



# UNIVERSITY OF WISCONSIN-SUPERIOR

**Social Work Field Guide: 2017**

*Generalist  
Preparation*

*Diversity*

*Ethics*

*Social Justice*

*Professional  
Development*

*Service*



**University of Wisconsin-Superior Social Work Field Guide**

**SECTION 1: THE UW-SUPERIOR PROGRAM AND FIELD INTERNSHIP 3 - 14**

**UW-SUPERIOR PROGRAM OVERVIEW..... 4**  
PROGRAM MISSION  
PROGRAM GOALS  
UWS SOCIAL WORK DIVERSITY STATEMENT

**STUDENT OUTCOMES AND PRACTICE BEHAVIORS..... 5 - 8**  
EPAS STATEMENT  
KNOWLEDGE, VALUES, SKILLS  
PRACTICE BEHAVIORS

**THE PROCESS OF PLACEMENT ..... 8 - 11**  
THE ROLE OF THE SOCIAL WORK FIELD COORDINATOR  
DETERMINING SOCIAL WORK INTERNSHIP AGENCY CITES  
DETERMINING SOCIAL WORK INTERNSHIPS FIELD SUPERVISORS  
FORMAL ACCEPTANCE OF AGENCY AND SUPERVISORS  
BACKGROUND CHECKS  
ONGOING RELATIONSHIPS WITH AGENCIES

**PLACEMENTS OF STUDENTS IN INTERNSHIPS..... 11 - 14**  
CRITERIA FOR SOCIAL WORK INTERNSHIP STUDENTS  
REQUIREMENTS FOR SOCIAL WORK INTERNSHIP STUDENTS  
THE ROLE OF THE FIELD LIAISON UPON CONFIRMATION OF THE INTERNSHIP  
PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY, INCLUDING NON-ACADEMIC ISSUES

**SECTION 2: STUDENT INTERNSHIPS 15 - 22**

**PREPARING FOR THE INTERNSHIP..... 16**

**SO W 420: PREPARATION FOR FIELD..... 16 - 18**  
WORKING WITH UWS CAREER SERVICES  
WORKING WITH THE SOCIAL WORK FIELD COORDINATOR  
SELECTING AND SECURING AN INTERNSHIP AGENCY  
DISTANCE FIELD SITES

**IN THE INTERNSHIP ..... 18 - 22**  
WORKING WITH THE SUPERVISOR  
WORKING WITH THE FIELD LIAISON

PARTICIPATING IN FIELD SEMINAR  
SAFETY ISSUES IN THE INTERNSHIP  
DEVELOPING THE LEARNING AND EVALUATION ACTIVITIES

<b>SECTION 3: SUPERVISING THE SOCIAL WORK INTERN</b>	<b>23 – 27</b>
<b>GENERAL SUGGESTION FOR SUPERVISION.....</b>	<b>24</b>
<b>WORKING WITH THE FIELD LIAISON.....</b>	<b>24</b>
<b>DEVELOPING THE LEARNING AND EVALUATION ACTIVITIES (LEA).....</b>	<b>25</b>
<b>SAFETY ISSUES IN THE INTERNSHIP.....</b>	<b>25</b>
<b>ADDRESSING CONCERNS WITH THE STUDENT INTERN.....</b>	<b>26</b>

**APPENDIX**

**APPENDIX A:** FIRST DAYS IN THE AGENCY CHECKLIST

**APPENDIX B:** AFFILIATION AGREEMENT BETWEEN UWS AND AGENCY

**APPENDIX C:** LEARNING AND EVALUATION ACTIVITIES (LEA)

**APPENDIX D:** FIELD COORDINATOR POSITION DESCRIPTION AND RESPONSIBILITIES

**APPENDIX E:** PROCEDURES FOR DISMISSAL AND STUDENT ASSISTANCE POLICY

**APPENDIX F:** SOCIAL MEDIA POLICY

*Updates provided by Dr. Lynn Amerman Goerdt, Field Coordinator (2017) in collaboration with the Social Work Program faculty and instructors: Dr. Monica Roth Day, Program Coordinator; Mimi Larson, Assistant Professor; and Mandy Standfield, Assistant Professor.*

**SECTION 1:**

**THE UW-SUPERIOR  
SOCIAL WORK PROGRAM  
AND THE FIELD INTERNSHIP**

## **UW-Superior Social Work Program Overview**

### *Program Mission*

The mission of the University of Wisconsin – Superior Social Work Program is to teach students the generalist skills and knowledge needed to be responsible and ethical change agents who empower clients/consumers across diverse populations with a local, regional, and global consciousness, focusing on social justice, self-awareness and lifelong learning.

### *Program Goals*

#### **GOAL 1: Generalist Preparation**

To prepare students for entry-level ecologically-based generalist practice at all levels of intervention (individuals, groups, families, organizations, and communities), utilizing a liberal education foundation.

#### **GOAL 2: Diversity**

To prepare students for inclusive practice with diverse, underrepresented and vulnerable groups in society throughout a variety of local, regional & global human service settings, particularly empowering practice with American Indian people, elderly persons, veterans, and persons with differing abilities.

#### **GOAL 3: Ethics**

To prepare students for ethical and principled decision-making guided by the values and standards of the social work profession.

#### **GOAL 4: Social Justice**

To prepare students to recognize and apply social justice principles in practice situations.

#### **GOAL 5: Professional Development**

To prepare students for lifelong learning, to maintain competence and to stay current with best practice.

#### **GOAL 6: Service**

To engage students in social justice and change through generalist social work activities with local, regional and international communities.

### *UW-Superior Social Work Program Diversity Statement*

Respecting and celebrating diversity is an inherent part of the mission of the UW-Superior Social Work Program and is a central theme of service when social workers are working in the community. In promoting the dignity, worth and empowerment of the individual client while working to improve and sustain the social environment, our program seeks to strengthen students' interest in, respect for, and skills in working effectively with diverse and vulnerable populations. Our program also seeks to sensitize and prepare students to help service systems toward constructive change when relating to diverse populations.

## Student Outcomes and Practice Behaviors

In 2008, the Council on Social Work Education (CSWE) revised its Educational Policy and Accreditation Standards (EPAS) for undergraduate and graduate programs. EPAS guides the Social Work Program in regards to skills and knowledge taught and how students are evaluated in both academic coursework and social work internships. Social work job force surveys, research, and community input additionally guide the Program.

Student achievement in relation to practice behaviors must be evaluated in coursework and the social work internship. In the internship, the Learning and Evaluation Activities (LEA) document (Appendix C) is used. This document includes activities which demonstrate if students have met the practice behaviors. Each practice behavior is match with a skills/values/knowledge area related to the Council on Social Work Education’s Educational Policy and Accreditation Statement.

EPAS statement	Knowledge, Values, Skills	Practice behaviors; what the social work student will demonstrate.
<p><b>Educational Policy 2.1.1—</b>  <i>Identify as a professional social worker and conduct oneself accordingly.</i></p>	<ol style="list-style-type: none"> <li>1. Social workers serve as representatives of the profession, its mission, and its core values.</li> <li>2. They know the profession’s history.</li> <li>3. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</li> </ol>	<ol style="list-style-type: none"> <li>a. advocate for client access to the services of social work;</li> <li>b. practice personal reflection and self-correction to assure continual professional development;</li> <li>c. attend to professional roles and boundaries;</li> <li>d. demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>e. engage in career-long learning; and</li> <li>f. use supervision and consultation.</li> </ol>
<p><b>Educational Policy 2.1.2—</b>  <i>Apply social work ethical principles to guide professional practice.</i></p>	<ol style="list-style-type: none"> <li>1. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>2. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ol>	<ol style="list-style-type: none"> <li>a. recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</li> <li>c. tolerate ambiguity in resolving ethical conflicts; and</li> <li>d. apply strategies of ethical reasoning to arrive at principled decisions.</li> </ol>

EPAS statement	Knowledge, Values, Skills	Practice behaviors; what the social work student will demonstrate.
<p><b>Educational Policy 2.1.3—</b></p> <p><i>Apply critical thinking to inform and communicate professional judgments.</i></p>	<p>1. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</p> <p>2. They use critical thinking augmented by creativity and curiosity.</p> <p>3. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p>a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</p> <p>b. analyze models of assessment, prevention, intervention, and evaluation; and</p> <p>c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>
<p><b>Educational Policy 2.1.4—</b></p> <p><i>Engage diversity and difference in practice.</i></p>	<p>1. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</p> <p>2. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</p> <p>3. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	<p>a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</p> <p>b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</p> <p>c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and</p> <p>d. view themselves as learners and engage those with whom they work as informants.</p>
<p><b>Educational Policy 2.1.5—</b></p> <p><i>Advance human rights and social and economic justice.</i></p>	<p>1. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>2. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.</p> <p>3. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	<p>a. understand the forms and mechanisms of oppression and discrimination;</p> <p>b. advocate for human rights and social and economic justice; and</p> <p>c. engage in practices that advance social and economic justice.</p>
<p><b>Educational Policy 2.1.6—</b></p> <p><i>Engage in research-informed practice and</i></p>	<p>1. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</p>	<p>a. use practice experience to inform scientific inquiry and</p> <p>b. use research evidence to inform practice.</p>

