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References
Creating tomorrow’s change, today.

We at the University of Wisconsin Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.

Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

INTRODUCTION

Welcome to the University of Wisconsin-Green Bay Social Work Professional Programs. You have chosen a program with a long-standing reputation of preparing high quality bachelor’s and master’s prepared social workers. We are proud to partner with you toward completion of your graduate degree.

This student handbook provides an overview of the UW-Green Bay MSW program, the MSW curriculum, general policies and procedures, and policies and procedures related to field placements. The information in this handbook may not cover all the necessary information you need to know. Rather, it is intended to support and provide guidance during your time in the MSW Program but does not replace in-person meetings with instructors, advisors, or administrative staff that may be necessary from time to time. The information in this handbook is subject to change at any time. Depending on the nature of the information, changes may be announced via email and/or notice on the MSW program website. It is your responsibility to familiarize yourself with the contents of this handbook and subsequent changes, especially those related to policies and procedures of the social work program and the University. We encourage you to consult with your instructors and/or advisors any time you have questions regarding the MSW program.

GENERAL OVERVIEW

The MSW program prepares students for advanced practice social work in a variety of fields of practice. The curriculum is founded on the program’s mission and goals and emphasizes social work with, and on behalf of, vulnerable families; social justice advocacy; and leadership. The program’s area of specialized practice is Advanced Generalist with an Individualized Area of Emphasis option.

The MSW program includes a Generalist curriculum for students without a BSW (see the Admissions Section for information on Advanced standing) and a Specialized curriculum to be taken by all students. In the Specialized curriculum, students can choose to develop an individualized area of emphasis. Both Generalist and Specialized curricula include a two-semester field practicum in students’ area of interest.
MISSION AND GOALS

The mission, vision, and goals of the UW-Green Bay Social Work Professional Programs reflect our holistic philosophy. They provide guidance in the areas of teaching, service, and scholarship for students, faculty, and staff.

Mission

Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based, interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.

Vision

Leaders in promoting social justice advocacy and equity for people across all identities.

Goals

Grounded in anti-racism and anti-oppression frameworks, our Programs have five goals that reflect our mission and move us toward our vision.

1. Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.

2. Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.

3. Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.

4. Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.

5. Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive, extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals.

HISTORY

The UW-Green Bay Bachelor of Social Work program was first accredited in 1989 and has received continuous accreditation by the Council on Social Work Education (CSWE) since that time.
In 1999, UW-Green and UW-Oshkosh recognized an unmet educational need in northeast Wisconsin and began plans for a Collaborative MSW program. After several years of planning, the Collaborative MSW program admitted its first cohort of students in the fall of 2003. From 2003-2015, the Collaborative MSW program maintained consistent accreditation by CSWE, and successfully prepared hundreds of advanced level social workers for practice throughout northeast Wisconsin and beyond.

After ten years in the partnership, UW-Green Bay made the decision to launch its own MSW program. The Collaborative MSW program was dissolved and UW-Green Bay’s freestanding MSW program admitted its first cohort of students in 2015. Effective fall of 2015, the UW-Green Bay MSW Program is fully accredited by CSWE.

**FACULTY AND STAFF**

Faculty members in the MSW program represent a wide range of teaching, practice, and research experiences. Contact information and biographies for faculty members and staff contacts are available on the program website at:  [https://www.uwgb.edu/social-work/faculty-staff/](https://www.uwgb.edu/social-work/faculty-staff/)

The Social Work Professional Programs have highly skilled staff members who provide support for both faculty and students. Support staff consist of the Academic Status Advisor (ASA) who is a primary source for specific information on the MSW program, and an Academic Department Associate (ADA) who can provide general information about the Social Work Programs and the University, at large.

**AFFILIATIONS**

**Council on Social Work Education**

The Council on Social Work Education (CSWE) is the accrediting body for all BSW and MSW social work programs in the United States. It sets forth the educational policies and standards that are intended to advance academic excellence and illustrate the essential educational content and context that offers quality professional educational preparation. Although each program has the leeway to be creative and innovative in designing its program in response to the unique set of circumstances at its location, essential educational requirements articulated by CSWE Education Policy and its four accreditation standards must be met in a program’s design, implementation, and evaluation. These standards are reflected in the following areas: 1) Mission and Goals, 2) Explicit Curriculum, 3) Implicit Curriculum, and 4) Assessment. The CSWE Educational Policy and accreditation standards may be found at the Council on Social Work Education website: [http://www.cswe.org/](http://www.cswe.org/). The UW-Green Bay Social Work Professional Programs has developed its programs and curriculum content based on the accreditation standards of CSWE. Courses are developed and sequenced to encompass and measure the domains of knowledge, values, skills, and cognitive/affective for all nine CSWE competencies.

