLACEMENT APPLICATION

Students admitted to the MSW Advanced Cohort begin their field placement experience in the fall semester. Full time students enroll in Advanced Field and Seminar I (SW 729) for their first fall semester. Part-time students will enroll in SW 729 in their second year.

STEP ONE:

MSW Orientation:

MSW Generalist Students will be given a cursory introduction to the field experience at their mandatory orientation course. Social Work 712 is a 0-credit class all students take in their first semester of the UWO MSW program.

STEP TWO:

Complete Online Application of Field Preferences:

Shortly after a student is admitted to the program, the MSW Field Coordinator will direct all MSW Advanced Students slated to enroll in SW 729 to complete the online [Application for the Advanced Year Field Placement](#). Students can find this online application in Appendix U.

STEP THREE:

Submit Current Resume:

Students are to email their current resume, following the departmental resume guidelines ([Appendix M](#)) to the department assistant as part of their application. The student resume is used for the field placement and field placement interviews. Resume files should be saved as FIRSTNAMELASTNAME and sent as .PDF. *Resumes not saved in this format will be returned to students.*

STEP FOUR:

Submit Background Check:

Students will complete and submit a background check via the provider Castle Branch. ([See Appendix Y](#)). The cost of the background check is paid by the student. Please note that students who progressed from the generalist year *do not need* to repeat the background check. However, students who are admitted at the Advanced level and completed a background check as

a BSW student *do* need to complete a new one. Should the agency request a copy of the background check, it is the responsibility of the student to forward the results of the background check to their agency. More information on the background check is in Section 9 of Chapter IV in this manual.

STEP FIVE:

Submit Vehicle Use Agreement Form:

Students will complete and submit a Vehicle Use Agreement form (Appendix Z). Directions in completing the form are as follows: In the upper left box, select "Vehicle Use Agreement." A log on page will open. Select "UW" from the drop-down list at the left, then select the "UW Oshkosh" campus and hit "Log On." Use your net ID and password to log in. This will take you to the driver authorization form. Submit birth date, driver's license state, license number and UW campus. For UWDDS code, UF400000 or UF410000 are acceptable. Under driver type, select "student." For Supervisor, please enter the appropriate Field Coordinator: schneidern@uwosh.edu, Nicole Schneider

Additional information on vehicle use guidelines is available in Section 8 of Chapter IV in this manual.

NOTE: In addition to the completion of Criminal and Caregiver Background Checks, some agencies also have other requirements for students. Such requirements may include 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 Field Coordinator beforehand.

Section 4: THE FIELD PLACEMENT PROCESS

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

The following criteria are used in placement selection:

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

Every effort is made to make appropriate matches that meet the student's preferences in terms of practice setting and geographical region. That being said, the quality of the placement and student's learning are the top priorities and will not be compromised.

The field coordinator notifies the student that his/her/their resume was sent to an agency. As agency personnel review resumes and communicate about their ability to supervise a student, the field coordinator will pass along communication to the student. This can be an anxious time for students.

Agency field supervisors communicate with the MSW Field Coordinator their procedure for scheduling an interview. The Field Coordinator will communicate this preference to the student. (Either the student calls the agency, or the agency calls the student to schedule an interview.) At the time of the interview, students should be prepared to present their resume, the Field Placement Agreement form and the Student Learning Contract. If the interview is successful, the agency field supervisor signs the Field Placement Agreement form, **which signifies acceptance of the student for field education**. Students must return the signed copy of the Field Placement Agreement form to the Social Work Department before starting at the agency.

If a match is thought to be unsuitable, the student should contact the Field Coordinator to arrange for another agency match. The Field Coordinator, in consultation with the Faculty Advisor, can interview both the student and the Agency Field Supervisor to review why this was not a suitable match, obtain their recommendations and select another agency as a potential placement for the student. In the case when a second match is unsuccessful, any subsequent matches will require review and approval by the faculty advisor, field coordinator.

Section 5: PARTNERSHIP AGREEMENT BETWEEN THE UNIVERSITY, DEPARTMENT AND APPROVED FIELD AGENCIES

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

- [Social Work Department Program Memorandum and Appendix A](#) (Appendix F)
- [Agency Description Form](#) (Appendix G)
- Agency information, brochures, pamphlets, other descriptive information
- [Agency Field Supervisor Resume](#) (Appendix H)

The University of Wisconsin provides liability insurance coverage to protect field agencies in the case of negligence or malpractice suits related to the student's fieldwork in the agency. Insurance is in effect throughout the academic year. Further, students have additional liability coverage through the Social Work Department from the National Association of Social Work (NASW). This insurance is funded through student field fees.