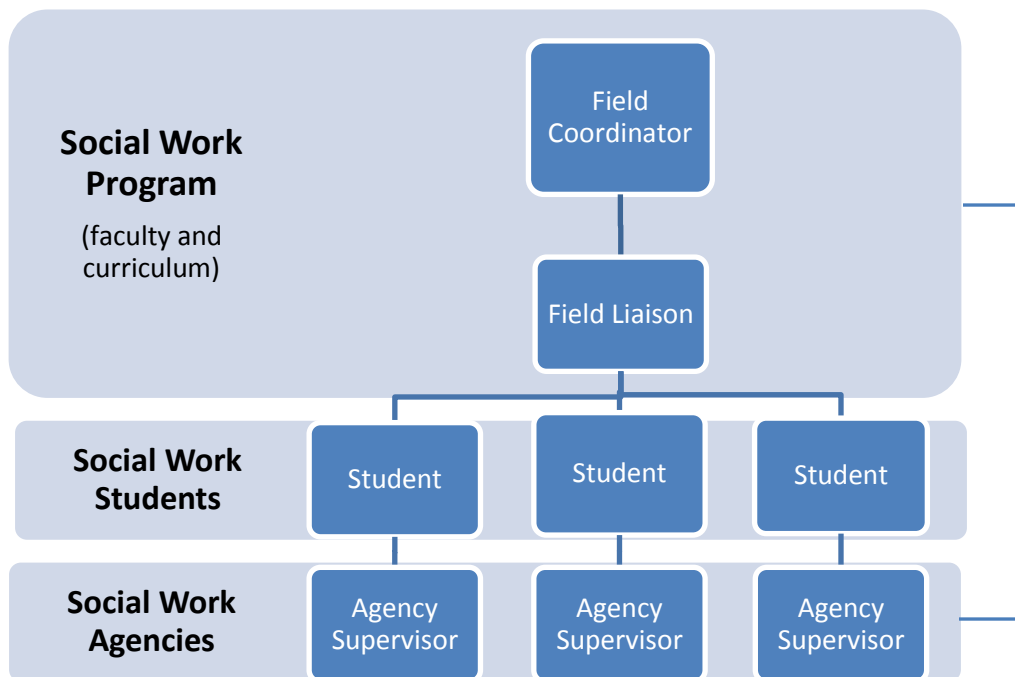
EPAS statement	Knowledge, Values, Skills	Practice behaviors; what the social work student will demonstrate.
<i>practice-informed research.</i>	2. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	
<b>Educational Policy 2.1.7—</b>  <i>Apply knowledge of human behavior and the social environment.</i>	1. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.  2. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and  b. critique and apply knowledge to understand person and environment.
<b>Educational Policy 2.1.8—</b>  <i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</i>	1. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice.  2. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.	a. analyze, formulate, and advocate for policies that advance social well-being; and  b. collaborate with colleagues and clients for effective policy action.
<b>Educational Policy 2.1.9—</b>  <i>Respond to contexts that shape practice.</i>	1. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.  2. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and  b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<b>Educational Policy 2.1.10(a)–(d)—</b>  <i>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i>	1. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.  2. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.  3. Practice knowledge includes a) identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals;	a. Educational Policy 2.1.10(a)—Engagement 1) substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; 2) use empathy and other interpersonal skills; and 3) develop a mutually agreed-on focus of work and desired outcomes.  b. Educational Policy 2.1.10(b)—Assessment Social workers 1) collect, organize, and interpret client data;



EPAS statement	Knowledge, Values, Skills	Practice behaviors; what the social work student will demonstrate.
	b) using research and technological advances; evaluating program outcomes and practice effectiveness; c) developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. d) identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; e) evaluating program outcomes and practice effectiveness; f) developing, analyzing, advocating, and providing leadership for policies and services; and g) promoting social and economic justice.	2) assess client strengths and limitations; 3) develop mutually agreed-on intervention goals and objectives; and 4) select appropriate intervention strategies. c. Educational Policy 2.1.10(c)—Intervention Social workers 1) initiate actions to achieve organizational goals; 2) implement prevention interventions that enhance client capacities; 3) help clients resolve problems; 4) negotiate, mediate, and advocate for clients; and 5) facilitate transitions and endings. d. Educational Policy 2.1.10(d)—Evaluation Social workers 1) critically analyze, monitor, and evaluate intervention

### The Field Program Roles and Processes

The following graphic is intended to express the multiple roles in the placement, monitoring, support and supervision of the students in the UW-Superior social work program.



## *The Role of the Social Work Field Coordinator: Working with Agencies and Students*

The Field Coordinator works actively with community agencies to determine and maintain social work internships. The expectations of the Field Coordinator are:

- Presents a clear statement of learning and performance expectations for the student field experience.
- Fairly assesses students' eligibility and readiness for field in consultation with the faculty advisor and social work instructors.
- Organizes and coordinates a field placement process that assists students in clarifying strengths, areas for development, and professional goals.
- Facilitates resolution or mediation of any conflicts or difference occurring during the field process.
- Ensures that the Field Program meets the standards for CSWE accreditation.
- Develops potential internships which provide students the opportunity to learn social work practice by providing services to individuals, families, groups, organizations and communities.
- Negotiates new field placement opportunities when appropriate.
- Provides leadership for the partnership with the community and the spirit of the field learning process
- Establishes effective relationships with the agency directors and supervisors, the student interns, and the members of the Community Advisory Committee
- Administers the Field Program through planning, development, implementation and evaluation.

## *Determining Social Work Internship Agency Sites: Criteria and Requirements*

Social work faculty members are guided by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) in choosing field agencies and supervisors. The Social Work Program determined criteria that fit both EPAS and the unique nature of internships in Wisconsin, Minnesota, Michigan, and other locations, as needed. Those criteria are:

- The agency's philosophy is consistent with UW-Superior Social Work Program's mission, goals and objectives.
- The agency is selected because of its appropriateness for specific learning experiences and its ability to provide educationally-directed field supervision.
- The agency adjusts the supervisor's assignments to permit adequate time to develop and implement the student's field practicum allowing the student regular access to his or her supervisor.
- The agency has a capacity to provide structured learning experiences and activities at the micro, mezzo, and macro levels of intervention.
- Agency supervisors are selected on the basis of their professional education, commitment to the values of the social work profession, competence in practice and interest in supporting student education.

The agency must agree to the following:

- Provide the student intern with significant learning activities at the micro, mezzo, and macro levels of intervention, with the focus on learning and doing (rather than observation).
- Provide the student an assigned supervisor, with regular meetings and opportunities for feedback (an average of at least one hour of intentional supervision per week).
- Work with the student intern for the required 450 hours to complete the social work field practicum.

- Agree to the terms in the Affiliation Agreement; or, if there are concerns, to communicate those with the Social Work Field Coordinator.

### *Connecting Students to Agencies: Identifying Internship Interview Sites*

When the students are enrolled in Preparation for Field (Social work 420), students work with their advisor and the Field Coordinator to ensure the student meets the criteria to enter their internship (described in the next section) and to identify agencies which would be ideal for the student.

Considerations for ideal internships include geographic location, population of interest, type of social work engaged in, and fit with expectations from agency. The Field Coordinator works with the student to identify two agencies that they will contact regarding an interview. They will then reach out to the first agency to request an interview for the student. If the agency agrees, the student will then set up the interview. If the interview is successful and the agency, student and Field Coordinator agrees that the agency is a good fit for the student then the Field Coordinator works to determine the internship supervisor and ensuring the Affiliation Agreement is signed and up to date.

### *Determining Social Work Internship Supervisors: Criteria and Requirements*

The UW - Superior Field Program prefers a supervisor with an accredited bachelor or master's degree in Social Work. However, according to the Program's accrediting body, CSWE, in exceptional cases where a supervisor does not hold a social work degree, social work faculty must assume responsibility to ensure that a social work focus and identification are sustained.

*Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program... For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

*(Accreditation Standards 2.1.6)*

When there are competent and committed non-social work supervisors available to provide the direct day-to-day supervision to students, the students will receive additional weekly "supervision" from a BSW or MSW within the agency (which can include a board member or collaborating professional) or under special circumstances the Field Liaison from UW-S.