**National Association of Social Workers**
The National Association of Social Workers (NASW) Code of Ethics\(^1\) is viewed as policy by the MSW program and, as such, serves as a guide to the student regarding everyday conduct inside the classroom, in professional interactions, and in field. Students are held accountable to the standards of the NASW Code of Ethics while they are enrolled in the MSW program. The NASW Code of Ethics can be found on the NASW website: https://www.socialworkers.org/about/ethics/code-of-ethics

**Wisconsin Department of Safety and Professional Services**

The Wisconsin Statutes and Administrative Code relating to the practice of Marriage & Family Therapy, Professional Counseling & Social Work (MPSW) provides the statutory authority for the MSW program. Students are expected to be familiar with the administrative codes relevant to social work and their specific area of practice.

The statutes and information relevant to social work can be found on the Wisconsin Department of Safety and Professional Services (DSPS) website http://dsps.wi.gov/Home. The MPSW statutes can be found at: http://docs.legis.wisconsin.gov/code/admin_code/mpsw

All Wisconsin Statutes can be found at http://docs.legis.wisconsin.gov/statutes/prefaces/toc

**MEETINGS, CLUBS AND COMMITTEES**

**MSW Executive Committee**

The MSW Executive Committee, comprised of tenured faculty members, holds the responsibility to make recommendations concerning faculty appointments, curriculum, and other matters related to the MSW program.

**MSW Research and Evaluation Committee**

The Research and Evaluation Committee serves in an advisory capacity to support the design and implementation of the BSW and MSW program evaluation plans as required by CSWE Accreditation Standard 4: Assessment. In addition, this committee makes recommendations regarding requests for research involving the Social Work program. The committee is comprised of the Chair of Social Work Professional Programs, BSW Coordinator, MSW Program Coordinator, a field coordinator, and one additional faculty member. The committee typically meets once per semester.

**Faculty Meetings**

The faculty meets, as a group, each month of the academic year to discuss issues related to the program, curriculum, and/or students. These meetings are open to the public, including students. Meeting dates are posted on the UW-Green Bay calendar:
The schedule of meetings and agendas can be obtained by calling the Social Work office, 920-465-2049.

Field Committee

The field committee is chaired by the MSW Field Coordinator and comprised of faculty who teach courses affiliated with the field program. The field committee meets regularly to discuss challenges or issues that arise during field activities, and to review the policies and practices of field. The committee is charged with reviewing annual evaluations of the field program and development of ongoing program improvement measures.

Social Work Program Advisory Committee

The Social Work Program Advisory Committee exists to enhance and strengthen the mission of the UW-Green Bay Social Work Professional Programs. The committee provides a forum for the exchange of ideas, information, and advice among community practitioners and faculty members.

Functions of the committee include:

1. Provide input and consultation regarding the manner in which the curriculum maintains ongoing practice relevance.
2. Provide input and consultation related to current trends regarding the manner in which the Programs promote inclusive excellence and its promotion within the profession of social work.
3. Review the policies and procedures for the BSW and MSW field education program.
4. Inform and discuss eminent social service issues in the community.
5. Assist faculty in identifying and developing new BSW and MSW field education sites.
6. Meet with candidates for faculty positions to inform candidates of the community social service network and provide feedback to the faculty regarding the candidates.
7. Review data from the annual evaluations of the BSW and MSW programs.

The Social Work Program Advisory Committee has between 7-12 community members. The community membership is reflective of the geographic and practice diversity of the area served. Members have considerable knowledge of the social work community and an understanding of the objectives and curricular design of the BSW and MSW programs.

Advisory Committee meetings are held twice a year or otherwise, as needed. Students are welcome to participate at any time. Meeting times and agendas can be obtained by calling the Social Work office at 920-465-2049.