The Field Coordinator and department assistant guide the agency through the placement process and can provide the web address of the [UWO Social Work Field Manual](#), as well as

information about the roles and responsibilities of the agency, the Social Work Department, and the University of Wisconsin - Oshkosh. The Field Coordinator reviews all partnering agencies for suitability to current field students and recommends potential placements accordingly. The partnership will continue if the agency wishes to remain active and meets approval criteria.

The Field Coordinator is responsible for initiating and maintaining communications with field agencies to assure that the learning partnership is effective. New Agency Field Supervisors will be oriented to the field placement experience by the Field Coordinator before having a student placed in the agency. Annual educational training opportunities, sponsored by the Social Work Department and the Community Liaison Committee, will also be provided, free of charge, to Agency Field Supervisors from partnering field agencies.

The Social Work Department is responsible for providing agencies with all field placement experience forms. A Student Learning Contract (SLC) is used to identify the specific behaviors (based on CSWE Core Competencies) in which students will aim to become competent while at their field placement. An end-of-semester summative evaluation is used to evaluate the student's performance (See Appendices J and K). At the end of the semester, the Faculty Field Instructor meets formally with the Agency Field Supervisor and the student to evaluate the student's accomplishment of the semester's behaviors.

Section 6: ROLES AND RESPONSIBILITIES

Field Coordinator: This full-time faculty person has administrative responsibility for the overall planning and coordination of the field placement program. He/she/they are responsible for initiating and maintaining communications with field agencies, providing consultation to the field agency administrators and/or Agency Field Instructors, chairing the Field Placement Committee and assisting the Community Liaison Committee in their work. Specific responsibilities of the Field Coordinator include:

- Seek, locate, and formally negotiate new agency field placements.
- Confer annually with cooperating agency personnel responsible for pre-placement planning to determine number, type and availability of potential field placements.
- Maintain personal linkages between the Department and cooperating field placement agencies.
- Monitor general concerns of students, faculty, and agency personnel relative to field placement standards and expectations.
- Direct and oversee the work of the Field Placement Committee.
- Serve as a liaison between field agency administrators and Agency Field Supervisors and the Department faculty to facilitate the integration and continuity of course content.
- Present orientation and other field-related workshops for Agency Field Instructors.
- Prepare and revise the Field Manual.
- Provide systematic field planning and placement information to students.
- Arrange initial placement, transfer, withdrawal, and replacement of Field students.
- Monitor general concerns of students, faculty, and agency personnel regarding standards and expectations of field placement experience.

- Oversee the development, revision, distribution, and collection of Field placement experience forms.
- Facilitate the work of the Community Liaison Committee.
- Collaborate with the Community Liaison Committee for the exchange of ideas, information, and advice on curricular needs.
- Serve as liaison between the Community Liaison Committee, the University, and the Department faculty.

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

- Teach weekly seminar in which students discuss their practice experiences to make associations about the range and scope of social work.
- Encourage and assist students in integrating classroom knowledge with field work experiences.
- Orient students to the curriculum learning goals of Field placement experience and assist them towards identifying their own learning needs and developing behaviors based on the core competencies.
- Work with the students and Agency Field Supervisors at the beginning of each semester to negotiate and initiate the Student Learning Contract.
- Consult as needed throughout each semester with both student and the Agency Field Supervisor regarding student progress toward accomplishment of their identified learning goals.
- Monitor student logs reporting placement hours and activities.
- Assess and provide written feedback to students on their weekly journals.
- Formally meet with the students and Agency Field Supervisors at the end of each semester to assess student performance.
- Assume responsibility for assigning the final course grade reflecting student performance in agency.
- Inform Field Coordinator of any situations or issues likely to affect student placement status or Department relationships with field agencies.
- Serve on the Field Placement and Community Liaison Committees.
- Participate in Agency Educator Orientation and, as needed, in field training workshops.
- Conduct evaluations of student performance at the end of each semester, in consultation with Agency Field Supervisors.
- Collect and submit completed student learning contracts to the Department for placement in individual student files.