The direct agency supervisor must agree to the following:

- Orient the student to the agency, staff, and programs. Appendix A, "First Days at the Agency", can assist with this. Encourage the student to "settle in" and become part of the team at the agency.
- Provide the student intern with significant learning activities at the micro, mezzo, and macro levels of intervention, with the focus on learning and doing (rather than observation), in keeping with the field requirements and evaluation document.
- Provide the student with opportunities to succeed and grow. Remember that the intern is a student, and may take longer to learn policies and procedures, as the internship may be the first time a student has assumed a professional role.
- Provide timely, constructive and strengths-based feedback to the student, during regular meeting times (an average of one hour per week for intentional supervision).
- Work with the Field Liaison to identify appropriate activities and provide referrals when issues or challenges arise within the internship.

- Work with the student intern for the required 450 hours to complete the social work field practicum.

Additional responsibilities as related directly to mentoring into the social work profession are:

- Provide the student with the opportunity to discuss the NASW Code of Ethics as related to internship activities.
- Support the student in developing the professional identity as a social worker, in relation to appropriate roles and responsibilities.
- Connect skills and knowledge from social work course content to applicable situations and activities at the agency.
- Discuss the opportunity for life-long learning as a social work professional.

When the direct supervisor and social work supervisor are two different people, the above responsibilities will be met by the off-site social work supervisor or Field Liaison (in special circumstances).

### *Formal Acceptance of the Agency and Supervisor*

The UW-Superior Field Program seeks formal affiliations with agencies and organizations who meet the above-stated criteria. Agencies interested in collaborating with the Field Program contact the Field Coordinator and arrange for a site visit. The Coordinator talks with the agency director and direct supervisor (a social worker when possible) to determine if the agency meets the criteria. If the agency meets the criteria then the Affiliation Agreement is initiated between the University and the Agency (See Appendix B). A letter is sent to the agency verifying it as a placement site once the Affiliation Agreement is signed by both parties.

### *Background Checks*

The UW-Superior Social Work Program nor the University conduct a background check on the student but it is expected that the field agency will require one as a condition of the placement. Students are notified of this likelihood at the time of their admissions interview for the social work program, via the *UW-Superior Social Work Program Student Handbook*, and in meetings preparing for the field internship.

### *Ongoing Relationships with Agencies*

Numerous agencies have served as social work field internship sites. Generally speaking, the Program expects that these sites will continue to meet the above-stated criteria. The Field Coordinator revisits these criteria and determines ongoing concordance with them before placing new students for internships. The Social Work Program **strongly encourages** agency supervisors and social workers to attend at least one field training yearly provide by UW-S or a collaborating program.

## **Students and Internships: Criteria and Requirements**

### *Criteria for Social Work Internship Students*

The UW-S Social Work Program uses an “intentional internship” model; this model is predicated on the idea that students are developing into a social work professional identity upon the entrance into the

major. The field practicum is the capstone activity which completes students' progress from student to a professional.

Social Work Program faculty advisors have a role in supporting student development. Considerable activities are provided in each course throughout the social work curriculum to help students learn the skills and knowledge for the profession and explore the many facets and areas of social work. Significant content is also provided to help students explore and understand the complexity of the world in which social workers practice, with a particular focus on strengths and abilities of individuals, families, groups, agencies and communities and the impact of discrimination and oppression. Advisors help students identify classes to develop skills and knowledge, as well supporting students in acquiring co-curricular or work opportunities that support their professional development.

In the semester prior to the internship, all eligible juniors (completing their second set of Methods and HSBE courses) must enroll in SO W 420: Preparation for Field Internship. This is a non-credit course required of all social work majors to manage the complexities of internship placement. The activities included in the course help students prepare professional materials to for internship applications, and determine strengths and areas for development in working with supervisors and agencies.

Students must have the following in place in order to secure a field internship:

- Completed all required documentation and activities in SO W 420, Prep for Field
- Have been formally admitted to the Social Work Program.
- Earned an overall GPA of 2.3 and a GPA of 2.5 in the Social Work major
- Completed SO W 340, 341, 344, 345, 365, and 366 with a C or better.
- Maintained healthy behaviors (no significant impairment) as required for progression in the Social Work Program. (Please see Appendix F for non-academic policies regarding dismissal.)

When students enter the field placement process they have completed a majority of their general education courses and other required courses within the major. These courses provide them with a strong liberal arts background, as well as with a solid base emphasizing the social and behavioral sciences.

### *Requirements for Social Work Internship Students*

Social work students should be prepared to fulfill numerous roles as appropriate within the internship agency, including: enabler, teacher, broker, case manager, advocate, mediator, and activist. While no student can fulfill all roles equally, it is expected that students entering the internship will have the necessary skills to take on roles as required in the agency.

Students should be: Committed to clients, the community, and the profession; enthusiastic about their work and the internship; genuine and honest, expressing thoughts and feelings appropriately; inquisitive and seeking new information; flexible and possessing the ability to change as needed; and open minded.

Students should demonstrate the following competencies and abilities in social work coursework, and continue to display them in the social work internship. These were used to assess students' readiness to enter the social work program and are used as areas for development:

1. An ability to relate to people with warmth and empathy, communicating feelings appropriately.

2. An accepting attitude toward their total selves, including responsibility for meeting physical and emotional needs.
3. An openness to change in themselves and others.
4. Recognition of the essential worth and dignity of all human beings.
5. Appreciation of the value of human diversity; an ability to accept differences in people and be accepting in the face of what seems on the surface to be strange and baffling behavior; to know and understand social rules and behaviors.
6. Capacity to develop self-confidence and initiative in working with people and an ability to relate to people without inappropriate over-identification.
7. An ability to handle problems in daily living; to appropriately deal with stress and reality within a framework of emotional and social maturity commensurate with the student's age and life experience.
8. The capacity to recognize injustice when it occurs and a willingness to try to change the situation, procedure, policy or system which created the injustice in order that it might become more just.
9. An ability to accept constructive criticism and suggestions in good faith by persons qualified to provide feedback.
10. Beginning ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people.
11. Beginning ability to express thoughts with clarity in both written and verbal form.
12. An ability to discipline self as demonstrated by the consistent completion of individual and group assignments, class attendance, punctuality, and observation of deadlines.

### *The Role of the Field Liaison: Supporting the Student and Agency during the Internship*

When the student begins the internship, the faculty liaison becomes responsible for supervising the student's placement and for maintaining contact with the agency supervisor. Faculty liaisons have one foot in academia and one foot in practice to support and advise both students and their supervisors. Expectations of a faculty liaison include:

#### *For Agencies*

- Coordinate a visit to the agency to review the learning contract and evaluation document during the first few weeks of the placement
- Interpret Field Program policies, procedures and expectations to agencies and Agency Supervisors
- Support the agency supervisor in developing supervisory techniques and skills
- Assist in problem-solving if issues are not able to be resolved in the placement for either the intern or supervisor
- Coordinate at least two evaluation meetings with both the intern and the agency supervisor; one midway through the placement and one at the end of the placement.
- If the agency is over 50 miles away, the Field Liaison will likely attend the initial meeting and final meetings in person but the midterm meeting might be using Skype or other Internet-facilitated technology. If the agency is over two hours away, the final meeting might also be facilitated using technology but only after consulting with the Field Coordinator

### *For Students*

- Provide assistance to students in identifying learning needs and educational experiences which are designed to meet these needs
- Ensure that the interns' learning objectives and the Field Program's expectations are met, and that necessary adjustments are made in a timely manner
- Facilitate the Field Seminars and evaluate seminar assignments and projects
- Assist students in integrating the field practicum experience with the other parts of the social work curriculum
- Assist in problem-solving and solution development when challenges arise in the placement or student's development
- Finalize evaluation process of the intern's academic and field performance, assuring input from both agency supervisor and intern; assign field grade in consultation with the agency supervisor

### *For the Social Work Program*

- Evaluate agency supervisors and agencies; recommend the continued use of agency and agency supervisor's for future placements
- Submit completed evaluation forms to the Field Coordinator for Field Program files at the end of the internships, checking for completeness before submitting
- Participate in orientation and training activities for agency supervisors, field faculty meetings and other field activities
- Inform the Field Coordinator of general issues in the field placements or of specific problems facing interns that might affect the status of the internship or established relationships with agency personnel
- Assist in hosting the Field Presentations which take place at the conclusion of the student's internship experience
- Assist in arranging an alternative placement in consultation with the Field Coordinator if a placement cannot be continued.