Phi Alpha Honor Society

In March of 2015, the UW-Green Bay Social Work Professional Programs joined Phi Alpha
Honor Society, the only honor society specific to Social Work. The UWGB chapter name is Phi Delta. The purposes of the honor society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

MSW students who are in the top 35% of their class are invited to join Phi Delta in their final year of the Program. Eligible students are sent an invitation to join Phi Delta after the fall semester. Induction for new members is held in May during the Social Work Celebration.

ROLES AND RESPONSIBILITIES OF PROGRAM PARTICIPANTS

Role of Advisors

MSW students have access to two different advisors in the Social Work Professional Programs: The Academic Status Advisor who coordinates course schedules and registration, maintains communication with MSW students regarding program updates, and monitors academic progress; and Faculty Advisors who provide consultation on issues beyond academic planning. See the Advising section of this handbook for more information on the advising process.

Role of Chair of Social Work Professional Programs

The Chair of the social work program oversees budgetary and personnel issues related to the entire Social Work Professional Programs. The Social Work Program Chair has leadership and administrative responsibilities in five major areas:

- Program/curriculum planning
- Personnel leadership
- Resource planning and allocation
- Unit representation and advocacy
- Student learning experiences
- All communications related to the Social Work Professional Programs

Role of MSW Program Coordinator

The MSW Coordinator provides oversight for the daily operations of the MSW program including but not limited to:

- Admissions
- Course offerings and course catalog
- Program curriculum/planning
- Program evaluation
• Student concerns (in collaboration with faculty and faculty advisors)
• Policies and procedures
• Unit representation and advocacy
• All official communications and correspondence related to the MSW program included in the graduate catalog or other University publications

Role of Course Instructors

Instructors in the MSW program are required to provide a comprehensive syllabus with learning objectives and assignments clearly delineated for each course they teach. Instructors have the liberty to construct their courses and assignments according to their individual teaching styles. While the MSW program has basic guidelines regarding attendance, participation, and use of electronic devices in the classroom, instructors may expect different levels of adherence to those guidelines. Similarly, instructors may follow varying timelines when returning feedback on assignments. The Social Work Professional Programs has adopted the Publication Manual of the American Psychological Association (APA) as the style manual to be used for written assignments. To varying degrees of attention, all instructors follow APA guidelines for written assignments.

If students have questions regarding individual courses or instructors, they should first address those questions to the course instructors. Depending on the nature of the question, email or in person are the preferred methods of initiating conversations with instructors. Instructors are encouraged to respond to students in a timely manner but are not required to respond after their workday is completed.

Role of MSW Field Coordinator

The MSW Field Coordinator has administrative responsibility for the overall planning and coordination of the field program including initiating and maintaining communications with field agencies and providing consultation to the field agency administrators and/or Agency Field Instructors. Specific responsibilities of the MSW Field Coordinator include:

• Formulating and revising MSW field policies, field portions of the MSW Student Handbook and field related forms.
• Developing and maintaining appropriate field sites in the region and guiding interested agencies through the process of affiliation with the University.
• Placement of students in appropriate field sites and maintaining the paperwork relevant to these placements.
• Orientation of students to the field program, process, and requirements for placements.
• Initiating and maintaining communications with field agencies to assure that the learning partnership is effective.
• Arranging orientation and training for Agency Field Instructors.
• Communicating with faculty regarding placements; provision of support and problem solving as needed.
Resolution of conflicts and issues regarding field site placements, selections, and issues that may evolve.

Initiating evaluation measures of the field program with students and Agency Field Instructors.

**Role of Agency Field Instructor**

The Agency Field Instructor is responsible for working with the student and assigned faculty to promote student learning within the field placement. Specific criteria for Agency Field Instructors is listed in the field portion of this handbook. Specific responsibilities of Agency Field Instructors include:

- Interviewing students to determine appropriateness of placement learning opportunities to student learning needs and make placement decisions in collaboration with the student.
- Negotiation with the student concerning learning tasks, activities, and goals and assist student in the development of the learning contract goals and objectives.
- Participation in contracting and evaluation of student progress at the beginning and end of each semester, including formal meetings with the Faculty Field Liaison.
- Orientation of the student to agency history, mission, goals, policies, and procedures and other information supportive of advanced social work practice in the agency.
- Communication throughout the semester as necessary with the Faculty Field Liaison regarding student performance and progress.
- Providing the student with resources needed to engage in field activities.
- Providing regularly scheduled (at least one hour per week) educationally focused formal social work supervision to the student.
- Actively reinforcing ethical behavior through discussion of the NASW Code of Ethics within supervisory sessions.
- Review of student field logs and provision of ongoing developmental feedback to the student.
- Completion of formal evaluation and rating of student competency at the end of each placement term. This includes collaboration with student and Faculty Field Liaison during the formal evaluation meeting.
- Participate in Field Orientation and other training programs.
- Participate in the evaluation of the MSW field program and provide recommendations regarding improving integration of course content and field learning.