Field Instruction training for partnering Agency Field Supervisors occurs annually in September at the Agency Field Supervisor Orientation. Included training topics are: 1) assisting students in the development of their Student Learning Contract, 2) field logs and journals expectations, 3) explanation of Field Supervisor, Student, Faculty Field Instructor and Field Coordinator roles, 4) student assessment and field evaluation instruments, 5) supervision and ethics.

Faculty Field Instructors visit respective agency sites and Agency Field Supervisors at least once a semester. Consultation is provided during the first 4-5 weeks for SLC development. At the end of the first semester, consultation and student evaluation occurs.

In the second semester consultation is provided during the first 3-4 weeks for SLC revisions. Faculty Field Instructors and Agency Field Supervisors identify tasks and activities that move the student toward competency during the second semester. At the end of the second semester, consultation and student evaluation occurs.

Agency Field Supervisor training materials are also available on the department's website. Faculty Field Instructors are available via email and phone for support as needed.

MSW Faculty Advisor: Each MSW student is assigned a faculty advisor responsible for assisting them with pre-placement planning. Advisors for all social work programs are available as consultants regarding placement concerns and academic, career or personal issues. Responsibilities include:

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

Field Placement Committee: The committee, composed of Social Work Department Advisors and Field Coordinators, has authority to make decisions about students' qualifications and readiness for the field placement. Specific duties include:

- Identify, discuss, and make recommendations to the Department regarding learning and other needs of students and field agencies.
- Identify educationally coherent matches between students and approved field agencies.
- Identify, discuss and make recommendations to the Department regarding methods for integration of field placement experience with the broader social work curriculum.
- Provide informal and formal evaluation of the field placement experience.
- Provide consultation and information about curricula and student issues to the Community Liaison Committee as requested by the Field Coordinator or the committee members.

Community Liaison Committee: This committee is composed of Agency Field Supervisors and community leaders. Faculty, especially the BSW and MSW Field Coordinators, and student representatives assist the committee in its work. Members serve in an advisory capacity to enhance and strengthen the UW Oshkosh Social Work Program. Specific responsibilities include:

- Provide evaluation and advice to the Social Work Department on curricula and professional preparation of students.
- Provide information and recommendations to the Social Work Department on social work and other professional issues in the community.
- Provide information from and about the Social Work Department to the professional social work community.
- Assist Social Work Department with the development and maintenance of positive, responsive and productive relationships with social service agencies throughout the region and state.
- Provide training and information to field placement agencies.
- Assist in the identification of potential field training agencies.
- Participate in Social Work Department evaluation and assessment activities.

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

- hold a Baccalaureate or master's degree in social work;
- are currently employed in a social service agency;
- support the academic preparation of social work professionals who will competently represent the profession of social work in our community; and
- have a commitment to the values and ethics of the profession.

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

- Nursing home and long-term residential care for veterans;
- community corrections;
- rehabilitative and long-term care for elderly;
- residential and supportive home health for developmentally disabled youth and adults;
and
- community mental health supportive programming.

Continuous effort is made to ensure that the committee membership represents the community regarding the variety of social agencies represented and issues relevant to those from all ethnic, racial, and cultural backgrounds. These efforts include:

- Seek new membership at the beginning of each academic year, preferably a minority or non-traditional representative;

- field coordinators or other faculty regularly initiate discussions and seek information and recommendations to the Department regarding social work practice and diversity in the Fox Valley;
- field coordinators systematically provide information to the committee about the diversity of the social work student population; and
- Community Liaison Committee members make recommendations related to social work education and diversity issues.

Agency Field Instructor: This person holds at least a Master of Social Work degree, has at least two years' social work practice experience and is approved by the field agency and the Social Work Department to serve in this role. The Agency Field Supervisor is responsible for assigning and supervising the student's applied educational practice experience in the field agency. Those who provide clinical/mental health placements must hold a LCSW (Licensed Clinical Social Worker).