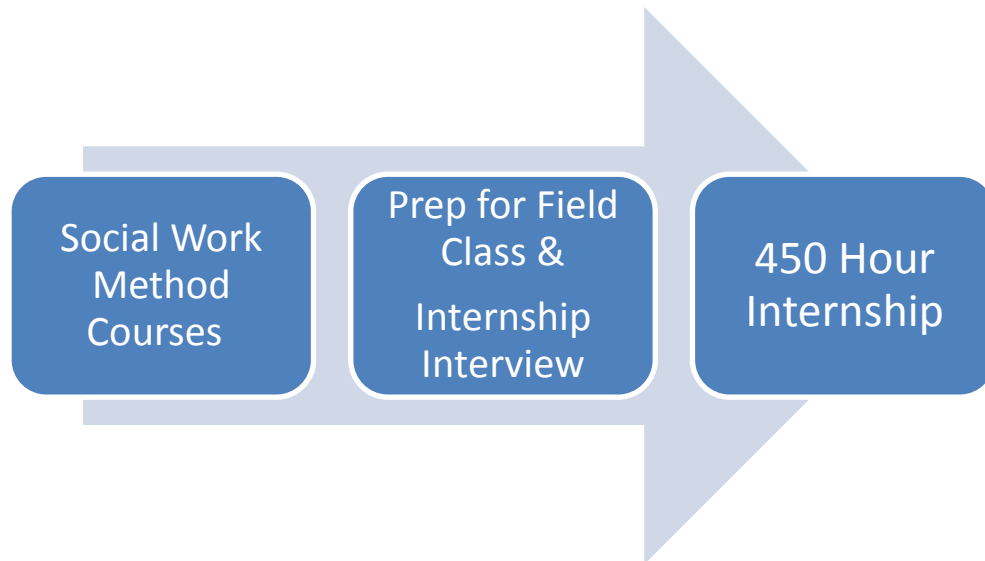
# **SECTION 2:**

# **STUDENT INTERNS**



### Preparing for the Internship

Social work faculty and advisors believe in supporting student development throughout the academic career. Preparation for the social work internship begins with SO W 121: Introduction to Social Work and the acceptance to the social work major. Instructors provide significant activities in courses to help students develop skills and knowledge, as well as opportunities to learn about people and communities. Activities in each semester (required and optional) support the steady progression into the internship:



### SO W 420: Preparation for Field

The purpose of SO W 420: Preparation for Field Seminar is to help students get ready for their field internship in succeeding months; this includes preparation for students entering placement in the summer, summer and fall, spring block as well as concurrent placements in the next academic year.

SO W 420 utilizes the goals of the Social Work Program in helping students determine their strengths and areas for development as they move into the field internship. It helps students in the review of UW-Superior Social Work Program mission, goals and objectives and provides information on the appropriate internship activities and evaluation methods.

Steps for securing the internship include:

1. Reviewing sources of feedback you have received since entering the program.
2. Writing Personal Statement
3. Completing Internship Packet
  - a. Resume
  - b. Cover letter
  - c. List of references
  - d. Complete front page of Application to Field
4. Reviewing the personal statement, cover letter, resume, list of references with the faculty advisor and choosing the internship agencies at which to interview.
5. Meeting with Field Coordinator to confirm field internship agencies and complete mock interview.

6. Upon approval by the Field Coordinator, contacting agencies for interviews and completing the interview.
7. Communicating with the Field Coordinator regarding the field interviews, and identifying the final agency choice.

Detailed information on SO W 420 is provided in the syllabus which will be distributed at the time you complete the course. Information is included below which describes the role of each person or center in securing the internship.

#### *Working with the UW-Superior Career Services (if needed)*

The UW-Superior Career Services is located in Swenson 1061; its website is <http://www.UW-Super.edu/career/>. Career Services “provides students and alumni with opportunities and resources to identify career goals and develop life-long career management skills”. Students have the opportunity to work with Career Services for job searches in social work as well as to develop their professional cover letters, resumes, and reference lists; finding many useful resources on their website. These materials are then used in SO W 420 to prepare the professional packet when the student applies for his or her internship.

#### *Working with the Social Work Advisor*

The social work student advisor, a Social Work faculty person, is critical to student development into the profession. The advisor meets regularly with the student to outline academic coursework (and develop a timeline), discuss strengths and areas of development, and provide professional mentoring as appropriate. At the time of SO W 420, the student meets with the advisor to discuss progress towards the internship and identify possible internships sites (as identified in the Social Work Internship Agency list provided to students in SO W 420). At the meeting, the student and advisor complete the Student Application for Admission to Field and review the cover letter, resume and list of references. Strengths and concerns are noted, and then shared in the formal field application with the Field Coordinator.

#### *Working with the Social Work Field Coordinator*

The Social Work Field Coordinator teaches SO W 420, Prep for Field. The role of the coordinator is to assist the student in the steps to secure an internship (within the framework of the course) and provide activities related to professional relationships in the internship (with the Supervisor and Field Liaison).

The responsibilities of the Field Coordinator in relation to students and SO W 420 are:

- Coordinate all activities related to SO W 420 Preparation for Field.
- Update Field Agency List and provide to students.
- Contact and meet with agencies to ensure documentation for field internships are in place.
- Meet with students to review the Internship Application Packet.
- Contact agencies regarding interest in interns during specific semesters.
- Provide students information regarding internship interviews.
- Finalize agency internships for all students.

### *Selecting and Securing an Internship Agency*

In the meeting with the Field Coordinator, the student chooses two agencies for interviews. The Field Coordinator contacts the agencies to determine their capacity for internship in the related semester. If an agency is interested, the Field Coordinator sends the contact information to the student to call and request an interview.

Agency supervisors interview students for placements as if they were applying for the “intern” job. With the aid of resumes and interviews the supervisor screens potential candidates to decide on a good match for the “job”. When those interviews are completed students discuss their preferences with the Field Coordinator who then confirms a placement with an agency supervisor for each student.

If the student is interested in an agency or program that is not in the *Field Directory*, he or she is expected to initiate a discussion with the Field Coordinator about this possibility as soon as possible. The student might be asked to further explore the agency’s interest in BSW Social Work interns and its potential for meeting the criteria for agencies and supervisors.

A paid position may be used for an internship if all the requirements for a field placement are met. If the intern has been previously working in the setting, she/he likely needs to be assigned tasks that are different from the regular job. This differentiation of roles and responsibilities will be outlined in a letter to the agency and student prior to the start of the internship.

### *Distance and International Field Sites*

Students may complete their internships at sites outside of the geographic area of UW-Superior, particularly in locations where students already live or where they intend to work. Students who are placed into their internships over 50 miles away during the summer (or during the academic year at the discretion of the Field Coordinator) have to attend seminar in person during the final seminar meeting. Otherwise, they may participate via Internet-facilitated technology, including the meeting where they facilitate seminar.

Students who are planning an international placement should work with the Field Coordinator early and in consultation with the UW-Superior Office of International Programs to find and confirm a site.

## **In the Internship**

### *Working with the Supervisor*

The agency/social work supervisor is critical to the internship and the student’s progress. Suggestions and tips for working with the supervisor are discussed in SO W 420 and field seminar. Questions to guide students as they prepare for the internship and supervision are:

- What is your role, as the intern, in your own supervision?
- What do you need from your supervisor?
- How will you address difficult issues in the agency?
- If there is a conflict between you and your supervisor, how do you feel about addressing the conflict? What steps can you take to address the issue?

### *Working with the Field Liaison*

When the student begins the internship, the faculty liaison becomes responsible for supervising the student's placement and for maintaining contact with the agency supervisor. Faculty liaisons have one foot in academia and one foot in practice to support and advise both students and their supervisors.

Students can expect the following from their faculty liaison:

- Provide assistance to identify learning strengths and needs, and suggest educational experiences which are designed for student progress and professional development
- Facilitate regular (as determined by the liaison and field students) field seminars with meaningful activities and discussions.
- Provide activities in seminar to integrate the field practicum experience with the other parts of the social work curriculum
- Assist in problem-solving and solution development when challenges arise
- Assist in hosting the Field Presentations which take place at the conclusion of the student's internship experience
- Complete the evaluation process of the intern's academic and field performance assuring input from both agency supervisor and intern;

Students are encouraged to work collaboratively with their Field Liaison. Regular contact, both through field seminar and individual meetings, can support professional development and help students address issues when they arise. Field Liaisons do not intervene in the internship as a first step. They help identify challenges and brainstorm solutions that the student can then enact at the agency. If significant issues arise, or the agency supervisor contacts the liaison, the liaison will intervene as needed and appropriate.

### *Participating in Field Seminar*

The field seminar is the opportunity for students to discuss their placements and apply the content learned in social work courses to real-life situations in the agency. In addition, the seminar serves a supportive role for students to share opportunities and challenges at their agencies, and brainstorm solutions to address difficult situations. The Field Liaison assigns the grade for both the field seminar and field internship in consultation with the agency supervisor.