**Role of Faculty Field Liaison**

The Faculty Field Liaison is the instructor for field and seminar courses that are concurrent with the student placement in the field agencies. This faculty person has academic responsibility for planning, monitoring, and evaluating student progress towards achievement of the program competencies, in collaboration with the student and the Agency Field Instructor. Responsibilities include:
• Teaching the Field Seminars and encouraging and assisting students toward the integration of classroom knowledge with the fieldwork experiences.
• Orienting students to the social work competencies and practice behaviors and assisting in the development of student learning contracts based on student learning needs.
• Consulting with the students and Agency Field Instructors at the beginning of each semester to initiate the development of the Field Learning Contract and identifying appropriate tasks, activities and learning goals that will ensure that students achieve the program competencies.
• Assigning course work related to the field seminar and monitoring the progress of students in their field activities.
• Assessing student written work, providing feedback and assuming responsibility for assigning course grades reflecting student performance.
• Conducting and coordinating evaluations of student performance at the end of each semester, in consultation with Agency Field Instructors.
• Informing MSW Field Coordinator of any issues or situations which are likely to affect student placement status or program relationships with field agencies.
• Collaborating with MSW Field Coordinator for agency field orientation and training activities.

**Role of Faculty Field Instructor**

When the field placement offers appropriate learning opportunities for students in a social work setting, but the agency lacks a qualified (BSW/)MSW-prepared staff member, a faculty member will assume the role of Faculty Field Instructor (FFI) and work with the student and the Faculty Field Liaison (FFL) to ensure that a social work perspective is presented during the field placement.

The Faculty Field Instructor will provide individual or group supervision above and beyond what other students receive from their Agency Field Instructor, via the following responsibilities:

• Review student learning contract, logs, and progress toward learning objectives throughout the practicum.
• Provide additional support in the understanding of the social work competencies and development of the learning plan.
• Consult with the student on a monthly basis, in real or virtual space (asynchronously or synchronously, to reinforce the understanding of social work practice principles and assist in the integration of these principles within the practice setting.
• Communicate with the Faculty Field Liaison for any student situations that require additional attention as needed.
• Provide input into the evaluation of student progress at the end of each semester.
Roles of Students

Students in the MSW Program at UW-Green Bay have the following responsibilities:

1. To deal responsibly with controversial issues related to course content, drawing on sound research and documented sources;
2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
4. To responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with program and course policies, handouts, and syllabi;
6. To meet the requirements of the MSW program curriculum and of each course;
7. To come to class and team meetings prepared, to attend regularly, and to contribute positively to the class climate and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of practicum assignments;
9. To follow through on commitments to the program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identify their own learning needs and take steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitor one’s own progress, seeking remediation when necessary;
11. To follow the NASW Code of Ethics, classroom and field confidentiality policies and to observe academic honesty;
12. To make responsible and alternative efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, voicemail, and messages;
13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback; and
14. To give appropriate advance notice when special accommodations are requested for any reason.

Students in the MSW Program at UW-Green Bay have the right to:

1. Academic freedom, which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
6. Timely feedback on assignments and exams;
7. Reasonable access to advisors and instructors outside of class;
8. Confidentiality as detailed in this handbook and the Family Educational Rights and Privacy Act at: https://www.uwgb.edu/ferpa/
9. Advising and an opportunity to improve when academic performance or behavior places their status in the program in jeopardy (Students are responsible for monitoring their own grade point average to assure retention);
10. Freedom to organize when following the policies established by the University;
11. Input into program design, policies, and procedures*;
12. Reasonable accommodation of documented disabilities; and
13. Input into the evaluation of the MSW program, its courses, and instructors**.