In situations where a student is placed at an approved partnering agency and the assigned Agency Field Supervisor does not hold the requisite degree from a CSWE-accredited program or an LCSW, another supervisor with the necessary credentials can be assigned. The non-social work degree holding Agency Field Supervisor provides day-to-day supervision and mentoring at the agency. Both people who provide social work supervisory consultation and day-to-day Agency Field supervisors have an active participatory role in the development of the Student Learning Contract, ongoing assessment, and grading. Social work supervisory consultation reinforces and assures a social work perspective. Responsibilities include:

- Develop and provide an educationally sound field placement experience in which the student learning contract goals and objectives can be accomplished.
- Upon referral by the Department, interview students to determine appropriateness of placement learning opportunities to student learning needs.
- Accept or deny student application for placement and submit Placement Agreement Form to Department.
- Negotiate Student Learning Contract with student at beginning of each semester.
- Provide regularly scheduled (at least one hour per week) educationally focused formal social work supervision to the student.
- Orient student to agency history, mission, goals, policies, procedures and other information supportive of beginning social work practice in the agency.
- Provide students with access to staff, equipment, materials, space and other resources necessary and appropriate to support the student's work.
- Include students in formal and informal staff meetings and events.
- Monitor and sign weekly student logs.
- Meet formally with student and Faculty Field Instructor for student educational planning and student performance evaluations related to the Student Learning Contract and final evaluations.
- Communicate throughout the semester as necessary with the Faculty Field Instructor regarding student performance and progress.
- Complete with the student and submit to the Department evaluation forms.
- Participate in Field Orientation and other training programs.
- Provide recommendations to the Field Coordinator and/or Community Liaison Committee regarding improving integration of course content and field learning.

Student: The student has a significant role in the field placement experience. The student can and should shape the learning experience so that their personal learning goals and needs are clearly specified and educationally addressed. The MSW student is admitted into the field placement experience when they are accepted into the MSW program. The following table explains in detail the student responsibilities.

<u>Student Responsibilities: Pre-Placement</u>	<u>Student Responsibilities: Post-Placement</u>
<ul style="list-style-type: none"> • In anticipation of placement planning, attend Student Social Work Association meetings (BSW Students), consult with social work students and faculty, review the Social Work Department file data on community social work agencies, and visit community social services agencies to obtain information that will inform placement planning. • Attend and participate in all orientation and field meetings. • Complete all required forms including online application, resume and background check. • BSW students: meet with faculty advisor to identify educational learning goals and placement interests. • Review posted agency placement assignment and schedule a placement application interview with the designated agency representative. • Meet with the designated agency representative, provide resume and evaluate placement ability to meet personal learning goals and objectives. • Negotiate, sign, and return the Field Placement Agreement Form to the Department of Social Work. • If placement is not agreed upon, consult immediately with Faculty Advisor and/or Field Coordinator. • Prior to the first week of fall semester, contact Field Agency Supervisor and formalize work schedule. • Identify and assert learning goals. 	<ul style="list-style-type: none"> • Assume responsibility for professional practice consistent with agency expectations. • Collaborate with the Agency Field Supervisor and the Faculty Field Instructor on development of the Student Learning Contract. • Schedule weekly supervisory conferences with assigned social work supervisor. • Prepare and submit agenda in preparation for and to support weekly supervisory conferences. • Perform the tasks identified in the Student Learning Contract. • Initiate and conduct self-assessment and program assessment activities throughout the semester. • Abide by the role and performance expectations of the agency. • Abide by Social Work Department policies, agency policies and the National Association of Social Workers Code of Ethics. • Participate fully in weekly seminars to develop behaviors outlined in the 9 core competencies (CSWE, 2022). • Participate in end of semester evaluation of performance.

Section 7: CRITERIA FOR FIELD AGENCY APPROVAL

Community social services agencies provide an integral component in the educational process. Agencies wishing to participate in partnership with the Social Work Department agree to provide an educationally directed field placement experience that is based upon the Council for Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS, 2022) and the student learning goals of the Social Work Department. The student will be guided by the agency to apply social work knowledge, skills, values, and ethics to enhance the wellbeing of the agency clientele. Also, the agency will provide students with opportunities to develop knowledge, skills, values, and ethics consistent with practice directed toward social justice within the larger community and society. The agency will have sufficient opportunity for the social work student to meet the behaviors and competencies for their degree as set forth by CSWE (EPAS, 2022).

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

1. The presence of a solid commitment by the administrator and/or staff to provide professional education learning opportunities in cooperation with the Department of Social Work.
2. The availability of staff interested in advising, guiding and conferring with students to direct their learning experiences.
3. The willingness of the agency to provide students with a competent, interested supervisor who meets the program requirements.
4. The agency's ability to provide practical experience consistent with the Department's curricular learning objectives.
5. The agency's willingness to provide the student with varied social work learning experiences including work with clients, agency and interagency staff and the larger community.
6. Agency commitment to provide educational experience that will prepare the student for employment in a social work practice position.
7. Agency commitment to provide students with opportunities to perform leadership activities within and on the agency's behalf.
8. Agency commitment to provide educational opportunities supporting student participation in activities supportive of social justice.
9. Agency commitment to provide educational experiences allowing for the development of knowledge, skills, and sensitivity toward issues of cultural and/or ethnic diversity, as well as proficiency in core competencies and behaviors (CSWE, 2022).

A list of agencies that are currently approved to provide field placement opportunities located in [Appendix DD](#).

Section 8: DEVELOPING THE STUDENT LEARNING CONTRACT

The Student Learning Contract (SLC) is a multiple page document that presents the Department of Social Work's outcome learning goals (See Appendices P, Q and R for SLC). The curricular goals relate to the behaviors and core competencies (CSWE, 2022). Students develop a new SLC each semester. It is expected that the second semester learning tasks will build upon and provide depth and increased breadth to the learning accomplished in the first semester.

Students, with Agency Field Supervisors and the Faculty Field Instructors, develop the contract by specifying the social work behaviors they will demonstrate during the semester. These tasks should be written as measurable objectives, specifying how, where, by when and what will be done. Details of the specific criteria upon which to evaluate behaviors are in the end of semester evaluation (Appendix [J](#) for MSW Generalist Students and Appendix [K](#) for MSW Advanced Students). Students are thus able to develop highly individualized and meaningful learning plans that can be accomplished within the context of the field agencies and can be objectively and behaviorally evaluated.

The procedures for completion of the SLC are:

1. During the first few seminar sessions, the Faculty Field Instructor suggests and encourages student discussion about the core competencies and behaviors (CSWE, 2022).
2. First semester students complete rough drafts of their contracts by the third week, present it to Agency Field Supervisors and Faculty Field Instructors for review and comments, incorporate the suggestions and prepare a final, professionally styled version by the fifth week. Second semester students complete this process by the second week since their first SLC, along with evaluative feedback from the end-of-semester evaluation, forms the basis for the second contract.
3. The student should present a copy of the final contract to the Faculty Field Instructor and one to the Agency Field Supervisor, retaining the original so that modifications can be noted. The contract will be reviewed, revised if necessary and approved by the Agency Field Supervisor, Faculty Field Instructor, and the student at the initial SLC meeting.
4. Amendments and modifications to the contract can be made at any time during the semester and should be dated and initialed by the student.
5. The student should regularly review the SLC and use it to monitor progress toward accomplishment of the learning tasks.

Section 9: EVALUATING THE STUDENT LEARNING EXPERIENCE

Evaluation of student performance occurs at the end of the semester. The end-of-semester review is a summative evaluation, performed by the student, Agency Field Supervisor and Faculty Field Instructor. Evaluations require completion of Departmental evaluation forms (Appendix [M](#) for MSW Generalist Students and Appendix [N](#) for MSW Advanced Students).

One to two weeks before the semester ends, a final evaluation meeting is held with the student, Agency Field Supervisor and Faculty Field Instructor. A review of the student accomplishment of learning tasks and behaviors will be conducted. The Faculty Field Instructor will award the grade for the semester.

CHAPTER IV –POLICIES & PROCEDURES

Part 1: STUDENTS WITH DISABILITIES

In general, each student with a documented disability is provided reasonable accommodation 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 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 in line with the Americans with Disabilities Act (ADA). At times, students with disabilities are concerned about how their specific disability might impact their work in the field. For more exploration of this issue, students are encouraged to seek their Faculty Advisor and the Field Coordinator.

Part 2: CONFIDENTIALITY

Any information regarding the student's performance in field is to be kept confidential among the educational partners (Student, Field Coordinator, Faculty Advisor, Agency Field Supervisor, and Faculty Field Instructor, Academic Department Associate) and is not to be released to those outside the university without the express, written permission of the student. UW system confidentiality policies also apply. Regarding student records, the Family Education Rights and Privacy Act (FERPA) regulates access to individual student academic records. Under this law, students have the right of access to their files and must give written consent before any material in the student file can be released to anyone other than faculty or staff. Regarding client records, students should have access to client files and other agency records only as far as access is related to the practice behaviors listed in the Student Learning Contract. 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 National Association of Social Workers (NASW) Code of Ethics should also be consulted.

Several parts of the NASW Code of Ethics including sections 1.07 and 2.02 apply to confidentiality and students must abide by it (NASW, 2022).

Part 3: ABSENCES

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

Absences from Seminar – Students are expected to attend and fully participate in the seminars. Occasionally, situations arise wherein a student desires to miss seminar due to either pressing

service requirements to a client that cannot be rearranged, or a unique learning opportunity in agency programming where Agency Field Supervisors invite their participation. Decisions to miss seminar for these reasons require responsible behaviors by the student including explaining to the Faculty Field Instructor, obtaining her/his advance permission, and accepting responsibility for accomplishing the class work missed.

Part 4: PROVISION OF PROFESSIONAL SERVICE AT FIELD AGENCIES

EMPLOYMENT AND FIELD PLACEMENTS

In professional practice, social workers function in a variety of roles. One key aspect of social work education is to contribute to a broad range of experiences. This is the main reason that University of Wisconsin – Oshkosh strongly discourages a student from seeking a field placement at a current place of employment. In addition to this, employment-based field placements have the potential to experience the erosion of integrity. For example, employment issues often assume precedence, leaving field placement duties and related learning unfulfilled. Another concern is the continuation of the placement in the event employment is terminated. Knowing this, when a student maintains an ardent desire to conduct their field placement at their place of employment, they must first provide a written rationale to the Field Coordinator. This document must include:

1. A rationale for remaining at their current employment site. For example, the student may be in a rural county, with limited travel and few options for comparable placements.
2. A detailed, written description of how the field placement duties and the employment duties will be different. A placement should occur in a different department. An appropriate description should include a schedule of hours dedicated to the placement and hours dedicated to employment.
3. A plan for supervision. The employment supervisor may not supervise the placement.
4. A plan if employment is terminated. For example, will the field placement also be terminated, or will it continue as planned?
5. The agency must acknowledge and provide appropriate documentation that they have liability insurance for the student for the field placement.

Upon receiving the plan, the Field Coordinator will consult with the assigned Faculty Instructor and render a determination. The student can appeal the decision to the Field Committee. The decision of the Field Committee is final and will include a vote of all members, except the Field Coordinator and assigned Faculty Instructor.

In rare circumstances, a student may request to remain in their place of employment for 2 consecutive placements. This can be granted by repeating the process above and the rationale included how the second-year placement is different than both the employment and the first-year placement. This must include at least two different departments between the employment, the generalist year field placement and the advanced year placement.

Part 5: CHANGE OF FIELD PLACEMENT SITE

Student placement is made for two consecutive semesters in the same agency setting 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. In rare circumstances, if a change of placement is warranted due to student behavior or agency availability, **it is the student's responsibility to immediately notify the Faculty Field Instructor.**

When either the student's behavior or the agency availability becomes an identified concern, the following sequential and consequential steps will be followed:

1. If possible, the student and Agency Field Supervisor will meet to fully discuss the concerns. Documentation of this meeting should be sent in an email to the Faculty Field Instructor, recalling the details discussed in the meeting. If a satisfactory resolution is not accomplished, this should be noted in the documentation to the Faculty Field Instructor.
2. When warranted and ethically appropriate, the Faculty Field Instructor will meet with the student and the Agency Field Supervisor to clearly define the problem and consider workable solutions. The Field Coordinator should be notified and included in the problem-solving process.
3. No matter the reason for the change in placement, the student must provide a compelling rationale for the action, including a statement of learning goals, and why the goals cannot be accomplished at the current agency. This document will be added to the student's file.
4. When the student's behavior and/or the agency's availability leads to a discontinuation of the placement, the Field Coordinator will meet with the student to determine the next step.
5. In the event of termination or a change of placement, the student will be responsible for following the NASW Code of Ethics and agency policies governing termination of employment and termination of client services.

Part 6: TERMINATION OF FIELD PLACEMENT

Student request for termination - When, during the semester, a student decides to terminate his/her/their placement, notification should immediately be made to the Agency Field Supervisor, Faculty Field Instructor, and Field Coordinator so that a careful termination can be accomplished. Reasons for such decisions might be related to issues of health, impairment, finances, or other events. Prior to re-enrolling in a field experience, the student must demonstrate, to the satisfaction of the Faculty Advisor and the Field Coordinator that the reasons

for discontinuance have been adequately addressed and that the student is ready to carry out their professional responsibilities in completing the Field Experience.

Field agency request for termination – When, during the semester, the agency terminates a student placement, the Field Coordinator will consult with the Faculty Field Instructor and the Agency Field Supervisor. Inferior performance by the student or personal problems that interfere with performance expectations may be grounds for dismissal from the program. Examples include, but are not limited to:

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

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

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

8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.

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

1. Allow all parties to present information and perspectives related to and present recommendations for workable solutions.
2. The Field Coordinator will make a ruling regarding termination or continuance of the field placement experience, including replacement. Often, the Field Coordinator will present the situation to the Field Committee for their review, recommendation or ruling on continuance.
3. A ruling for continuance may require extending the placement, repeating the placement, or transferring to another agency for field placement training. It is common in a replacement that the student repeats hours to achieve the breadth and depth of learning required for at the MSW level.
4. A decision for termination will require the student to withdraw from their field coursework. Depending on the reason for termination from field, the student may also face greater consequences, such as termination from the MSW program. This process is described in greater detail in the MSW Student Handbook.
5. Documentation of the meeting and the outcome decision will be completed by the Field Coordinator and placed in the student's file by the Academic Department Associate.
6. The Field Coordinator will be responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to social work majors, may be found in the University's Student Handbook, in the section pertaining to University Policies and Procedures and in the sub-section referring to the College of Letters and Science.

Part 7: NON-DISCRIMINATION AND SEXUAL HARASSMENT

Policy related to non-discrimination – The Social Work Department does not discriminate against any student, professional community agency or other entity because of race, color, creed, sex, sexual orientation, or national origin. All participants in the field education process are expected

to conduct themselves in a non-discriminatory manner. Failure to do so may result in removal from the field education program and/or referral for violation of the NASW Code of Ethics.

The Social Work Department Student Handbook states:

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

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

If a student or Agency Field Supervisor believes that she/he/they have been the victim of sexual harassment related to the field education program, she/he/they should discuss the issue with the Faculty Field Instructor, the Field Coordinator, and/or the Chair of the Social Work Department. Support and information will be provided regarding informal and/or formal methods to see redress. Please note that all employees of University of Wisconsin – Oshkosh are required to report any suspected incidence of sexual harassment to the Title IX office in campus.

The University of Wisconsin - Oshkosh sexual harassment policy (2022):

The University of Wisconsin Oshkosh is committed to providing and maintaining an environment that respects and protects the rights of all its members. This commitment is reflected in the following Sexual Harassment Policy. In approving this policy statement, the University community expresses its commitment to inform the campus community on this policy, to provide appropriate training and to follow through on all concerns that are presented relating to the environment for learning, working, and studying that is to be established and maintained at the University of Wisconsin Oshkosh.

Sexual harassment deprives its victims of rights guaranteed under Title VII of the Civil Rights Act of 1964. Sexual harassment has no place in the educational or any other community and will not be tolerated at the University of Wisconsin Oshkosh.

Sexual harassment is defined by the University of Wisconsin Oshkosh as follows (2022):

Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the work, learning, or living situation. Often, sexual harassment involves relationships of unequal power, and contain 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 a basis for academic or employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.

Part 8: 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 BSW student's fieldwork in the agency. Insurance is in effect throughout each academic semester. The University of Wisconsin Oshkosh is 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.

All BSW and MSW students are covered by no-deductible liability coverage against claims related to professional education. The premium for this insurance is covered by student field fees. This is factored into students' tuition and fees for each term they are enrolled in SW 709, 710, 729, or 733.

Part 9: DRIVING

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

Complete the form found [here](#) and return it via mail, fax or email attachment. Fill in the Professor/Coordinator Making Request and the contact information with your faculty instructor's information. The academic department associate is notified of your acceptance or denial.

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).

Part 10: 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 several 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, a Caregiver/Criminal Background Check ([Appendix BB](#)) must be completed on all persons accepted to the MSW Program. 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 MSW Faculty 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 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 Field Coordinators beforehand.