Seminars are arranged by the Field Liaison in consultation with the enrolled students. Seminars must meet for a total of 45 hours for each credit of field, but activities can include both face-to-face and online activities as determined by the Field Liaison and Field Coordinator. At least 20 hours of the 45 hours must occur in face-to-face sessions (face-to-face includes internet-facilitating meetings).

As stated in the previous section, students completing their internships over 50 miles away during the summer (or during the academic year at the discretion of the Field Coordinator) have to attend seminar in person during the final seminar meeting. Otherwise, they may participate via Internet-facilitated technology, including the meeting where they facilitate seminar.

Students enrolled in an international placement will attend seminar during the semester of their placement, similar to students placed at a distance except they do not need to return for the final seminar meeting. The agency presentation will instead be presented to the field seminar using

technology. Because of time differences, the Field Liaison will need to be aware of challenges when determining meeting times.

Areas which must be covered in the field seminar are micro (like discussions on client populations and activities, case management), mezzo (like agency context, working with diversity in groups) and macro (like community issues, the impact of policy). Specific activities or topics for discussion are determined by the Field Liaison in consultation with the Field Coordinator, and typically includes licensing/certification, ethical decision making, mental health, practice evaluation, termination and professional development. Required activities for feedback and evaluation purposes are: weekly field journals, independent activities, seminar facilitation, and the agency analysis and presentation.

### *Safety Issues in the Internship*

Safety concerns do arise in agency settings. It is important for students to discuss any safety concerns with their agency supervisor and liaison.

Guidelines for students in thinking about and addressing safety issues include:

1. Ask about safety issues that staff have experienced at the agency.
2. Request the agency's safety plan, and discuss it with the agency supervisor.
3. Include trainings on safety issues as part of the field activities.
4. Discuss clients with the agency supervisor before meeting with the client; determine if there are safety issues.
5. Do not meet alone with clients in homes or at other locations unless expressly approved by the agency supervisor.
6. Students should not transport a client/consumer in their own cars.

### *Developing the Learning and Evaluation Activities*

The Field Liaison discusses the development of learning and evaluation activities in the field seminar to help students develop their Learning and Evaluation Activities (LEA). Learning and evaluation activities are those activities which demonstrate students have met social work practice behaviors. Each practice behavior is match with a skill, value, or knowledge area related to the Council on Social Work Education's Educational Policy and Accreditation Statement.

Progress is monitored throughout the student's internship by all three partners – the student, the agency supervisor and the faculty liaison. Progress on the student's LEA is assessed primarily by the agency supervisor and is intended to be reviewed with the intern and the faculty liaison formally at the midway point in the placement (approximately 220 hours) and at its conclusion (after 400 hours).

Regular feedback should occur on a weekly basis, through conversations between the agency supervisor and meetings with the Field Liaison. The agency supervisor should provide feedback on student strengths and what is going well, as well as how the student can improve. Evidence like journals, case notes, client meetings, and other information can provide the framework for the feedback. If both the supervisor and student share thoughtful and helpful feedback with one another in the context of a sound supervisory relationship, the evaluations primarily summarize the progression in displaying the practice behaviors.

The Field Liaison identifies activities in field seminar to provide students with regular feedback, like journals and group discussions. Students can also meet individually with the Field Liaison to discuss additional feedback and professional development opportunities.

Throughout the internship, students should provide the faculty liaison feedback about how effective the placement is in meeting the learning needs. Both interns and agency supervisors have access to faculty liaisons for consultation and troubleshooting as the need arises.

### *Professional Development and Responsibility, including Non-Academic Issues*

It is the student's responsibility to engage in professional behaviors at the agency. Students are encouraged to consider the internship as akin to employment. Even as learning occurs, it is important to be professional and ethical in all interactions with agency staff, clients and the community.

Students are expected to engage in ethical practices in accordance with the National Association of Social Work's Code of Ethics (2008) and International Federation of Social Workers' Ethics in Social Work, Statement of Principles. The Learning and Evaluation Activities should reflect opportunities which promote a better understanding of ethical principles as applied to real-life situations and dilemmas.

Guidelines regarding non-academic behaviors and ethical violations are addressed in the UW-S Social Work Student Handbook; please see Appendix F for non-academic policies regarding dismissal. A student may find him or herself in a challenging situation that s/he is unsure how to address. It is critical that the student contact the agency supervisor and/or Field Liaison to discuss the situation. When the situation has not been addressed in an ethical manner by the student, a further discussion should take place with the agency supervisor and Field Liaison, with consultation with the Field Coordinator. Measures to address the behavior will be identified and enacted. In cases where the violation is egregious, the internship may be terminated.

Please note that behaviors which seriously and negatively affect the ability of the student to meet internship responsibilities can be grounds for immediate removal from the internship.

Steps in addressing concerns include:

1. The student and agency supervisor should discuss the situation and identify appropriate measures. Both parties should notify the faculty Field Liaison to assist in problem resolution as needed. The faculty liaison will discuss the situation with the Field Coordinator.
2. If the problem is not resolved, the student, the Field Liaison, and the Field Coordinator will confer to consider termination at the agency and the possibility for a second placement.
3. If the internship is terminated, before a second placement is considered the student will meet with the Field Liaison and Field Coordinator to discuss the issues which caused the termination. The student will be asked to identify activities to demonstrate that s/he is working on the problems which affected performance before a second placement is secured.
4. If a second placement is terminated due to the performance problems of the student, the student will fail field seminar and the field internship courses (SO W 422, 423, 427 and 428).

*Student Assistance Policy*

While occasionally students will engage in concerning behaviors or ethical violations that might lead to their dismissal from the program and the internship, we feel that we are more likely to work with a student who experiences personal problems like illness, families crises, death, alcohol abuse, or other mental health issues that impede their performance in the internship. In this case, we will take a pro-active and supportive stance in assisting the student towards a more balanced program of self-care and will work with them on an assistance plan. As appropriate, we will work with the field site as well as the student to determine whether or not a return to the placement is warranted and if so, will agree upon a timeline.

# **SECTION 3:**

# **SUPERVISING THE SOCIAL WORK INTERN**



## General Suggestions for Supervision

Students are excited, but anxious, when starting their internships. The Social Work Program encourages them, throughout their coursework, to approach their internship as an opportunity to not only apply the skills and knowledge learned in classes but also to “put their best foot forward” and begin to develop professional relationships in the community.

When supervising, consider the guidelines below (identified in *The Human Service Internship* by Kiser).

- **Develop a planned contact on a weekly basis with the intern.** The planned contact ensures that the internship and student are a priority for the supervisor and organization, which supports the skill development of the student.
- **Prepare for supervision.** Ask the intern to prepare for the meetings using a journal to write down questions. An agenda can help provide direction for the meeting.
- **Identify good time management skills and suggest ways to develop of activities.** During their coursework, students learn time management skills. Many juggle family and work responsibilities in addition to school. However, an intern may experience new challenges to time management skills in a professional setting. Early in the internship, provide time to discuss activities and the steps towards successful completion. A framework should be created that the intern can utilize throughout the internship, and apply more independently as time passes.
- **Discuss professional issues.** The intern is asked to apply social work skills and knowledge, developed in classes, to the internship. However, the student also needs to increase professional awareness and understanding. Discussion of professional issues can include the intern’s interactions with colleagues (at the agency and in the community), professional values and ethics and their application in the professional setting, personal reactions and attitudes towards new and challenging behaviors or populations, and the nature of the supervisory relationship.

## Working with the Field Liaison

When the student begins the internship, the faculty liaison becomes responsible for supervising the student’s placement and for maintaining contact with the agency supervisor. Faculty liaisons have one foot in academia and one foot in practice to support and advise both students and their supervisors.

The agency supervisor can expect periodic contact with the Field Liaison but is encouraged to contact them whenever the need arises. The Field Liaison will initiate a meeting in person within the first 1-2 weeks of the internship to discuss the Learning Activities and Evaluation (LEA) and to answer any questions about roles and responsibilities.

After the first meeting is completed, the agency supervisor should feel free to contact the Field Liaison for consultation as needed. The Liaison can assist in suggesting additional learning activities for the student, topics for regular supervisory meetings, or ideas in addressing concerns about the student. If an egregious issue arises in placement, the agency supervisor should contact the Field Liaison as soon as possible to discuss the issue and appropriate actions.

Evaluations occur at midterm and final. The midterm evaluation is done with the agency supervisor and student between 225 and 250 hours. The final evaluation is done after the student reaches 420 hours. The Field Liaison should confirm the completion of the internship with the supervisor when the student

has completed 450 hours. As stated in the previous section, the midterm and final evaluation meetings are intended to be completed in person unless the agency is over 50 miles away. In that case, the midterm meeting would likely take place using internet-facilitated technology. This might be also the case for the final evaluation meeting if the agency is over 2 hours away, but only after consultation with the Field Coordinator.