*There are two vehicles by which students can provide such input. First, in accordance with UW System Open Meeting requirements, students have an open invitation to attend Social Work faculty meetings, Advisory Committee meetings, and open University Committee meetings, provide feedback on agenda topics, and request an item to be placed on the meeting agenda. The Social Work faculty, comprised of all faculty members in the Social Work Program, is the governing committee for the MSW program, charged with full oversight of all matters affecting structure, curriculum, policies, and evaluation. Meeting dates are posted on the UW-Green Bay calendar: http://calendar.uwgb.edu/MasterCalendar.aspx.

Second, it is the policy of the Social Work Program to solicit student input before finalizing any policy or major procedural changes that would result in changes to the MSW Student Handbook. Any proposed changes will first be discussed in a faculty meeting. The Social Work Chair, or designee, will contact the student body and invite them to a meeting to learn about the potential changes. At that meeting, the Chair, or designee, will provide information about the proposed changes, along with any relevant rationale for the changes, and solicit student feedback. In situations where students do not agree with the proposed faculty changes, student input will be seriously considered by the faculty and good effort attempts at compromise will be made. Ultimately, faculty members are the only persons with voting rights to any and all policy and procedural changes affecting the Social Work Program.

**In addition to the end-of-semester course evaluations completed by students each semester, MSW students are invited to complete a comprehensive evaluation of the program each spring. Aggregate data from both sources are used for the program’s evaluation efforts and to maintain its accreditation status. Each fall, the Chair of the Social Work Program and/or the MSW Program Coordinator invite students to a meeting whereby the findings from the previous year’s evaluations are presented and discussed.
CURRICULUM OVERVIEW

The MSW program currently offers both a full-time and a part-time curriculum option. The full-time program can be completed in two calendar years for students beginning in the Generalist Curriculum; full-time advanced standing students can complete the program in one year. The part-time program is completed in nine semesters for students entering in the Generalist year and in five semesters for those entering as advanced standing. To meet the diverse needs of working students, many courses in the program have a daytime and evening section, and/or are offered online. In addition to coursework, students integrate and apply their classroom learning in a two-semester field experience for both the Generalist and Specialized curriculum. The field experiences are conducted in agency settings and, as such, have less flexibility. Field hours are most often completed during regular business days and hours, not in the evenings or on weekends.

Competencies

The MSW program curriculum is based on the practice competencies mandated by CSWE’s Educational Policy and Accreditation Standards (EPAS). The competencies serve as educational outcomes in the preparation of master’s prepared social workers. Students embrace the competencies in their assessment of learning needs and subsequent goal setting for the field practicum, and via program courses which incorporate the competencies to help students develop skills in each area. The competencies allow students to tailor their field experiences to their individual emphases and special interests (e.g., child welfare, mental health, criminal justice, gerontology, schools, etc.). Students work toward mastery of the competencies throughout their tenure in the program. As such, these competencies reflect “end points” students are expected to achieve by the time they graduate from the program in order to demonstrate the necessary skills for high quality MSW practice.

The competencies listed below indicate levels at which MSW students should be performing by the time they complete their curriculum.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social
workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**MSW Generalist Curriculum**

Students admitted to the MSW program at the Generalist level are introduced to the profession of social work through policy, practice, theory, and research courses. Students complete 26 credits in the Generalist curriculum, including two semesters of field instruction. Courses are strategically sequenced to give students the framework needed to successfully progress through the curriculum. All Generalist courses must be successfully completed before progressing to the Specialized curriculum.

The table below delineates the Generalist curriculum. Details about each course can be found in the UW-Green Bay Graduate catalog: [http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/](http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/)

<table>
<thead>
<tr>
<th>Course Number/Name</th>
<th># of Credits</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WORK 700 Gateway to the Profession</td>
<td>2 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 702 Generalist Practice I</td>
<td>3 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 711 Foundations of Social Welfare</td>
<td>3 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 712 Field I</td>
<td>4 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 713 Seminar I</td>
<td>1 credit</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 701 Contemporary Social Work Ethics</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 704 Generalist Practice II</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 707 Human Behavior &amp; the Social Environment</td>
<td>2 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 714 Field II</td>
<td>4 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 715 Seminar II</td>
<td>1 credit</td>
<td>Spring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number/Name</th>
<th># of Credits</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WORK 700 Gateway to the Profession</td>
<td>2 credits</td>
<td>Year One: Fall</td>
</tr>
<tr>
<td>SOC WORK 711 Foundations of Social Welfare</td>
<td>3 credits</td>
<td>Year One: Fall</td>
</tr>
<tr>
<td>SOC WORK 701 Contemporary Social Work Ethics</td>
<td>3 credits</td>
<td>Year One: Spring</td>
</tr>
<tr>
<td>SOC WORK 707 Human Behavior and the Social Environment</td>
<td>2 credits</td>
<td>Year One: Spring</td>
</tr>
<tr>
<td>SOC WORK 702 Generalist Practice I</td>
<td>3 credits</td>
<td>Year Two: Fall</td>
</tr>
<tr>
<td>SOC WORK 712 Field I</td>
<td>4 credits</td>
<td>Year Two: Fall</td>
</tr>
<tr>
<td>SOC WORK 713 Seminar I</td>
<td>1 credit</td>
<td>Year Two: Fall</td>
</tr>
</tbody>
</table>
MSW Specialized Curriculum

Students complete 28 credits in the Specialized curriculum, including two semesters of field instruction. All students follow the same core curriculum as sequenced. However, a key feature of the MSW program is students’ option to narrow the focus of their graduate study by selecting an Individualized Area of Emphasis (IAE). The Specialized curriculum prepares all students to provide leadership in the field through their work with, and on behalf of, individuals, groups and families. The Individualized Area of Emphasis allows students to gain additional expertise within a specific population group or area of practice, should they choose this option. Students in the Individualized Area of Emphasis select an area of social work practice to focus their learning such as: child welfare, substance abuse, end of life, older adults, corrections, schools, mental or behavioral health, etc. The Specialized field placement and several major course assignments are tailored toward the area of emphasis, allowing students to gain specialized theoretical and practice knowledge.

The table below delineates the Specialized curriculum. Details about each course can be found in the UW-Green Bay course catalog at [http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/](http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/).

### Full Time Specialized Curriculum (completed in one year)

<table>
<thead>
<tr>
<th>Course Number/ Name</th>
<th># of Credits</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3 credits</td>
<td>Summer</td>
</tr>
<tr>
<td>SOC WORK 728 Advanced Policy: Leadership, Advocacy</td>
<td>3 credits</td>
<td>Summer</td>
</tr>
<tr>
<td>and Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WORK 716 Field III</td>
<td>4 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 717 Seminar III</td>
<td>1 credit</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 720 Diversity, Social Justice and Advocacy</td>
<td>3 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>SOC WORK 721 Advanced Practice: Multi-level Family</td>
<td>3 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC WORK 731 Research for MSW Practice</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 718 Field IV</td>
<td>4 credits</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WORK 719 Capstone Seminar</td>
<td>1 credit</td>
<td>Spring</td>
</tr>
<tr>
<td>Elective</td>
<td>3 credits</td>
<td>Spring</td>
</tr>
</tbody>
</table>

### Part Time Specialized Curriculum (completed in two years)

<table>
<thead>
<tr>
<th>Course Number/ Name</th>
<th># of Credits</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>SOC WORK 704 Generalist Practice II</td>
<td>3 credits</td>
<td>Year Two: Spring</td>
</tr>
<tr>
<td>SOC WORK 714 Field II</td>
<td>4 credits</td>
<td>Year Two: Spring</td>
</tr>
<tr>
<td>SOC WORK 715 Seminar II</td>
<td>1 credit</td>
<td>Year Two: Spring</td>
</tr>
</tbody>
</table>
Elective | 3 credits | Year One: Summer
---|---|---
SOC WORK 728 Advanced Policy: Leadership, Advocacy and Practice | 3 credits | Year One: Summer
SOC WORK 720 Diversity, Social Justice and Advocacy | 3 credits | Year One: Summer
SOC WORK 721 Advanced Practice: Multi-level Family Systems | 3 credits | Year One: Summer
SOC WORK 731 Research for MSW Practice | 3 credits | Year One: Spring
Elective | 3 credits | Year One: Spring
SOC WORK 716 Field III | 4 credits | Year Two: Fall
SOC WORK 717 Seminar III | 1 credit | Year Two: Fall
SOC WORK 718 Field IV | 4 credits | Year Two: Spring
SOC WORK 719 Capstone Seminar | 1 credit | Year Two: Spring

**Electives**

A minimum of six elective credits are required for the MSW degree and are taken as part of the specialized curriculum. The elective offerings rotate and, as such, not every course is offered each year. However, we ensure a enough electives will be offered to meet students' areas of emphases. Elective offerings are announced early in the academic year giving students plenty of time to plan.

In addition to the electives listed below, the Program will accept elective credits taken outside the social work program and/or UWGB providing they meet graduate level social work requirements and align with the students’ area of emphasis. Most SOC WORK electives require advanced standing or completion of SOC WORK 702 as a pre-requisite to enrolling in the course. Depending on available space, electives that do not have the previously mentioned requisites may be open to undergraduate students who meet certain criteria. This criteria includes, but is not limited to, consent of course instructor, senior status, and a minimum GPA of 3.5 in upper level courses. See the graduate course catalog for more information on all courses, including electives: [http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/#degreerequirementstext](http://catalog.uwgb.edu/graduate/graduate-programs/social-work-ms/#degreerequirementstext)

**Capstone Project: Symposium Poster Presentation**

The Capstone Project for the UW-Green Bay MSW Program is derived from the Council on Social Work Education (CSWE) competencies of which all students graduating from accredited social work programs must demonstrate mastery. At the end of their final year in the program, UW-Green Bay MSW students prepare a poster presentation that is grounded in research, theory, values, and practice-based knowledge. Posters are presented at the annual Social Work Symposium and, as such, help students meet Competency 1: *Demonstrate Ethical and Professional Behavior* and Competency 4: *Engage in Practice-Informed Research and Research-Informed Practice*. The Symposium is a public on-campus event, held at the end of the spring
semester, during which graduating MSW students display their unique professional accomplishments through the Poster presentation.

The Cofrin Library serves as a digital repository for graduate level capstone projects, such as the Symposium posters. Archiving the posters gives current and future students the opportunity to access high-quality research conducted by MSW students. As part of their graduation requirements, graduate students submit their posters for archiving or submit a waiver form declining this step. Procedures for archival submission and waivers are reviewed in the Specialized Seminar and Field courses.

**Individualized Area of Emphasis Option**

A unique aspect of the UW-Green Bay MSW curriculum is the optional Individualized Area of Emphasis (IAE) which allows students to select an interest area upon which to focus key assignments and activities. The goal of the Individualized Area of Emphasis is for students to build a specialized area of knowledge and skill around a specific social problem/issue, a specific population group, or social work practice issue. Specific assignments can be tailored as relevant and applicable to the emphasis based on student learning needs. Students are provided guidance regarding the Individualized Area of Emphasis beginning with initial program advising upon admission into the MSW program. Faculty advisor(s) and program coordinators are available to guide students in their area of interest, as desired, throughout their time in the Program.

While most IAE are individually designed to meet the unique interests of students, a few are prescribed by external sources. These include: Child Welfare stipend recipients (Title IV-E grant), School Social Work (Wisconsin Department of Public Instruction), and Clinical Social Work (Wisconsin Statute Chapter 457). Students interested in these specific IAE should work closely with faculty advisors to ensure they understand and are able to complete the required elements of each program.

**Independent Study**

An independent study provides a student with the opportunity to obtain specialized, in-depth knowledge in an area of professional practice of interest to that student. Independent study projects may not duplicate existing courses in which students could otherwise enroll. Instead, they should provide the student with an opportunity to examine a particular social work issue or practice area with greater intensity than would otherwise be offered in a classroom experience. Independent study projects can reflect:

1. The student’s interest in one or more aspects of the curriculum: research, social work practice, human behavior and the social environment, policy and program development, or diversity.
2. The student’s Individualized Area of Emphasis: a specific area of practice (e.g., hospital social work, child welfare, gerontology, etc.) or an aspect of human functioning (e.g., delinquency, aging, mental health, child abuse, etc.).
The student should plan to spend at least three hours per week per credit preparing to complete
the project. The outcome of an independent study project might be a traditional research paper,
an annotated bibliography, development of materials and a presentation for social work
colleagues, development of a brochure to be used with clients, etc. The faculty member
supervising the independent study project will be regularly available to the student to provide
ongoing oversight for the project.

Each student must discuss the type of research processes involved in the project with the faculty
member supervising the independent study project. As a result, any possible requirements that
may need to be met with the Institutional Review Board (IRB) of the university will also be
explored and completed when necessary. On occasion, there may be special projects the Social
Work Program deems would be beneficial learning activities for students. These projects could
be developed into an independent study. Such opportunities will be communicated to students in
the semester prior to enrolling in an independent study course.

Additional information about the independent study process is available at:
http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/independent-
study/

Procedures

1. The student should first discuss the idea for an independent study project with a faculty
   Advisor; the Advisor gives preliminary approval to the project as one that is appropriate
   for credit in the MSW program;

2. The student should identify and consult with a faculty member who might be willing to
   serve as the faculty member supervising the independent study;

3. Together, the student and faculty member develop a draft syllabus for the project. The
   syllabus should include:
   - The purpose of the project, including the content area to be covered, e.g. research,
     practice, HBSE, policy or diversity and the specific area of practice;
   - An overview of topics to be addressed during the project;
   - A list of the relevant MSW Competencies to be acquired in the course;
   - A preliminary list of readings;
   - The basis for student grading.

4. The student must complete the Independent Study e-Form available on the Registrar’s
   website. The draft syllabus should be attached to this form, and these materials are to be
   sent to the MSW Program Coordinator. Final approval is given by the Graduate Studies
   office.
CHILD WELFARE PROGRAM

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

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

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

Toward this end, students complete specialized child welfare coursework with a supervised field practicum in a public or tribal child welfare agency in NE Wisconsin. Students accepted into the program are awarded a yearly stipend (tuition and segregated fees). Program participation requires a commitment by the student to work in a public or tribal child welfare agency upon graduation.

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

HELPFUL RESOURCES

Most services and resources available to help students succeed at UWGB can be found through Green Bay One Stop Shop (GBOSS) [https://www.uwgb.edu/gboss/](https://www.uwgb.edu/gboss/) and/or the Students page of the UWGB website [https://www.uwgb.edu/students/](https://www.uwgb.edu/students/).

Other campus and professional resources are listed below. Please refer to their individual websites for more detailed information about the services offered by each of these resources.

Campus Cupboard and Clothes Closet
Rose Hall, Room 140
Phone: 920-465-2346
[http://www.uwgb.edu/cupboard/](http://www.uwgb.edu/cupboard/)

The Campus Cupboard is a student organization run by students, with the mission of providing an on-campus food pantry, clothing closet, and cleaning/personal hygiene products to ensure adequate basic needs are met of all students, faculty, and staff.

College of Health, Education and Social Welfare
Rose Hall, Room 305
Phone: 920-465-2050
The Dean’s office provides the necessary support, resources, and guidance to ensure the success of the students, faculty, and staff involved in the College of Health, Education and Welfare programs. This includes three academic programs: Education, Nursing, and Social Work; and three community partnerships: Behavioral Health Training Partnership, Phuture Phoenix Program, and Education Center for First Nations Studies. Students, faculty, and staff are encouraged to share their questions, thoughts, experiences, and ideas with any members of the Dean’s office.

National Association of Social Workers (NASW) [www.socialworkers.org](http://www.socialworkers.org)

NASW-WI (Wisconsin Chapter of NASW) [www.naswwi.org](http://www.naswwi.org)

The National Association of Social Workers is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Students are encouraged to get involved with NASW.

Pride Center
University Union, Room 153
Phone: 920-465-2167
[www.uwgb.edu/pride-center/](http://www.uwgb.edu/pride-center/)

The Pride Center’s mission is to identify and respond to the concerns and needs of LGBTQ students, faculty, staff, and their allies; to provide high-quality support services; and to offer a safe, supportive and welcoming environment for LGBTQ people and their allies.

Social Work Job and Volunteer Information
[http://www.uwgb.edu/social-work/job-opportunities/](http://www.uwgb.edu/social-work/job-opportunities/)
[https://www.uwgb.edu/careers/](https://www.uwgb.edu/careers/)
[www.socialwork.jobs](http://www.socialwork.jobs)

Information the Social Work program receives about job and volunteer opportunities is posted and updated on the program’s website. In addition, the Social Work website has links to job postings through Career Services and other entities.

**GENERAL POLICIES AND PROCEDURES**

This section of the MSW Program Handbook covers a range of areas that are vital to the operation of the MSW program and the provision of the MSW degree. The content in the handbook is not intended to be all-inclusive. Rather, it provides information on the essential policies, procedures, and processes to which students are accountable during their time in the MSW program. