

SOCIAL WORK INTERNSHIP MANUAL

A Handbook for Interns
And
Field Instructors

Updated August 2011

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FORWARD

This manual was prepared as a guideline for undergraduate field placements. The objectives of the manual are to:

- a) aid in orienting students, field instructors, and new faculty to the structure and mechanics of field placements
- b) outline the policies and procedures which govern field placements
- c) clarify the roles of field instructor, field liaison, and student
- d) explain the responsibilities and expectations designed to provide an educationally oriented field experience for social work majors.
- e) Provide assessment instruments to evaluate student performance and agency support for placement

The current Catalogue and the Social Work Student Handbook should be consulted for additional, relevant information.

The social work faculty wants to emphasize that suggestions for revision of this manual are welcome. This manual is revised on an annual basis prior to the field placement orientation and placement process, which occurs in the Spring Semester. In the interim, between publication dates, please note that information in the manual may be superseded by information in the current SW 481 course outline or syllabus.

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INTRODUCTION

The main purpose of undergraduate social work education is to prepare students to assume the responsibilities of entry-level social work positions. In meeting this objective, a quality field placement experience is essential. Field placement is designed to provide students with an opportunity to learn within an agency setting and to use in practice the knowledge, skills, and values acquired through on-campus course work.

Undergraduate social work education is considered a professional educational program, and field placement is a key component of this educational process. The UW-Eau Claire undergraduate Social Work program is accredited by the Council on Social Work Education. The program was reaccredited in June, 2007, for an eight-year period. Appendix A contains the CSWE Curriculum Policy Statement which guides the content of social work educational programs.

MISSION, GOALS, AND PROGRAM OBJECTIVES

UWEC Social Work Program Mission Statement

The mission of the Baccalaureate Social Work Program at the University of Wisconsin-Eau Claire is to prepare students for competent, effective, practice-informed and evidenced-based, ethical generalist practice. Graduate will be educated to become leaders committed to diversity, social and economic justice, and the enrichment of the quality of life with systems of all sizes.

I.1.a. Program Goals and Objectives

UWEC Social Work Program Goals

The Goals of the Social Work Program are:

1. to prepare entry-level generalist social workers for practice, within the context of professional values and ethics, in public and private social services agencies, especially in those services which meet the needs of oppressed and at-risk individuals, families, groups, organizations, and communities;
2. to prepare students to integrate scholarship into practice through an evidence-based process;
3. to prepare students for and instill in them a commitment to continuing education and lifelong learning;
4. to prepare students for practice with diverse populations and for effective participation in community affairs in a diverse society through promotion of social and economic justice.

Program Competencies

Graduates of the Social Work Program will be able to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and differences in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

INTERNSHIP ADMISSION REQUIREMENTS

To be eligible for a social work internship, students must have completed the application process outlined in the University Catalogue. The Social Work Department determines eligibility for internships based upon the following criteria: A student must have (1) obtained an advisor from the Department of Social Work; (2) completed IDIS 100, 220, 285, 320, 335, 383, 405, 471 with a grade of "C" or above including any courses that are transferred in as equivalent to any of these courses, and have completed the 30 hour service learning requirement; (3) earned a minimum grade point average of 2.5 in all courses with the SW-prefix (including IDIS 100); and (4) earned a total GPA of at least 2.50; and (5) (a) participated in the Internship Orientation sessions (typically taking place during February and March of the spring semester); (b) been accepted by a social agency approved for field instruction by the Department of Social Work; (c) provided for transportation as needed; and (d) maintained a minimum 2.5 grade point average in IDIS 100 and all courses with SW-prefix and completed the 30 hour service learning requirement. SW 472 may be taken concurrently with the first semester of Internship.

The University shall notify the agency of the initial and continued eligibility of students in the program. This notification occurs (1) during the orientation process and (2) subsequently at the end of each term for internship students.

Applying for Admission into the Internship: Applications for admission to the Social Work Internship are available in the departmental office December 1 and are due early February. Notification of Internship orientation meetings will be posted in the Social Work Office, announced in social work classes, and sent via e-mail to all majors.

Transfer Students:

Applications from transfer students will be considered on an individual basis, but those who are considering matriculation later than the first semester of their junior year are discouraged from applying. Normally, completion of the social work course work will require a minimum of five semesters, and students are encouraged to transfer during or prior to the sophomore year or to plan to stay beyond the original expected date of graduation. The Department of Social Work faculty, acting as a committee of the whole, will decide on all applications for admission into the internship program.

At the time of admission, students must have on file a recently completed Criminal Background Check, i.e., one which is no more than two years old.

Students are advised that state licensing or certification laws, including the social work certification law in Wisconsin, may bar from certification as a social worker any person who has a criminal charge pending or who has been convicted of a criminal charge. In addition, internship placement agencies may also conduct security background checks and may bar internship placement for applicants with a record of a pending charge or who have been convicted of a criminal charge. This applies when the circumstances of that pending charge or conviction are substantially related to the expected duties of the intern. The Department of Social Work has a wide variety of placements available for internship. Students who require or would like a special placement not on the approved list of agencies must talk to their advisor and the Director of Internship about this possibility. **Students are not to find nor make their own field placements.**

December 1, 2011

Dear Student,

The deadline for internship applications is **February 1, 2012**, if you are planning to enroll for the 2012-13 internship placement year, which includes summer and fall 2012 and spring 2013. As you may know, the Department of Social Work offers two paths for completing the internship: a one semester block placement of 4 days per week; or a two semester concurrent placement of 2-3 days a week. A concurrent placement can begin in May, September or January. By completing the attached application form, you are indicating your readiness for an internship. Below are the requirements you must have met prior to beginning the internship to be eligible:

- a. Obtained a Department of Social Work Advisor.
- b. Student must be admitted to the major.
- c. Completed IDIS 100, 220, 285, 320, 323, 335, 383, 405, and 471 with a grade of C or higher. The Service Learning requirement must also be completed with an "S" for satisfactory.
- d. Earned a **minimum** grade point average of 2.50 in all courses with the SW prefix and IDIS 100.
- e. Completed the required forms and waivers associated with the Caregiver Law (Wisconsin Act 27, effective 10-1-98). Student must have a criminal background check on file that is no more than two years old.

Here's what you will need to do between now and February 1st:

1. Make sure you have a Social Work Advisor
2. Read the Code of Ethics (available for purchase from the Bookstore)
3. Obtain a **degree audit** from the Blugold system and include it with this Internship Application Form. **This degree audit should include the final grades from your fall courses.**
4. Complete this Internship Application Form including:
 - Questionnaire for Admission to Field Experience courses
 - Two authorization for release of information forms: one to field placement agencies and one to employers and educational institutions

After you have completed the application form, please submit it and your degree audit to the academic department associate (HSS 253). **If you do not meet one or more of the above criteria, complete the application and attach a letter explaining the problem.** The Department of Social Work Internship Committee will review all applications. Applicants not meeting minimum qualifications for field may request to appear in person before the Internship Committee. This request should be included in the letter accompanying the application. After the Internship Committee completes its review of applications, each student will be informed, in writing, of the Committee's decision.

Any student may ask the Committee (in writing) to reconsider its decision. The Committee will then meet to reconsider its previous decision, and the outcome of this meeting will be communicated to the student. A student who continues to feel aggrieved may elect to pursue the procedure for academic grievances as explicated in the UWEC Student Services and Standards Handbook.

You are required to attend two (2) orientation meetings during spring Semester, 2012. The dates scheduled for those two meetings are: **Wednesday, February 22, (Presidents Room, Davies Center); and Wednesday, March 7, (Council Fire Room, Davies Center.)** **All orientation meetings are from 4-5:30 pm.** PLEASE PLAN your work schedule and other commitments so you are able to attend these important orientation meetings. **No make-up sessions** are given and any unapproved absences may result in a **delay** for admission to internship.

Yours truly,

Jack Wagenknecht, MSW
Director of Internship

P.S. FOR YOUR INFORMATION:

Students **must** select an internship site from a **list approved** by the Department of Social Work; the approved sites list is on the W drive under SW and SW 481. Although we are always willing to follow-up on possible placement sites, **do not make any individual arrangements for a SW 481 internship placement on your own!**

Please indicate which semester you plan to enroll in each of the following courses. Remember that a limited number of courses are offered during Winterm, Interim, and Summer Sessions, and you may not be able to find required courses during those times.

SW 323 _____

SW 471 _____

SW 383 _____

*SW 472 _____

SW 405 _____

SW 481 _____

***SW 472 is the only required social work prefix course that can be taken concurrently with internship (SW 481).**

What is your preference for serving which client population? (e.g., children and families, health, aging, etc.) In other words, contact with what population of clients would foster the most professional growth for you? (Your responses on this item do not in any way commit you to these choices.)

1st choice _____

2nd choice _____

3rd choice _____

List volunteer experiences including month/year completed, population served, problem area, and location:

Indicate your planned time of internship:

Block placement (one semester): fall 2012 _____ spring 2013 _____

Concurrent placement (two consecutive semesters):

(summer/fall 2012) _____

(fall/spring 2012-13) _____

(spring/summer 2013) _____

**QUESTIONNAIRE FOR ADMISSION TO FIELD EXPERIENCE COURSE
OR OTHER INTERN PROGRAMS**

INSTRUCTIONS

The Department of Social Work requires applicants for admission to field placement (Internship) to complete the following questionnaire. Falsifying or omitting information relevant to those questions may constitute grounds for denying you admission to the internship or for termination of your admission if the falsification or omission is discovered after admission.

Further, after you have submitted the questionnaire, and while your application is being considered or while you are a student in the program, if circumstances occur that would change any responses, you must inform the Department of the changed responses.

An affirmative response to an item does not necessarily mean that you will be denied admission. You may be contacted to explain the circumstances leading to the affirmative response. In addition, the Department may request further information from appropriate sources. If necessary, your consent to obtain this information will be obtained.

The Department will take the information into account in determining whether to admit you to internship, to postpone admission, or to place special conditions on your admission.

In the event you are denied admission to the internship based on your responses to the questions below, you have the right to appeal that decision. Notice of the grievance procedure will be forwarded to you in the event of a denial. A copy of the grievance procedure is also available in The Social Work Internship Manual.

If you answer YES to any of the following three questions, attach a letter of explanation to this application.

NAME: _____ MAJOR: _____

STUDENT I.D.: _____

1. YES NO Have you ever been admitted to, then withdrawn from or asked to withdraw from or been dropped from a field placement or intern/practicum program?
2. YES NO Have you ever been suspended, expelled, placed on probation or otherwise disciplined by any college or university or from any program of a college or university other than for academic reasons?
3. YES NO Have you ever been convicted of, pled guilty or no contest to, or forfeited bail, or have charges pending, for any criminal conduct or conduct under law or ordinance, excluding only minor traffic violations?

(PLEASE NOTE: The existence of criminal charges or a criminal record or denial or revocation of a license does not constitute an automatic bar to admission and will be considered only as it or they substantially relate/s to the responsibilities of the program to protect future clients and to the likelihood of the student's eligibility for certification in the State of Wisconsin. However, a state's licensure or certification program may not act favorably on a request for social work certification or licensure if the applicant has a criminal record.)

I hereby certify that the above statements are true to the best of my knowledge. Any false statements or omissions of information may result in denial of admission or termination of admission if the falsification or omission is discovered after admission.

Signature of Student _____ Date _____

AUTHORIZATION FOR RELEASE OF INFORMATION

FIELD PLACEMENT AGENCIES

I hereby authorize the faculty of the Social Work Department at the University of Wisconsin-Eau Claire to furnish any relevant information pertaining to me to prospective agency supervisors at potential field placement agencies, as part of the field placement process.

This authorization is valid for one year, unless revoked in writing. I also understand that I have a right not to sign this form. By not signing this form I understand that this internship application is incomplete and my application to internship will not be considered.

Student's Signature

Date _____

AUTHORIZATION FOR RELEASE OF INFORMATION

EMPLOYERS AND EDUCATIONAL INSTITUTIONS

I authorize the faculty members in the Social Work Department at the University of Wisconsin-Eau Claire to provide reference information about me to potential employers and educational institutions for the years while I am a student at this campus and for five years after I graduate (or five years after I no longer take courses) from this campus. I understand I have the right to revoke this permission by writing a letter to that effect, which is sent to the chair of the department. I also understand that I have a right not to sign this form; by not signing this form I understand the department faculty will not serve as a reference for me to potential employers and educational institutions.

Signature

Date

APPEALS PROCEDURES FOR STUDENTS DENIED ADMISSION TO INTERNSHIP

A student whose grade point average in Social Work courses is less than 2.5 is ineligible to register for SW 481 but may enroll in other Social Work classes while attempting to improve the grade point average. A student who does not meet requirements for enrollment in SW 481 may appeal for permission to participate in the Internship orientation sessions and/or placement in a social agency. This appeal must be discussed with the student's Social Work advisor prior to submission.

Students who initiate appeals must submit written statements outlining the reasons they believe an exception to published requirements should be made. Further information is available from the student's advisor. Students who have been removed from an internship assignment may also appeal that decision; he/she should contact the Director of Internship.

The student is also referred to the "**Procedures for Student Academic Grievances**" outlined in the Student Services and Standards Handbook.

OPTIONS FOR FIELD PLACEMENT

There are two options for field placement:

- 1) A block placement of 12 credits wherein a student spends 480 hours at an agency during one semester. Block students normally have completed all course work required for graduation with the possible exception of SW 472, which must be taken before or at the same time as Internship.
- 2) A concurrent placement of 6 credits per semester for two semesters (beginning any semester including the summer session) in which the student spends 240 hours each semester in the agency per semester and earns 6 credits/semester. Concurrent placements are so labeled because students may be taking course work concurrently with internship.

NOTE: Both interns and agencies have the opportunity to choose which of these options they desire.

CREDIT FOR LIFE OR WORK EXPERIENCE

The Department does not grant credit for either life or work experience in lieu of any required social work course or the internship. At times, transfers or non-traditional aged students may receive credit or a course waiver for SW 188 Volunteer Services activity; each case is assessed on an individual basis. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with UWEC social work requirements.

GRADUATION REQUIREMENTS AND REPLACEMENT POLICY

To graduate with the Bachelor of Social Work degree (BSW), students must (1) have a grade point average of 2.5 in all courses with the social work prefix; (2) achieved completion of IDIS 100 and all SW prefix courses, including transfers courses, with a grade of C or above; (3) demonstrated practice competencies suitable for the profession of social work as demonstrated in SW 481 - Social Work Internship; (4) adhere to the NASW *Code of Ethics* and the CSWE Policy Statement; and (5) completed all program requirements.

CRITERIA FOR SELECTION OF INTERNSHIP AGENCIES

Agencies involved in the internship component of the program are expected to be committed to the value of educating generalist social work interns. They shall indicate a willingness to structure creatively a variety of learning experiences for students. The agencies utilized for field resources shall:

- a. Value the undergraduate social work intern and demonstrate an interest in participating in the intern's education.

- b. Exhibit flexibility and variety in its service and its use of service delivery methods to enable the intern to develop an understanding of the generic components of social work practice.
- c. Structure learning experiences consistent with the curriculum to include early and regular contact with consumers of the agency's services.
- d. Enable the intern to gain experience in communication responsibilities. In recognition that social work practice is composed of more than verbal skills, writing experiences (dictation, record keeping, progress notes, social histories, care plans, court reports, computerized record or assessment systems, etc.) will be provided.
- e. Encourage attendance and participation at agency meetings that include staff and program development and case conferences.
- f. Offer to interns the opportunity to gain a recognition of the area of total services to people in the network of social welfare services. Opportunities and responsibilities for communication with related agencies shall be included, as well as activities which facilitate the intern's perception of the agency and its program in light of "total community need."
- g. Provide supervision by a social worker having a masters or a baccalaureate degree from an accredited social work program. Supervisors must possess two years of post BSW/MSW practice experience.
- h. Communicate to the intern the concept of professional social work identity and practice. Helping the intern in his/her role as a social worker requires provision of opportunities and models for testing and developing professional attitudes, knowledge, and skills.
- i. The agency must be committed to social work education and interested in providing a relevant field experience. Internship is neither strictly a volunteer nor employment position; education is paramount.
- j. In interdisciplinary settings the social work program must be a respected and supported activity.
- k. The agency must provide BSW or MSW supervisors who meet the criteria and standards of the Department. The Department will entertain exceptions to the minimal qualifications for field instructors on a case-by-case basis for areas of critical need (currently agencies offering significant diversity experiences or a policy level focus). The exceptions will be made by the Social Work Department as a committee of the whole and a separate agreement with the agency will be negotiated to ensure that the placement meets the CSWE accreditation requirements for regular and sustained liaison contacts.
- l. The agency must view students primarily as "learners" and be able to provide appropriate generalist experiences. It must recognize that it is imperative that student assignments include involvement with minority and low-income clients as much as possible.
- m. There must be a willingness to include students in appropriate staff meetings and in-service activities.
- n. Students should be provided with the proper physical environment and equipment, i.e., desk, phone or access to a phone, etc. If possible, the students designated space should be in the same building as the field supervisor's office.

- o. Field supervisors should be given release time to attend the Field Orientation Meetings and Field Seminars sponsored by the Department of Social Work for field supervisors.
- p. The agency should be willing to work collaboratively with the Department of Social Work.

Selection of agencies for the internship is based upon criteria of professional quality. Such criteria include: soundness of the agency's policies; competency, effectiveness, and interest of staff; high standards of professional ethics and practice; and active engagement in community programs so that interns have a range of learning opportunities and experiences in which they become actively engaged.

Educational Policy and Accreditation Standards

Field Education as the Signature Pedagogy:

With 2008 EPAS standards for CSWE, Field Education has been designated as the signature capstone experience of Baccalaureate Social Work Education in accredited universities.

The recognition of both implicit and explicit classroom environments has solidified the pursuit of collaborative arrangements between UWEC and approved agency field sites.

Internship evaluative processes now include attainment of competencies and practice behaviors in pursuit of capstone experiences for baccalaureate social work education.

(CSWE Educational Policy 2.3)

DISTANCE FIELD EDUCATION THROUGH TELECONFERENCING PROGRAM DESCRIPTION AND APPLICATION

Program Rationale

The Social Work Department of the University of Wisconsin-Eau Claire is a fully accredited program with a clearly designed field education program that meets the standards of the Council on Social Work Education. The Social Work Program's Mission Statement, Program Goals, and Curricular Objectives all contain an emphasis on diversity and social and economic justice; however, the field internship program has a very limited number of placements where students can work primarily with minority populations. As one way to address this issue, after the June 1991 reaccreditation, the program implemented a Cultural Diversity Requirement for all students who are social work majors. Students must, as a graduation requirement, accumulate at least 35 of the required 480 field internship hours with diverse populations, and 20 of these hours must be in a face-to-face, social work role. As a result of this requirement, social work majors are now engaged in a wide variety of social work roles and experiences with diverse populations.

However, the requirement itself has done nothing about the dearth of field placement opportunities offered by the field program that are focused primarily on work with minority populations. A second area which lacks appropriate placements is the social policy field of practice. While undergraduate level programs are based on a generalist model, and thus interns gain experience with all levels of practice, most placements are primarily micro-level in focus. There is a dearth of placements that include more of an emphasis on macro or policy practice for the students who desire this type of internship experience.

A second step that the Social Work program faculty have taken to increase the number of diversity and policy practice focused field placements was to institute a policy that considers, on a case-by-case basis, making an exception to the requirement that a field instructor hold the MSW and/or the BSW degree and have at least two years of professional practice experience. Again, although this policy could in theory add additional opportunities for students, in actuality the number of appropriate field settings identified was small.

A third step is distance field education through teleconferencing. In recognition of the fact there are many diversity and policy practice focused agencies outside of the immediate geographic area of the Social Work program, and by taking advantage of newly emerging distance communication technologies, the Social Work Department has decided to pursue adding a limited number of high quality placements that will be out of the immediate geographical area of the Chippewa Valley. This program has been supported by a Lab Modernization Grant. It is anticipated that these placements will either be within a one-day car commute or, in the case of an international placement, accessible by internet-based videoconferencing with a phone-based back up.

In addition, the faculty believes that these placements are intended for highly motivated students who also have well-developed learning and career goals that mesh well with the distant field internship opportunities. Consequently, the international diversity and policy practice field placements will have an additional and separate application and selection process.

Although these changes fall short of the criteria for an Alternative Program or an Innovative Program as specified in the BSW Standards of CSWE, they do

attempt to follow the recommended guidelines for Distance Education Programming as passed by CSWE in 1995 and amended in February of 2000.

Part of the rationale for the program as outlined in the guidelines is some indication of the anticipated impact on students, the program and on human services. We anticipate that the highly select students will find the internship experience to be a better match for their learning goals and career paths. For example, a student pursuing Spanish language fluency with a goal of working in a Hispanic community may be able to be placed in an internship setting where he or she can maximize the progress made on these goals. The Social Work Department certainly has a sufficient number of excellent field internship placements in the immediate geographic area, however, if this program is not implemented the student may need to postpone parts of their learning and career goals. In addition, the interaction during the integrative seminar meeting can be enriched by the presence of the distant intern and the diversity reflected in his or her internship experience.

Overall, the objectives of the immediate and out-of-the area field placements are the same, with the exception of objectives undertaken to acquaint the faculty liaison and the distant learner with the technology utilized to support the internship.

Future plans of the department include the possibility of additional distance education course offerings; although in all probability these courses would be offered using existing resources. However, there are no plans to offer a year or more of course work via distance education. The teleconferencing facilities will enable internship students at-a-distance to join the weekly integrative seminar as well as meet electronically on the same schedule as the local interns and field instructors.

Organization, Governance, Resources

This proposal requires minimal facilities and makes primary use of home campus technical personnel. The students will be trained and equipped with laptop computers containing the standard UWEC software package, a 56K modem, the teleconferencing client software, a small camera, and headsets. Field sites will be required to make available a physical room that allows modem access to the Internet with telephone connection as a backup. In addition, the student must be able to reserve the room for weekly seminar meetings and, at a minimum, three evaluation sessions with the field instructor and liaison: two via teleconferencing and one face-to-face.

The phone back-up has proven to be essential based on past experience with the teleconferencing technology for two students who were placed at different settings in South Africa.

Although library sources may not be exactly comparable in all distant sites developed, every effort will be made to ensure student access to local and regional library sources. In addition, students will be able to log on to the UWEC network from a remote site and will have comparable access to all on-line resources, including the increasing trend towards online access to full-text periodical literature. Any physical material from the course that is needed by the student may be shipped to the student if the student is not able to transport it to the site. In addition, it is anticipated that all sites will have or have access to FAX services.

This proposal does not require a distance education site coordinator or additional administrative and secretarial support, beyond that which can be extended by the Director of Internship, the Academic Department Associate in Social Work, and occasional support from the administrative and support staff at the distance sites.

The respective roles of the Director of Internship, the agency, the agency field instructor, and the Social Work Department liaison will be the same as those listed in the current Field Manual.

For placements within the continental United States, at least one of the three liaison visits (initial, midterm, final) will be face-to-face. At least one pre-placement meeting is planned for each site between the Director of Internship, or a faculty member well-versed in field who is appointed by the Director of Internship, for the purpose of the training and orientation of the distance site agency and staff.

For international placements, at least one pre-placement meeting is planned for each site between a faculty member from the Department and the agency staff. In addition, the Department has a commitment to ongoing visits at least every 18-24 months.

Nondiscrimination and Human Diversity

The distance internship sites will be operated using the same policies as those on campus, including the policies on Affirmative Action, Sexual Harassment, and Consensual Relationships.

Faculty

This proposal uses main campus faculty in the Field Director and liaison roles and the distance field instructors will be recruited using the same minimal criteria as any other field instructor. Additional training on the use of the videoconferencing program will be provided to the distance field instructors during the pre-placement visit.

Availability of main campus faculty to distance placed interns will be enhanced by the use of faxes, e-mail, and phone contact in addition to the internet-based teleconferencing capability.

Student Development

Students will be informed of the possibility of an out-of-area field placement early on in their academic program through the advising process. A separate application process will be developed that attempts to assess the motivation of students for the distance site application. The application will require the students to demonstrate consistency of career goals, progress made towards the goals, and the degree to which an out-of-area placement fits with their goals. Students will be required to show develop these areas by means of a personal statement and an interview with the field faculty.

Additional efforts will be made to facilitate the professional socialization of students both at the distance site and at the main campus to ensure that students remain connected and are not isolated. Students will continue to be in touch with the campus via e-mail and advising contacts will occur using the teleconferencing program.

Curriculum

The curriculum is expected to be the same for distance site interns as it is for interns placed within the immediate geographical area of the program. All required submissions (assignments, evaluation of practice, learning objectives) will be submitted as attachments to email.

Evaluation

All parties to the contract, including Director of Internship, agency field instructors, liaison from the Social Work Program, intern, and technical staff at the main campus will be asked to complete a separate evaluation of the distance component of the internship course and seminar.

DEFINITIONS

Generalist Practice

The basic principle of generalist practice is that baccalaureate social workers are able to utilize the problem-solving process to intervene with various size systems including individuals, families, groups, organizations and communities. The generalist operates within a systems and person-in-the-environment framework (sometimes referred to as an ecological model). The generalist expects that many problems will require intervention with more than one system (e.g. individual work with a delinquent adolescent plus work with the family or school) and that single explanations of problem situations are frequently unhelpful. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client, e.g., facilitator, advocate, educator, broker, enabler, case manager, and mediator. They may serve as leaders/facilitators of task groups, socialization groups, information groups and self-help groups. They are capable of conducting needs assessments and evaluating their own practice and the programs with which they are associated. They make referrals when client problems so dictate and know when to utilize supervision from more experienced staff. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, coworkers, and colleagues from differing ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem or group to another.

Field Liaison

The field liaison is the university faculty member assigned to oversee the internship or field placement experience of one or more social work students. The liaison is responsible for assigning the final grade, for teaching the accompanying field seminar, and for meeting periodically with the agency field instructor and student to assess the student's progress in the internship.

Field Instructor

The field instructor is a paid employee of the social agency with direct responsibility for day-to-day supervision of the student during the time of the internship. S/he designs learning experiences for the student, provides consultation and advice, and evaluates the student's performance in the agency. Field instructors meet periodically with the field liaison and the student to assess student progress.

Task Instructor

An agency staff member assigned to assist the field instructor with the education of an individual internship student. The student may be assigned to a task instructor to learn about a particular facet of the agency (court work, task group, specialized unit function, etc.) The task instructor will provide feedback to the field instructor relative to the student's performance in the area supervised by the task instructor.

Field Instruction, Internship, Field Placement

Field instruction and *field placement* are synonymous with *internship* which is experience in which a student is placed in a social agency under the supervision of a field instructor to both learn new skills and demonstrate acquisition of skills and knowledge taught within the regular curriculum. The experience has primarily an educational purpose and, by the time of its completion, the student should be prepared to function in a multiplicity of social agencies as a beginning level practitioner.

INTERNSHIP OBJECTIVES

The Bachelor of Social Work degree marks the entry point for students wishing to become professional social workers, and the internship is an integral part of this degree. As a result, the primary emphasis for the internship is educational rather than service delivery, and the course builds upon the total social work curriculum. A university faculty member has dual responsibility for classroom instruction as well as practice assignments made to students in participating social agencies.

In conjunction with knowledge, values, and skills developed through the classroom curriculum, the field component has five broad categories of objectives which are related directly to the program outcomes identified on pages 3-4 of this manual. The five categories are: (1) Supervision, Consultation and Teamwork, (2) Work Management, (3) Values, Ethics and Attitudes, (4) Practice Knowledge and Skills and (5) Personal and Professional Self. As can be seen from a review of the field evaluation instrument in Appendix E, all evaluation subjects can be organized under the five broad categories and are directly related to the course objectives. By the end of the field experience, an intern who is evaluated at the satisfactory level of performance or higher indicates the intern's ability to practice entry level social work.

The internship is aimed at preparation for basic social work practice to meet present demands and future expectations in a wide array of settings. It stresses the need to work within the competencies of baccalaureate practice and the need for continuous professional growth.

Social work interns participate in the delivery of social services to a combination of individuals, families, small groups, organizations, and communities. The practicum offers opportunities for students to acquire generalized skills in the practice of social work in small communities, to assume practice roles and responsibilities in the field, and to translate in practice the theories and principles learned in the classroom. By the end of the internship, the expectation is that social work students will be able to function at a high level of performance characteristic of baccalaureate social work practitioners.

INDIVIDUAL LEARNING GOALS FOR FIELD EXPERIENCE

At the beginning of the field experience, students are encouraged to develop a learning contract which will be accomplished during the placement. This planning will allow both the student and supervisor an opportunity to identify learning needs or areas of student interest as well as to design and utilize learning opportunities available within the agency. These learning goals are reflective of the major objectives of the internship and they tend to be highly correlated with the final evaluation of the intern. The faculty liaison provides feedback in the process of establishing learning goals and the behavior necessary to meet the goals.

ASSIGNMENTS

Through the course of the internship seminar, four assignments will be requested. First, students will develop learning plans to accomplish in their field sites. An assignment addressing ethical dilemmas within the NASW code of Ethics will be required. An assignment addressing personal exposure or experience to cultural diversity will be written. And lastly, a paper on the process of termination.

EVALUATION

At midterm and at the end of each internship, agency supervisors are asked to fill out the SW 481: Field Instruction Tool for Evaluation of Intern Performance instrument. Agency supervisors share and discuss these evaluations with the assigned interns. The field liaison is required to visit agencies at the midpoint and at the end of the placement in order to participate in the evaluation of the placement and in the evaluation of the student's performance. These evaluation forms become a part of the student's permanent file in the Social Work Department and partially determine the assigned letter grade.

FINAL GRADE

The final grade for field experience assigned by the faculty liaison is based on several factors. First and foremost is the recommendation of the field instructor supervising the student within the agency and data collected by the faculty liaison during the evaluation meeting during the semester. This recommendation will constitute approximately 50% of the final grade while assignments, attendance, participation, final written project, and field related discussion in the Internship Seminar, will constitute the remaining 50%. Failure to turn in either the assignments or the field seminar assignment will result in a failing grade for field experience.

STUDENT ACADEMIC GRIEVANCE PROCEDURES

The University of Wisconsin-Eau Claire has established an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. This information is contained in the UWEC Student Services and Standards handbook provided to each student in the University. Students may acquire a copy by contacting the Office of Student Affairs in Schofield Hall.

INTERNSHIP ROLES & RESPONSIBILITIES

RESPONSIBILITY OF THE UNIVERSITY

Since the senior internship is a vital part of the education of undergraduate social work students, the University recognizes the importance of the agencies' contributions in promoting educational goals desired by both the University and these community agencies. The University is responsible for selection and approval of agencies involved in the internship program. This responsibility includes the right of inspection and review of the agency by the University.

The University retains primary responsibility for the quality of the educational experience and carries out that responsibility through ongoing communication with the agency administrator and the field supervisor.

The University will provide the agency with all necessary and useful information regarding the undergraduate social work program including overall objectives and the curriculum plan. It also will provide the agency with necessary and useful information about the students assigned to the agency, including their academic background, previous social work and other job experience, career plans, and other relevant personal data. The University will assume responsibility for providing the agency with all of the necessary consultation and support in carrying out the educational program. It will provide learning objectives and guidelines to be used in planning the educational program for students and guidelines for evaluation of the students' progress.

ROLE OF DIRECTOR OF FIELD INSTRUCTION

The Director of Field Instruction organizes and develops appropriate field experiences for students including discussing with prospective field instructors expectations regarding the field, contacts existing and potential sites to determine the number of students each agency can accept during the coming year, and maintains all general telephone and written communications with agency field instructors except for those that pertain to a particular student's performance. In addition, the Director of Field Instruction maintains records pertinent to the internship process (such as applications, field manual, and forms), conducts orientation meetings and Internship Application Review Meetings, trains internship supervisors, determines continued eligibility of students for internship, develops and recommends policies for field instruction, and reviews student evaluations of internship experiences in the context of planning future placements in each agency.

The Admissions Committee for SW 481 Internship reserves the right to meet and reconsider any previous decision in light of new information pertinent to academic misconduct, ethical violations, criminal record, etc. on the part of the student. For example, if a student previously accepted to internship is found guilty of plagiarizing a paper in any class, he/she may be reconsidered in terms of acceptance to field or in the type of placement allowed.

ROLE OF THE FACULTY LIAISON

The faculty field liaison calls agency supervisors at the beginning of the internship to discuss with them educational objectives, curricular content, possible innovations and changes in the program.

The liaison will meet with the intern and supervisor at midterm and the end of the semester to discuss and evaluate the intern's progress. Once the student has been placed in an agency, the field liaison carries primary responsibility for teaching and for integration of learning experiences in the field and in the classroom. Day-to-day supervision is carried out by agency field supervisors who communicate agency policies, procedures, and programs. With

the assistance of the field liaison, agency supervisors are expected to provide educationally sound experiences which are consistent with those outlined by the Department of Social Work and those prescribed for the specific intern.

The University field liaison has the ultimate responsibility for evaluating the overall achievement of the student and assigning the grade the student receives in the field setting. Grades are based on the evaluations provided by the agency field instructor, and the fulfillment of the reports and projects the faculty member requires of the student.

RESPONSIBILITY OF THE AGENCY

The agency which agrees to participate in the education of social work practitioners is responsible for providing an environment which is conducive to the educational function. In consultation with the University, the agency shall determine the number of internship positions available. The intern shall be accepted as a member of the staff with roles which are congruent with the service functions of the agency. The agency shall allow the intern responsibility in assignments that will provide meaningful learning opportunities. The agency shall appoint a supervisor for the intern and allow sufficient time in the workload to plan intern activities, confer regularly with the intern and meet with the University liaison person.

The agency shall provide the intern with suitable physical facilities, including desk space, telephone, supplies, dictation equipment, clerical help and privacy for client interviews and supervisory conferences. It is very important that students have access to suitable physical facilities including desk space, telephone, supplies, etc. Many supervisors are in restricted office space, but learning is not enhanced if there is no phone from which to call clients or other agencies and if there is no desk space available on a regular basis. Students report that it is very disruptive to be moved from office to office as a worker leaves for the day.

Finally, the agency has the right to send representatives to inspect and review the University's program.

ROLE OF THE AGENCY FIELD INSTRUCTOR

Since the agency field instructor is an employee of a social agency, it is recognized that he or she has responsibilities in addition to student supervision. The field instructor must, however, be able to allocate sufficient time for intern supervision, program development, and meetings with the University liaison member as agreed upon. The agency field instructor is given adjunct faculty status at the University, but there is no financial reimbursement. Adjunct faculty have access to University facilities, such as the library and recreational facilities, and they are given discounts to University sponsored events.

The field instructor assumes responsibility for orientation to the agency, its services, and its role in the total network of community social services. He or she shall provide regularly scheduled supervision and ongoing evaluation of performance to the intern for a minimum of one hour weekly and should inform the student and the University field liaison if the intern's level of performance is not satisfactory, so that proper steps can be taken to correct any difficulty. Ultimately, the agency field instructor helps maintain the gate-keeping function for the profession of social work. If a student's performance remains unsatisfactory, or if the behavior violates accepted agency or professional standards of practice, termination from placement may occur. Field instructors are expected and encouraged to call such matters to the attention of the student and the faculty liaison as soon as possible.

Before selecting a number of possible interns, the following expectations of the agency and supervisor should be considered:

1. Agency and supervisor must be willing and able to provide experiences on micro, mezzo and macro levels that are primarily educational in purpose and function.
2. Agency must provide the intern with suitable physical facilities including desk space, telephone, supplies, dictation/computer equipment as appropriate, clerical help and privacy for client interviews and supervisory conferences.
3. Agency must allow supervisor sufficient time for supervision of student and for conferring regularly with the student and University liaison representative.
4. Agency and supervisor must be willing and able to provide opportunities for application of classroom learning in the internship environment (e.g., evaluation of practice exercise).
5. Supervisor must be willing and able to provide a MINIMUM of one hour of direct supervision per week.
6. Supervisor must be on-site in the agency. Supervisor must be:
 - 1.) a full-time employee if the student is in a block placement; and
 - 2.) at least a half-time employee if the student is in a concurrent placement.
7. Supervisor must have earned a MSW and/or a BSW (or its equivalent) and have two years of professional experience.
8. The Department will entertain exceptions to the minimal qualifications for field instructors on a case-by-case basis for areas of critical need (currently agencies offering significant diversity experiences or a policy level focus.) The exceptions will be made by the Social Work Department as a committee of the whole and a separate agreement with the agency will be negotiated to ensure that the placement meets the CSWE accreditation requirements for regular and sustained liaison contacts.

Supervisors must be on site in the agency. The supervisor must also be full-time if the student is in a block placement. To keep a student occupied (at least initially), it is our impression that the supervisor must be available for a portion of each of the days that the student is in the office.

With block placements only 16 weeks long, it appears that the educational focus of each activity must be kept in mind, and it is our impression only a full-time employee on site has the time to devote to that process. For concurrent placements, the supervisor must be at least a half-time employee and be on-site during the time the intern is in the agency.

For the past several years, the Department has mandated that all supervisors hold the MSW or BSW and have at least two years experience. While the accrediting body does not mandate such degrees specifically, if a supervisor does not have either degree, faculty from this department are required to have "frequent and sustained liaison visits to the agency" (Baccalaureate Interpretive Guidelines), and Department faculty simply do not have the time to meet this standard.

Each agency field instructor is asked to prepare an evaluation report of the intern's performance in the agency at midterm and at the end of each semester. It is expected that this will be shared with the intern prior to presenting it in a final evaluation conference with the intern, field instructor and faculty liaison. The final grade issued for internship remains the responsibility of the faculty liaison.

The University of Wisconsin-Eau Claire subscribes to a policy of affirmative action and a work environment free of sexual harassment and intimidation. The Board of Regents has also issued a statement on consensual relationships.

These policy statements are located in the following Policy Statement section.

Orientation sessions for field instructors are conducted at the beginning of the internship by University faculty. Ongoing assistance to field instructors and student evaluation will be provided as needed throughout each semester.

The primary focus of the internship needs to be educational in purpose and function. Hence, faculty liaison meet with the supervisor to discuss the range of experiences offered to the student across all three levels of practice: individuals, groups/families, and community. The department is well aware that agencies operate in a setting where one level of service predominates; the department requires multiple opportunities for the student to get experience in the other two, and the faculty liaison will assist the agency in designing those situations if necessary.

As part of the SW 481 seminar, as in other social work classes, faculty educate students about the appropriateness of "boundaries," personally and professionally. Faculty want students to recognize their role as a new professional, and as a part of that role, to not overly reveal personal information in the client/social worker relationship. The Department wants each of our majors to think about the role of personal disclosures generally, and to be able to justify the use of self-disclosure in any particular instance (for example, done for the benefit of the client, not the student).

A note about Confidentiality for Field Instructors

Recently public service agencies have increasingly found themselves entangled with litigation on matters of client confidentiality. UW-Eau Claire Social Work Intern Students that are placed in an agency have received extensive and curriculum-wide training about client confidentiality.

Agencies have undoubtedly developed policies, practices, and protocols that accommodate the relevant laws and procedures regarding confidentiality. To insure that student interns are aware of these policies and the continued importance of maintaining confidentiality, the department requests that agencies share such policies, practices and protocols with these students, preferably in writing at the beginning of the SW481 experience. The Department of Social Work would very much appreciate a copy of those policies as well. Faculty will evaluate student work in a way that respects client confidentiality and the procedures of the supervising agency. Agency and field instructors' review of these practices with the intern will help to insure appropriate compliance and the avoidance of unwanted litigation.

Internships at Employment Sites or For Convenience

Generally, the Department prefers that students do not intern where they are employed for several reasons. First, the difference between employment requirements and the educational focus of internship (sometimes for both the intern and the agency) may become blurred within the same agency. It is easier for the intern to maintain the boundary between the two if in two different settings. Second, the BSW degree has a generalist focus, and the department encourages students to have a range of experiences during their baccalaureate degree years; thus, if they are employed in an agency that provides experience in AODA, we encourage them to intern with another population during internship. This will broaden their experience base and employment opportunities as a result.

The Director of Internship may be petitioned by a student to intern close to home for economic or personal reasons. As a general rule, most such requests are denied. First, there is no rationale to accept one student's request and not another. Second, the Department wants to capitalize on existing experience and expertise. Third, the quality of a distant agency or the

supervision is unknown to the Department. Fourth, the Department cannot afford the time and expense of faculty liaison travel to distant sites.

ROLE OF INTERN IN THE AGENCY

The intern will be expected to complete a minimum of 480 hours in the field work agency. The 35 hours of the cultural diversity requirements are part of the 480 hours. This schedule may be accomplished by spending two full days a week in the field agency for two semesters or four full days for one semester. Flexibility is anticipated so that an intern may arrange hours with the approval of the agency supervisor to fit into an individual schedule.

Interns are expected to observe the regulations and standards of conduct required of professional workers in the assigned agency. Unexcused or excessive absences, failure to complete tasks on time, unprofessional conduct, and other documented acts actually or potentially destructive to clients, coworkers, agency, or the University shall be subject to sanctions normally imposed on professional staff. These sanctions may include dismissal from the agency, the social work program, and the University (see below). Further, breaches in the Code of Ethics may be referred to the National Association of Social Workers.

Each intern is expected to carry out assignments promptly, to maintain positive professional relationships with both clients and coworkers, and to adhere to the NASW Code of Ethics. With regular supervision, the intern will be expected to provide direct service to clients and client groups. Interns will also be expected to participate in other areas of the agency's activities including inter-agency and professional association meetings. In addition to participation in regular supervisory conferences with the agency supervisor, it is expected that the intern will participate in mid-term and final evaluation conferences.

REGULATION ON BACKGROUND CHECKS

On October 1, 1998, a new Wisconsin law went into effect that requires more rigorous background checks of persons who provide care for vulnerable adults and children or who have access to people who receive care. The following is a summary of the requirements of the new law and related regulations. Further information including the BID form is available at

<http://www.dhfs.state.wi.us/caregiver>

The results of the background checks will be used in making employment and licensing decisions. Legal Counsel from the Department of Health and Family Services (DHFS) says the new law will affect anyone who is an employed caregiver or "has access to clients within care giving organizations, including students" as well as administrative, clerical, contractors, and maintenance employees. The law does not affect volunteers, though students who receive credit for their work are not considered volunteers.

Students who are placed in entities that are subject to this law, such as clinical placements, may be subject to more stringent background checks by their placement site. However, it is also possible that the placement site may request the university to perform the check. There is no provision in the law stating which entity must perform the check; the law only requires that the entity have the information on file. Legal counsel from DHFS says that this issue will be worked out between teaching institutions and entities in the upcoming months as the new law is applied, but that legislators feel that teaching institutions that place students should be advising students of the law.

As of January, 1999, all students must complete the "Background Information Disclosure" (BID) form and the "Wisconsin Criminal History" form.

IMPORTANT NOTES TO STUDENTS

The most frequent request made by agency supervisors of students is that the interns should ask more questions, be more assertive, and take more initiative. When students do not understand why something was or was not done, or why something was done in a particular way, they should ask; when students want to take on more responsibility, they should ask; when students are unhappy or dissatisfied about something, they should first bring it to the attention of their agency supervisor. Open, three-way communication is necessary among students, field instructors, and faculty supervisors. A placement that does not have some frustrations and discontent in all probability is not a challenging, learning experience.

Students are also advised not to get involved in the internal politics of an agency: for example, students should not take sides if a staff member is unhappy about his/her salary, nor should a student get involved in taking sides if internal friction between staff members arises. Agency politics are a complex and sensitive matter; student involvement only fuels the complexity and sensitivity.

Since some agencies don't operate on an 8:00 am to 5:00 pm schedule, the hours interns are expected to be at the agency may vary. This schedule should be worked out between the intern and the agency supervisor. The faculty wants interns to be at agencies when the optimal learning experiences are likely to occur. Because of this, evening or weekend hours may well be advisable at some agencies. However, the intern is not expected to staff an agency similar to an employee.

The field instructor is responsible for the student's day-to-day assignment of activities in the field. She or he will familiarize the student with the agency and its procedures, direct the student to necessary resources, and oversee the intern's work. Therefore, it is appropriate to address any questions or concerns first to the field instructors. If the intern feels his or her concerns are not being heard, or if he or she wants a second opinion, it is certainly appropriate to contact the faculty liaison. Since the faculty liaison cannot be abreast of day-to-day happenings within all agencies, it makes the most sense to deal with concerns or problems within the agency first and then reach outside to the faculty supervisor.

Departmental Policy Regarding Academic Misconduct and Dismissal from the Social Work Program

The University, its administrators, faculty, academic staff, and students believe that personal integrity and academic honesty are fundamental requirements for people engaged in the practice of Social Work and for students enrolled in the Social Work Program. The Department of Social Work has a responsibility to promote the highest levels of personal integrity and academic honesty and to develop procedures to deal effectively with instances of dishonesty. Under the provisions of UWS 14 Student Academic Disciplinary Procedures, students who participate in the Social Work Program may be removed from that Program (including internship assignments) where her or his participation in such a program or experience is judged to adversely affect the University, University students, the student herself or himself, the clientele served, or the participating agency or organization. In addition, under the provisions of UWS 18 conduct on University Lands, students can expect remedial or disciplinary responses, including removal from the Program, for practices or behaviors which include activities in Social Work practice while under the influence of alcohol or other controlled substances, misuse of client and other records, misuse of information relating to client confidentiality, sexual harassment, discrimination where prohibited, possession of weapons, or involvement in other prohibited conduct, including criminal activity, which would have an effect on practice.

Student misconduct, for which the student is subject to disciplinary action, includes, but is not limited to, that conduct which is described in Chapter 14 of the University of Wisconsin Administrative Code, Student Academic Disciplinary Procedures, and Chapter 17 of the University of Wisconsin Administrative Code, University of Wisconsin-Eau Claire Disciplinary Procedures.

Chapter 14 of the University of Wisconsin Administrative Code, Student Academic Disciplinary Procedures, defines "academic misconduct" as "an act which a student

- a. Seeks to claim credit for works or efforts of another without authorization or citation;
- b. Uses unauthorized material or fabricated data in any academic exercise;
- c. Forges or falsifies academic documents or records;
- d. Intentionally impedes or damages the academic work of others;
- e. Engages in conduct aimed at making false representation of a student's academic performance; or
- f. Assists other students in any of these acts." (UWS 14.03).

Chapter 14 also provides examples of academic misconduct, including but not limited to: "...cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examination or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting a student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed" (UWS 14.04).

Procedures used for Removal of a Student from a Social Work Internship Assignment

The Department of Social Work recognizes the right of the internship agency or organization and the University to terminate a student's internship. A Social Work Intern may be removed under the following conditions:

Continued participation in such an experience is judged by the University's Field Liaison to adversely affect the clientele served, the student his/herself, the participating agency or the University.

OR

The Social Work Intern is not meeting the minimum requirements of the experience, as determined by the Field Instructor, the agency, and the Faculty Liaison.

The procedures for the removal of a Social Work Intern are as follows:

1. In making a determination to remove the student from an internship assignment, the Faculty Liaison shall consult with the Field Instructor and the Internship Director and shall make an initial evaluation of the reliability of the information available or received. The Faculty Liaison shall make such further investigations as circumstances permit. The recommendation and judgment of the Field Instructor will be given considerable weight in the final decision regarding the student's performance.
2. If, after reasonable investigation and after consultation with the Internship Director, the Faculty Liaison concludes that removal of the student is justified under number 1 above, the student will be notified of the impending removal. Written appeal procedures for the student removed from the Internship are made available to the student, in the Internship Handbook, and will be provided to the student, in separate copy, by the Field Liaison at the time of removal or as soon as practicable thereafter.
3. As early as is practical, the student shall be given an opportunity to be heard informally. If all reasonable efforts to notify the student are unsuccessful, the student may be removed without notice; however, attempts to notify the student shall continue, and the student shall be afforded an opportunity to be heard informally at the earliest opportunity.
4. The Internship Director notifies the Chairperson of the Department of Social Work at the University. The Chairperson of the Department provides a written notice regarding the removal of the student.
5. A student who has been removed from Internship may appeal that decision to the faculty body in the Department of Social Work. If, after review of the student's appeal, further grievance by the student shall be presented to the Dean's office in the College of Education and Human Sciences.
6. Students who are removed from internship under this policy will generally not be permitted to enter another internship. This policy also applies to students who elect or are permitted to withdraw from an internship in lieu of removal by the Faculty Liaison. Requests for exceptions to this paragraph must be submitted in writing to the Chair, who shall confer with appropriate faculty to decide if an exception shall be granted.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Equal Opportunity and Affirmative Action

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, marital or parental status, race, color, age, religion, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or this state, sexual orientation, national origin, arrest or conviction record or handicap, in compliance with the Title VI, Title VII, Title IX, ADA, and Section 504. Refer questions to the Affirmative Action Officer, Schofield 217.

Americans with Disability Act of 1990

The Americans with Disability Act of 1990 is basically a civil rights act for anyone with a physical or mental impairment that substantially limits one or more of life's activities. There can be no exclusion on the basis of the disability or no discrimination through contact.

The Department of Social Work makes every effort to provide reasonable accommodation to disabled students.

Sexual Harassment Policy Statement and Mechanism for Implementation

It is the policy of the Board of Regents of the University of Wisconsin System, consistent with its efforts to foster an environment of respect for the dignity and worth of all members of the University community, that sexual harassment of students and employees in the University of Wisconsin System is unacceptable.

Wisconsin Act 427, effective May 7, 1994, clarifies the definition of sexual harassment and adds a "reasonable person" test as a method to determine if the harassment substantially interferes with work performance or creates a hostile work environment.

Sexual harassment of students is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of a student's grades, recommendations, or other factors related to the student's academic career.

For interns, the environment extends beyond the classroom to field experience settings. An allegation of sexual harassment should be brought to the Affirmative Action Office, 225 Schofield Hall, or the Chairperson of the Department of Social Work, for investigation and review.

Consensual Relationships Policy UWS Board of Regents Policy 91-8

History: Res. 5867 adopted 7/12/91.

It is in the interest of the UW System to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual romantic and/or sexual relationships where a definite power differential between the parties exists. These relationships are of concern for two primary reasons.

1. Conflict of Interest: Conflicts of interest may arise in connection with consensual romantic and/or sexual relationships between faculty or other instructional staff and students, or between supervisors and subordinates. University policy and more general ethical principles preclude individuals from evaluating the work or academic performance of others with whom they have intimate familial relationships, or from making hiring, salary or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships, and require, at a minimum, that appropriate arrangements be made for objective decision-making with regard to the student, subordinate or prospective employee.

2. Abuse of Power Differential: Although conflict of interest issues can be resolved, in a consensual romantic and/or sexual relationship involving a power differential the potential for serious consequences remains. Individuals entering into such relationships must recognize that:

- (a) the reasons for entering such a relationship may be a function of the power differential;
- (b) where power differentials exists, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment; and
- (c) the individual with the power in the relationship will bear the burden of accountability.

3. Guidelines for Implementation: To make it clear that romantic and/or sexual relationships involving conflict of interest are unacceptable in the UW System and to ensure that members of the University community are alerted to the potential for abuse in power differential relationships even where conflict of interest issues are resolved, each institution within the University of Wisconsin System shall develop a statement on Consensual Relationships that is consistent with the above.

Codes of ethics for many professional associations, including NASW, forbid professional-client relationships; the relationships enumerated should be viewed in this context. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving grades, academic advice, evaluations, recommendations for further study and employment, greatly diminish the student's actual freedom of choice in an amorous or sexual relationship.

It is in the interest of the UW-Eau Claire to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual romantic and/or sexual relationships where a definite power differential between the parties exists.

Appendix A

CSWE Curriculum Policy Statement

2008 EPAS

Appendix B

For Review and Access to

NASW Code of Ethics:

www.socialworkers.org/pubs/code

For Review and Access to

*Code of Conduct,
Chapter MPSW 20:*

www.legis.state.wi.us/rsb/code/mpsw

Appendix C

Evaluation of Social Work Intern

Sample Field Instrument¹

To Accompany: Petracchi, H.E. & Zastrow, C. (2010). *Suggestions for Utilizing 2008 EPAS in CSWE-Accredited Social Work Baccalaureate and Masters Curriculum: Reflections from the Field, Part One – The Explicit Curriculum*, *Journal of Teaching in Social Work*, Vol. 30 (2).

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| Rating Scale for Evaluation of Field Placement Performance |
|---|

Midterm

Final

Name of Intern _____ Date _____

Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

| | |
|-----|--|
| 5 | The intern has excelled in this area |
| 4 | The intern is functioning above expectations for interns in this area |
| 3 | The intern has met the expectations for interns in this area |
| 2 | The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future |
| 1 | The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future |
| n/a | Not applicable, as the intern has not had the opportunity to demonstrate competence in this area |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. Please rate the student on any given item as it is appropriate to ***your*** field setting. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

¹ The authors request if any instrument from this article is used (or modified then used) that the author's be cited as having developed the instrument.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

| | | | | | | | |
|-----|---|---|---|---|---|---|----|
| 1.1 | Advocates well for client access to the services of social work. | 5 | 4 | 3 | 2 | 1 | na |
| 1.2 | Practices personal reflection & self-correction to assure continual professional development. | 5 | 4 | 3 | 2 | 1 | na |
| 1.3 | Attends well to professional roles & boundaries. | 5 | 4 | 3 | 2 | 1 | na |
| 1.4 | Demonstrates professional demeanor in behavior .. | 5 | 4 | 3 | 2 | 1 | na |
| 1.5 | Demonstrates professional demeanor in appearance. | 5 | 4 | 3 | 2 | 1 | na |
| 1.6 | Demonstrates professional demeanor in communication. | 5 | 4 | 3 | 2 | 1 | na |
| 1.7 | Values a commitment to career-long learning. | 5 | 4 | 3 | 2 | 1 | na |
| 1.8 | Uses supervision & consultation effectively. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.

| | | | | | | | |
|-----|---|---|---|---|---|---|----|
| 2.1 | Employs the ethical standards of the profession. | 5 | 4 | 3 | 2 | 1 | na |
| 2.2 | Demonstrates understanding of the laws relevant to social work. | 5 | 4 | 3 | 2 | 1 | na |
| 2.3 | Abides by the laws relevant to social work. | | | | | | |
| 2.4 | Utilizes professional values as a guide to practice (therefore managing personal values). | 5 | 4 | 3 | 2 | 1 | na |
| 2.5 | Tolerates ambiguity in resolving ethical conflicts. | 5 | 4 | 3 | 2 | 1 | na |
| 2.6 | Applies strategies of ethical reasoning to arrive at principled decisions. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 3.1 | Synthesizes multiple sources of knowledge including practice knowledge & wisdom with research-based knowledge. | 5 | 4 | 3 | 2 | 1 | na |
| 3.2 | Analyzes different models of assessment, prevention, intervention, & evaluation. | 5 | 4 | 3 | 2 | 1 | na |
| 3.3 | Demonstrates effective oral communication in working with | 5 | 4 | 3 | 2 | 1 | na |

| | | | | | | | |
|------|---|---|---|---|---|---|----|
| | individuals. | | | | | | |
| 3.4 | Demonstrates effective oral communication in working with families. | 5 | 4 | 3 | 2 | 1 | na |
| 3.5 | Demonstrates effective oral communication in working with groups. | 5 | 4 | 3 | 2 | 1 | na |
| 3.6 | Demonstrates effective oral communication in working with organizations. | 5 | 4 | 3 | 2 | 1 | na |
| 3.7 | Demonstrates effective oral communication in working with communities. | 5 | 4 | 3 | 2 | 1 | na |
| 3.8 | Demonstrates effective oral communication in working with colleagues. | 5 | 4 | 3 | 2 | 1 | na |
| 3.9 | Demonstrates effective written communication in working with individuals. | 5 | 4 | 3 | 2 | 1 | na |
| 3.10 | Demonstrates effective written communication in working with families. | 5 | 4 | 3 | 2 | 1 | na |
| 3.11 | Demonstrates effective written communication in working with groups. | 5 | 4 | 3 | 2 | 1 | na |
| 3.12 | Demonstrates effective written communication in working with organizations. | 5 | 4 | 3 | 2 | 1 | na |
| 3.13 | Demonstrates effective written communication in working with communities. | 5 | 4 | 3 | 2 | 1 | na |
| 3.14 | Demonstrates effective written communication in working with colleagues. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #4: Intern engages diversity and difference in practice.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 4.1 | Treats clients with dignity & respect | 5 | 4 | 3 | 2 | 1 | na |
| 4.2 | Demonstrates respect for clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, & sexual orientation. | 5 | 4 | 3 | 2 | 1 | na |
| 4.3 | Practices in a way that demonstrates recognition of the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege & power. | 5 | 4 | 3 | 2 | 1 | na |
| 4.4 | Articulates sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups of people. | 5 | 4 | 3 | 2 | 1 | na |
| 4.5 | Articulates her or his understanding of the importance of difference in shaping life experiences. | 5 | 4 | 3 | 2 | 1 | na |
| 4.6 | Views her or himself as a learner & engages those with whom s/he works as informants | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #5: Intern advances human rights and social and economic justice.

| | | | | | | | |
|-----|---|---|---|---|---|---|----|
| 5.1 | Identifies forms & mechanisms of oppression and discrimination. | 5 | 4 | 3 | 2 | 1 | na |
| 5.2 | Recognizes the global interconnectedness of oppression. | 5 | 4 | 3 | 2 | 1 | na |
| 5.3 | Advocates for human rights & social and economic justice | 5 | 4 | 3 | 2 | 1 | na |
| 5.4 | Engages in practices that advance social and economic justice | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #6: Intern engages in research-informed practice and practice-informed research.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 6.1 | Applies practice experience to inform scientific inquire (i.e., research &/or assessment). | 5 | 4 | 3 | 2 | 1 | na |
| 6.2 | Demonstrates skill in using research findings to improve practice (including policy & social service delivery) | 5 | 4 | 3 | 2 | 1 | na |
| 6.3 | Employs evidence-based interventions | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #7: Intern applies knowledge of human behavior and the social environment.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 7.1 | Utilizes conceptual frameworks about human behavior across the life course to guide assessment. | 5 | 4 | 3 | 2 | 1 | na |
| 7.2 | Utilizes conceptual frameworks about human behavior across the life course to guide interventions. | 5 | 4 | 3 | 2 | 1 | na |
| 7.3 | Utilizes conceptual frameworks about human behavior across the life course to guide evaluation. | 5 | 4 | 3 | 2 | 1 | na |
| 7.3 | Synthesizes knowledge to understand the transaction between the person-and-environment. | | | | | | |

Comments:

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 8.1 | Analyzes policies that advance social well-being. | 5 | 4 | 3 | 2 | 1 | na |
| 8.2 | Formulates policies that advance social well-being. | 5 | 4 | 3 | 2 | 1 | na |
| 8.3 | Advocates for polices that advance social well-being. | 5 | 4 | 3 | 2 | 1 | na |
| 8.4 | Collaborates with h colleagues for effective policy action. | 5 | 4 | 3 | 2 | 1 | na |
| 8.5 | Collaborates with clients/consumers for effective policy action. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #9: Intern responds to contexts that shape practice.

| | | | | | | | |
|-----|--|---|---|---|---|---|----|
| 9.1 | Is skilled at discovering, appraising, and attending to changing locales, populations, scientific & technological developments, & emerging societal trends in order to provide relevant services | 5 | 4 | 3 | 2 | 1 | na |
| 9.2 | Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 5 | 4 | 3 | 2 | 1 | na |

Comments:

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

| | | | | | | | |
|------|--|---|---|---|---|---|----|
| 10.1 | Effectively prepares for action with clients/consumers (including those who are individuals, families groups, organizations or communities). | 5 | 4 | 3 | 2 | 1 | na |
| | Effectively utilizes empathy and other interpersonal skills with clients/consumers. | | | | | | |
| | Develops a mutually agreed-upon focus of work and desired outcomes with clients/consumers. | | | | | | |
| 10.5 | Demonstrates ability to collect, organize, and interpret client/consumer data. | 5 | 4 | 3 | 2 | 1 | na |
| 10.6 | Assesses client/consumer strengths and limitations. | 5 | 4 | 3 | 2 | 1 | na |
| 10.7 | Develops mutually agreed-upon intervention goals and objectives with clients/consumers. | 5 | 4 | 3 | 2 | 1 | na |
| 10.8 | Selects appropriate intervention strategies. | 5 | 4 | 3 | 2 | 1 | na |
| 10.9 | Implements prevention interventions that enhance | 5 | 4 | 3 | 2 | 1 | na |

| | | | | | | | |
|-------|---|---|---|---|---|---|----|
| | client/consumer capacities. | | | | | | |
| 10.10 | Assists clients/consumers in resolving problems. | 5 | 4 | 3 | 2 | 1 | na |
| 10.11 | Negotiates, as appropriate, with clients. | 5 | 4 | 3 | 2 | 1 | na |
| 10.12 | Mediates, as appropriate with (and on behalf of) clients/consumers. | 5 | 4 | 3 | 2 | 1 | na |
| 10.13 | Advocates, as appropriate with (and on behalf of) clients/consumers. | 5 | 4 | 3 | 2 | 1 | na |
| 10.14 | Facilitates transitions, as appropriate, with (and on behalf of) clients/consumers. | 5 | 4 | 3 | 2 | 1 | na |
| 10.15 | Facilitates endings, as appropriate, with (and on behalf of) clients/consumers. | 5 | 4 | 3 | 2 | 1 | na |

Comments:

| |
|--|
| Overall Evaluation at <u>MIDTERM</u>: |
|--|

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

| |
|---|
| <u>FINAL OVERALL EVALUATION:</u> |
|---|

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.

- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation

I do not agree with evaluation

Intern's Signature _____ Date _____

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Appendix D

Cultural Diversity Requirement

CULTURAL DIVERSITY EXPERIENCE IN INTERNSHIP (SW 481)

The United States is becoming a more culturally diverse nation, and social workers need to familiarize themselves with the diversity. A cultural mix provides the challenges and opportunities for social workers, both professionally and personally. The intent of this experience is to give interns the knowledge, skills, and values necessary to effectively work with culturally diverse populations.

To complete this assignment, interns will need to arrange to have a minimum of 35 hours involved in activities or contacts. Other activities may qualify for the experience if approved in advance by the appropriate SW 481 faculty liaison or the Director of Internship. The 35 hours are a part of the 480 total hours of SW 481 - not an addition to that number. It is possible that some students may be involved in projects or volunteer experiences in a social work role with culturally diverse populations prior to internship. Hours accumulated in the 12 month period prior to internship start-up may be counted towards the 35 hour minimum requirement. However, students must obtain prior approval for these experiences from a SW 481 liaison or the Director of Internship. In all cases, internship hours with culturally diverse populations which go beyond the 35-hour minimum should still be documented.

Students will document the hours on a form which is similar to the form used to detail hours of internship (see attached). The SW 481 intern should discuss this assignment with his or her supervisor throughout the semester. Together, they can discuss how the particular field placement can help the student meet the requirement. The cultural experience should also be discussed with the faculty liaison, within the seminar, and as a specific log assignment for SW 481.

The intern supervisor should be able to help the intern decide how many of the total hours can come from each of the three categories of experiences and how many of the remainder will need to be obtained outside the confines of agency auspices. It is expected that at least 20 of the 35 hours be obtained in an activity that involves direct contact in a social work or social work related role (Categories A and B). Students are advised that, in addition to the field supervisor and the faculty liaison, other persons on campus (such as in the Affirmative Action or American Ethnic Coordinating Offices) might be able to help the student choose stimulating and appropriate experiences that qualify for the hours.

For the purpose of this assignment, the following definitions of minority or sexual orientation apply:

American Indian or Alaskan Native

All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islanders

All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This area includes for example: China, Japan, Korea, the Philippine Islands and Samoa.

Black/Not of Hispanic Origin

All persons having origins in any of the black racial groups of Africa.

Hispanic

All persons of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

Gay, Lesbian, Bisexual, Transgender

All persons for whom the direction of sexual attraction, emotional and/or physical attraction, and its expression is towards members of one's own sex (gay or lesbian), or towards both men and women (bisexual).

The department recommends that the student combine different experiences from the following categories for a well-rounded and culturally diverse experience. Please remember, the 35 hours can be accumulated from 20 or more hours from Categories A or B, and 15 or less from Category C of the following three categories (A, B, C):

1/01