### **Developing the Learning and Evaluation Activities (LEA)**

The Field Liaison discusses the development of learning and evaluation activities with students to help develop their Learning and Evaluation Activities (LEA, Appendix C). Learning and evaluation activities are those activities which demonstrate if students have met the practice behaviors. Each practice behavior is matched with a skills, values, or knowledge area related to the Council on Social Work Education's Educational Policy and Accreditation Statement.

Progress is monitored throughout the student's internship by all three partners – the student, the agency supervisor and the faculty liaison. Progress on the student's LEA is assessed primarily by the agency supervisor and is intended to be reviewed with the intern and the faculty liaison formally at the midway point in the placement (approximately 220 hours) and at its conclusion (after 400 hours).

The intern begins to develop the LEA with the input of the agency supervisor upon the start of the placement. The Field Liaison, in the first session of field seminar, will discuss the development of LEA and help identify appropriate activities.

If activities necessary to address some practice behaviors are not immediately available at the internship, the Field Liaison and agency will identify additional activities at collaborating agencies or within the community.

**All activities must be measureable.** For example, it is not enough for an intern to simply observe a meeting (although this is common at the beginning of the internship when the student is orienting to the agency). Rather, the student should observe *then discuss* the meeting with the supervisor to demonstrate his or her understanding, and how the content from the meeting can be applied to the intern's work. Activities where the student is engaged in practicing social work skills can be observed by the supervisor (and discussed at supervisory meetings), providing evidence for successful completion of practice behaviors.

### **Safety Issues in the Internship**

Safety concerns do arise in agency settings. It is important for supervisors to address safety concerns with students at the beginning of the internship. While students are prepared for their internship, and the Social Work Program discusses safety concerns in professional social work practice, the internship may be the first time the student has had to address issues in a real-life setting.

Guidelines in thinking about and addressing safety issues include:

1. Identify and discuss safety issues during intern orientation.
2. Include trainings on safety issues as part of the field activities.
3. Students should not meet alone with clients in homes or at other locations unless expressly approved by the agency supervisor.

4. Students should not transport a client/consumer in their own cars, unless it is an expectation of the internship agency and was explicitly communicated to the student during the internship interview and shared with the Field Coordinator. If this is the case, the Affiliation Agreement needs to include a statement indicating that this is an expectation, clarifying reimbursement for student mileage (if appropriate) and expectations for liability coverage. If the student uses their personal vehicle to transport clients, their insurance is the primary coverage, followed by the organization's insurance (not the university's insurance). The student should check with the organization to find out about required liability limits. Students should also complete the UW System driver authorization (completed through Parking Services) so that UWS knows that they are a 'vetted' driver. There also needs to be a demonstration of liability insurance by the agency and/or student.
5. Student's personal phone numbers should not be shared with clients. Instead, an agency phone or account such as Google Voice, should be set up for the student to use.

If at any point the supervisor has concerns regarding the student's ability to identify and address safety concerns, the Field Liaison should be contacted to discuss opportunities for development and actions to resolve situations.

### **Addressing Concerns with the Student Intern**

Students are expected to engage in ethical practices in accordance with the National Association of Social Work's Code of Ethics (2008) and International Federation of Social Workers' Ethics in Social Work, Statement of Principles. The Learning and Evaluation Activities should reflect opportunities which promote a better understanding of ethical principles as applied to real-life situations and dilemmas. In addition, students are expected to demonstrate professional behaviors.

Guidelines regarding non-academic behaviors and ethical violations are addressed in the *UW-Superior Social Work Student Handbook*. A student may find him or herself in a challenging situation that s/he is unsure how to address. The student should contact the agency supervisor and/or Field Liaison to discuss the situation and identify ways to resolve the situation. When the situation has not been addressed in a professional or ethical manner by the student, a further discussion should take place with the agency supervisor and Field Liaison, with consultation with the Field Coordinator. Measures to address the behavior will be identified and enacted in a timely manner. In cases where the violation is egregious, the internship may be terminated.

Please note that behaviors which seriously and negatively affect the ability of the student to meet internship responsibilities can be grounds for immediate removal from the internship.

Steps in addressing concerns include:

1. The student and agency supervisor should discuss the situation and identify appropriate measures. Both parties should notify the Field Liaison to assist in problem resolution as needed. The Faculty Liaison will discuss the situation with the Field Coordinator.
2. If the problem is not resolved, the student, the Field Liaison, and the Field Coordinator will confer to consider termination at the agency and the possibility for a second placement. If the student is terminated from the internship, the Field Liaison will schedule a final meeting with the agency supervisor and student in attendance. The supervisor will be asked to provide feedback for future development and growth of the student at the final agency meeting, including activities which may address the behaviors causing the termination.

3. At the point the student is terminated, the agency supervisor holds no further responsibility for addressing student behaviors.

### *Student Assistance Policy*

While occasionally students will engage in concerning behaviors or ethical violations that might lead to their dismissal from the program and the internship, we feel that we are more likely to work with a student who experiences personal problems like illness, families crises, death, alcohol abuse, or other mental health issues that impede their performance in the internship. In this case, we will take a proactive and supportive stance in assisting the student towards a more balanced program of self-care and will work with them on an assistance plan. In doing so, we will also work with the field site to determine if and when a return to the placement is warranted.

Contact the Field Liaison immediately if you are observing concerning behavior or potential ethical violations. They will help identify if this is an issue warranting possible dismissal or student assistance.

# Appendix

- A:** First Days in the Agency Checklist
- B:** Affiliation Agreement between UWS and Agency
- C:** Learning and Evaluation Activities (LEA)
- D:** Field Coordinator Position Description and Responsibilities
- E:** Procedures for Dismissal and Student Assistance Policy
- F:** Social Media Policy



## Appendix A: First Days in the Agency

***This is a sample check-list which should be modified to fit the specific needs of the agency.***

### I. Introductions

- Announce the arrival of new interns via staff meeting, or memo.
- Introduce interns to clerical and receptionist staff
- Tour the agency.
- Arrange for key supervisory staff and administrators to meet with the interns.
- Meet the staff.
- Establish a physical work space for interns.
- Provide employee identity cards, name tags, office keys, pager etc./if applicable.

### II. Orientation

- Develop written orientation schedule - formal and informal.
- Make a checklist of tasks to be completed by interns during orientation.
- Discuss agency expectations on rules of behavior and appropriate dress.
- If needed, provide map of agency, city, county or service area.
- Provide interns with information on agency history, mission, structure, budget, policies and programs.
- Provide organizational charts, annual reports, Board of Directors list.

### III. Development of learning contract.

- Provide the interns with current job description detailing their responsibilities.
- Focus on the exact role of social work student at your agency.
- Set specific learning goals with the student.
- Review draft of learning contract.
- Meet with UWS Field Liaison and intern to finalize learning contract as soon as possible.

#### IV. Supervision

- \_\_\_ Schedule weekly supervisory time.
- \_\_\_ Meet to evaluate orientation
- \_\_\_ Help the interns identify problems and fears about fulfilling their and your expectations.
- \_\_\_ Review with the interns the courses they have taken and how that knowledge can be applied in your agency (on going).
- \_\_\_ Help the interns to begin to focus on self to increase their self-awareness (on going).
- \_\_\_ Suggest your favorite readings about your area of work.
- \_\_\_ Arrange for interns to observe you and other staff in action.

#### V. Administrative

- \_\_\_ Instruct on how to complete agency forms and reports.
- \_\_\_ Provide agency procedural and personnel manuals.
- \_\_\_ Show how to use office equipment.
- \_\_\_ Develop list of abbreviations, symbols and technical terminology peculiar to setting.
- \_\_\_ Discuss agency hours, calendar, and holidays in relation to intern's academic calendar with final exams, semester break, during holidays and spring break.
- \_\_\_ Define procedure to be accountable for hours worked and absences.
- \_\_\_ Discuss use of either agency's or intern's vehicle for work and liability issues and ensure insurance liability compliance.

*Adapted from Field Instruction, Susanna J. Wilson. The Free Press, 1981.*



## **Appendix B: Affiliation Agreement**

**Between the Wisconsin Board of Regents (BOR)  
University of Wisconsin-Superior  
And**

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**To Become Partners In The Social Work Field  
Education Program**

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This document serves as an agreement between the Wisconsin BOR University of Wisconsin-Superior (hereinafter referred to as “University”) and \_\_\_\_\_ (hereinafter referred to as Agency).

The University considers field education a vital part of the professional education of social work students and recognizes the importance of the Agency’s contribution to this process.

Both the University and the Agency recognize the contributions of the social work students in providing social services to the community; therefore, by entering into this affiliation agreement all the partners - the University, the Agency and the student - acknowledge the cooperation and communication necessary to fulfill this partnership.

### **The University Agrees:**

That the Social Work Program will provide the Agency with a comprehensive Internship Guide and information on the process and policies for field, detailing the academic conduct of the students’ education practicum. Upon acceptance of this Guide, it shall become a part of this agreement and shall be incorporated by reference.

To recognize within the extent and limitations of Secs. 895.46(1) and 893.82, Wis. Stats., that the State will pay judgments for damages and costs against its officers, employees and agents (which includes students) arising out of their activities while within the scope of their assigned responsibility in the program at the Agency.

To confirm with the Agency the students the Agency has accepted, after interviewing them, as social work interns.

That the Field Coordinator and/or the Field Liaison in the Social Work Program shall;

- a. Apply the criteria for admission to the Field Program to each social work student uniformly
- b. Serve as a link between the Agency/Agency Supervisor and the social work intern to coordinate classroom and field learning

- c. Visit the Agency three times throughout the field instruction process: once to confirm the “individualized learning contract” [ILC developed by the social work intern with assistance from the Agency Supervisor who guides the intern in 450 hours of practice incorporating the field competencies (see [Internship Guide](#))], once at midpoint (evaluation), and once at the end of the placement (final evaluation).
- d. Be available for consultation as needed
- e. Assign the final grade (P/F) through consultation with the Agency Supervisor
- f. To provide appropriate acknowledgment to all agency supervisors who have supervised social work interns.

**The Agency Agrees:**

1. To review the Internship Guide provided by the Social Work Program. Upon review, the Agency will notify the University of any concern with its content.
2. To accept social work students of the University under this agreement only after the Agency has thoroughly interviewed them to determine their qualities, skills and potential match with the service needs of the agency and they are confirmed as Social Work interns by the Field Coordinator in the Social Work Program of the University.
3. That the agency supervisors shall
  - a. Hold a minimum of a BSW with experience, with a MSW supervisor if available. If this is not possible, the agency understands that UWS will provide weekly off-site social work supervision to the student.
  - b. Have demonstrated competence in their practice area
  - c. Provide adequate supervision, maintain reasonable assignments and promote safety for the social work intern
  - d. Contribute to the development of the ILC and provide weekly on-going feedback of the social work intern’s progress toward that contract with formal mid and final evaluations(see [Internship Guide](#))
  - e. Recommend a final grade(P/F) based on the social work intern’s performance in the Agency

**The University and the Agency Jointly Agree:**

1. That there shall be no discrimination against students on the basis of the students’ race,

color, creed, religion, gender, sexual orientation, national origin, ancestry, disability, political orientation, pregnancy, marital or parental status.

2. That the State will indemnify the Wisconsin BOR, its employees, officers and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, pursuant to secs. 895.46(1) and 893.82, Stats.
3. That the Agency will indemnify its employees, officers and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivision of the State of Wisconsin pursuant to sec. 895.46, Stats.
4. By executing this agreement, neither the University nor the Agency waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.
5. This agreement shall be construed and governed by the laws of the State of Wisconsin.

**Term Of Agreement:**

This agreement shall be for an indefinite term, commencing (Beginning Date of Contract). It may also be terminated solely by written notice, by either party to the designated agent of the other with 30 days notice.

All fully-executed Program Memoranda shall be incorporated by reference and become part of this agreement if consistent in any and all manner with this agreement.

**For the University of Wisconsin-Superior:**

**For the Agency:**

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

### Appendix C: Learning and Evaluation Activities

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Agency: \_\_\_\_\_

Liaison: \_\_\_\_\_ Date of midterm evaluation: \_\_\_\_\_ Date of final evaluation: \_\_\_\_\_

Please use the following as guide to determine the point that best describes the quality of practice being demonstrated in each activity.

**1 = below expected level    2 = at expected level    3 = above expected level    4 = exceptional**

**FA = future activity for second portion of internship (only included in midterm evaluation)**

- At the midway evaluation point, if the student has not yet had the opportunity to meet an activity scheduled for the second half of the field experience, an “NA” can be recorded in the evaluation slot.
- If the student falls below “2” on any competency at the time the final grade is determined, then the overall final grade may be considered a “fail” (F):

<p><b>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</b></p>	<p>1. Social workers serve as representatives of the profession, its mission, and its core values.                  2. They know the profession’s history.                  3. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</p>	<p>a. advocate for client access to the services of social work;                  b. practice personal reflection and self-correction to assure continual professional development;                  c. attend to professional roles and boundaries;                  d. demonstrate professional demeanor in behavior, appearance, and communication;                  e. engage in career-long learning; and                  f. use supervision and consultation.</p>	<p>a.                  b.                  c.                  d.                  e.                  f.</p>		
<p><b>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</b></p>	<p>1. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making.                  2. Social workers are knowledgeable about the value</p>	<p>a. recognize and manage personal values in a way that allows professional values to guide practice;                  b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International</p>	<p>a.                  b.</p>		

	base of the profession, its ethical standards, and relevant law.	Association of Schools of Social Work Ethics in Social Work, Statement of Principles;  c. tolerate ambiguity in resolving ethical conflicts; and  d. apply strategies of ethical reasoning to arrive at principled decisions.	c.  d.		
<b>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</b>	1. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.  2. They use critical thinking augmented by creativity and curiosity.  3. Critical thinking also requires the synthesis and communication of relevant information.	a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  b. analyze models of assessment, prevention, intervention, and evaluation; and  c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	a.  b.  c.		
<b>Educational Policy 2.1.4—Engage diversity and difference in practice.</b>	1. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.  2. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.  3. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as	a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and  d. view themselves as learners and engage those with whom they work as informants.	a.  b.  c.  d.		

	well as privilege, power, and acclaim.				
<b>Educational Policy 2.1.5—Advance human rights and social and economic justice.</b>	<p>1. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>2. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.</p> <p>3. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	<p>a. understand the forms and mechanisms of oppression and discrimination;</p> <p>b. advocate for human rights and social and economic justice; and</p> <p>c. engage in practices that advance social and economic justice.</p>	<p>a.</p> <p>b.</p> <p>c.</p>		
<b>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</b>	<p>1. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</p> <p>2. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	<p>a. use practice experience to inform scientific inquiry and</p> <p>b. use research evidence to inform practice.</p>	<p>a.</p> <p>b.</p>		

<p><b>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</b></p>	<p>1. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</p> <p>2. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>	<p>a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</p> <p>b. critique and apply knowledge to understand person and environment.</p>	<p>a.</p> <p>b.</p>		
<p><b>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p>	<p>1. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice.</p> <p>2. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>	<p>a. analyze, formulate, and advocate for policies that advance social well-being; and</p> <p>b. collaborate with colleagues and clients for effective policy action.</p>	<p>a.</p> <p>b.</p>		
<p><b>Educational Policy 2.1.9—Respond to contexts that shape practice.</b></p>	<p>1. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</p> <p>2. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>	<p>a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</p> <p>b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>a.</p> <p>b.</p>		

<p><b>Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b></p>	<p>1. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.</p> <p>2. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <p>3. Practice knowledge includes</p> <p>a) identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals;</p> <p>b) using research and technological advances; evaluating program outcomes and practice effectiveness;</p> <p>c) developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p> <p>d) identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances;</p> <p>e) evaluating program outcomes and practice effectiveness;</p> <p>f) developing, analyzing, advocating, and providing</p>	<p>a. Educational Policy 2.1.10(a)—Engagement</p> <p>1) substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</p> <p>2) use empathy and other interpersonal skills; and</p> <p>3) develop a mutually agreed-on focus of work and desired outcomes.</p> <p>b. Educational Policy 2.1.10(b)—Assessment</p> <p>Social workers</p> <p>1) collect, organize, and interpret client data;</p> <p>2) assess client strengths and limitations;</p> <p>3) develop mutually agreed-on intervention goals and objectives; and</p> <p>4) select appropriate intervention strategies.</p> <p>c. Educational Policy 2.1.10(c)—Intervention</p> <p>Social workers</p> <p>1) initiate actions to achieve organizational goals;</p> <p>2) implement prevention interventions that enhance client capacities;</p> <p>3) help clients resolve problems;</p> <p>4) negotiate, mediate, and advocate for clients; and</p> <p>5) facilitate transitions and endings.</p> <p>d. Educational Policy 2.1.10(d)—Evaluation</p> <p>Social workers</p> <p>1) critically analyze, monitor, and evaluate intervention</p>	<p><i>In this category, please write the overall activity to “demonstrate effective engagement” and then bullet point a few specific ways that will be observed and measured. You do not need a specific activity for each 1, 2, 3...</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	
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	leadership for policies and services; and g) promoting social and economic justice.				
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**Mid-Placement Comments:**

**Final Comments:**

*Please discuss your assessment of the intern’s readiness for professional employment in the field:*

I certify that \_\_\_\_\_ has worked a minimum of 450 hours to complete the internship and based upon the above evaluation I support assigning a grade of P (Pass) or F (Fail).

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**INTERN’S SIGNATURE** **DATE**

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**AGENCY SUPERVISOR’S SIGNATURE** **DATE**

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**FIELD LIAISON’S SIGNATURE** **DATE**

## **Appendix D: Field Coordinator Position Description and Responsibilities**

### **UW-Superior Social Work Program**

#### **Approved December 9, 2009**

The Field Coordinator is a representative of the University and the Program in the community and serves as the administrator of the Field Program; as such, this position:

- Provides leadership for developing and implementing partnerships with the community for the field learning process;
- Establishes effective relationships with the Department Chair, the SW Program Coordinator and faculty, the agency directors and supervisors, the student interns, the support staff and the members of the Community Advisory Committee;
- Administers the Field Program through planning, development, implementation and evaluation of it.

The Field Coordinator is responsible for the following:

#### Community Relations

- Create and implement ways to recognize the contributions of agencies and supervisors;
- Participate in the Twin Ports Social Work Field Consortium and Wisconsin Council on Social Work Education Field Consortium;
- Facilitate and staff the Community Advisory Committee to the UW-Superior Social Work Program; the Field Coordinator may assign other social work faculty to facilitate work with this group as appropriate.;
- Participate in intra-developmental inter-departmental and inter-university efforts around internships and community service.

#### Curriculum

- Assure that the Field Program is in compliance with CSWE standards in consultation with social work faculty;
- Develop, implement and evaluate the programmatic and curricular structure for the Field Program which includes the course syllabi for the four field course sequence and the preparation for field seminars in consultation with the Social Work faculty and the Community Advisory Committee.

## Administrative

- Develop and implement the policies and procedures for the Field Program;
- Write and publish an “Internship Guide” or reference materials for distribution to students, agency supervisors, CAC and other constituencies;
- Review and evaluate with the Faculty Advisor and Program Coordinator students’ applications to the Field Program;
- Facilitate and confirm the selection of an appropriate field placement for each eligible student with input from other social work faculty;
- Monitor and problem-solves any major difficulties with internships presented by either the intern, the field supervisor or the field liaison;
- Design and deliver an annual orientation/training for field supervisors with assistance from social work faculty;
- Participate in the design and delivery of an annual training for all the field supervisors associated with the Twin Ports Social Work Field Consortium; host this event every third year;
- Encourage informal and implement formal channels for agency and supervisor feedback and evaluation of the Field Program in coordination with Field Liaison faculty;
- Evaluate the appropriateness and adequacy of supervision and setting offered by field agencies in consultation with Field Liaison faculty;

## **Appendix E: Procedures for Dismissal and Student Assistance Policy**

It is usual and expected that the social work students will make satisfactory progress toward meeting the requirements for graduation. Sometimes, however, situations arise which necessitate ending a student's involvement with the Program. Occasionally, in response to the on-going process of self-examination required of all students in the major, a student makes a decision to "self-select" out of the major. However, on the other occasions, the Social Work Program may act to dismiss a student from the Program.

The following may constitute the grounds for dismissal for the Program:

### ***Failure to pass a required social work course with a "C" or pass (P):***

- To remain in the Program, a student must retake any social work major course in which a grade below "C" is received and any other required course in which a grade below "C" or "P" is received.
- Methods courses may only be taken twice. In addition, any student who fails a second attempt at a given field placement agency while enrolled in the internship process will be dismissed from the program.
  - If the second time through a methods course, the student does not make a "C" or better, a third time option is not available. Methods courses are SO W 340, 341, 365, and 366.
  - If while in a second field placement agency, the student's supervisor and/or field liaison act(s) to terminate the placement, based on unethical or other professionally questionable behavior on the part of the student, a third placement option will NOT be made available to the student. This will result in dismissal from the Program.

### ***Failure to maintain the expected overall 2.3 GPA requirement:***

- Student academic performance is reviewed by the academic advisor and/or the Program Coordinator following the grading period for each semester. If a student falls below the expected overall GPA of 2.3, he/she will be notified by letter that he/she has a one semester "grace" period in which h/she is expected to achieve the correct GPA. Revised and updated Summer 2014
- If he/she has been unable to do so by the end of this "grace" semester, the student will be dismissed from the major until such times as s/he has been able to produce the appropriate overall GPA. This means that s/he may not continue on in the methods, human behavior, or field practicum sequences (SO W 340, 341, 365, 366, 344, 345, 422, 423, 427, and 428) until the appropriate GPA is attained and the student has been reinstated.

- At that time, the student may reapply to the major following the readmission procedure outlined previously in this handbook.

***Failure to maintain the expected 2.5 in-major GPA requirement by the end of the junior year:***

- If a student falls below the expected 2.5 in-major GPA requirement at the end of the junior year grading period (at the point of time at which the student has completed SO W 365 and 366, Methods III and IV and SW 345: HBSE II), she or he will not be allowed to continue on into field practicum.
- A student whose standing is in doubt will receive a verbal warning from his/her academic advisor and/or the Field Coordinator and/or the Program Coordinator at the time of application to field. If by the end of the semester, the student has not achieved the appropriate in-major GPA, she/he will receive a letter from the Program Coordinator advising him/her that he/she may not continue on in the core courses of the major until the appropriate in-major GPA is achieved; *he or she may reapply to the major once the appropriate in-major GPA has been realized, following the procedures outlined in this handbook.*

***Conduct which violates the social work profession's current code of ethics (the NASW Code of Ethics):***

This conduct which may include, but is not limited to:

- Academic misconduct like plagiarism, cheating; this policy is spelled out very clearly in the “Academic Misconduct Statement”;
- Stealing;
- Professional misrepresentation of one’s own conduct, of client data, or of one’s professional qualifications-education-experience-affiliation;
- Engaging in social work practice (real or simulated, in a course or in an internship) while impaired (for example, under the influence of drugs, alcohol, or other chemicals; see the “Student Assistance Policy” for further clarifications);
- Breaching professional confidentiality;
- Sexual harassment of clients, other students, colleagues or supervisors;
- Engaging in consensual relationship where conflict of interest or abuse of power differential is present;
- Exploiting professional relationships for personal gain;
- Engaging in any form of discrimination on the basis of race, ethnicity, family structure, marital status, sex, color, gender, political orientation, sexual orientation, class, age, religion, national origin, and disability;
- Conviction in relation to criminal activity while enrolled as a student at UWS.

This policy is meant to be used in conjunction with the “Social Work Program Academic Misconduct Policy”, and the “Student Assistance Policy”, which were established by the Social Work Student Advisory Committee. It by no means excludes or over-rules any student behavior and codes established by UWS and discussed in the *UWS Student Handbook*. Students may appeal dismissal policy actions taken using the grievance procedures outlined in this handbook.



## **Appendix F: Social Media Policy**

### University of Wisconsin Superior Social Work Program Social media policy

In light of the use of social media for various uses, the Social Work Student Advisory Committee developed this policy to guide Social Work students and faculty in the use of social media within a professional social work context.

Students must understand that their academic coursework is within the professional context. Students' behaviors should follow the National Association of Social Work Code of Ethics. Social media is a tool which can be used ethically, but it also poses a danger in regards to confidentiality, privacy, and other standards within the Code.

The purpose of this policy is to:

- Identify the requirements for use of social media within the academic setting;
- Provide faculty with guidelines to make decisions regarding the use of social media in coursework;
- Support students in professional development, including ethical behaviors.

The guidelines for the use of social media are:

1. Students can state on their personal social media site where their internship or service learning is located.
2. Students must follow the agency policy (if in an internship or service learning site), if a policy exists.
3. Students cannot post or discuss in any other way information pertaining to their internship site, including client information (Section 1.07 Privacy and Confidentiality in the NASW Code).
4. Students cannot add clients as friends on their social media site (Section C, 1.06 Conflict of Interest).
5. Students should consult a supervisor in cases where clients are attempting to cross social media boundaries (Section 1.07 and 3.01b).
6. Students are obligated to report colleagues or classmates they may encounter who is breaking confidentiality in any way (Section 2.02 and 2.11).
7. Students should be mindful of the information they post on the internet and social media sites, for their own safety and for upholding the social work profession.

SAC recommends that all students and faculty develop their own social media use policy to guide their professional practice.

Passed by UWS Social Work Student Advisory Committee, March 2014

Passed by UWS Faculty, April 2014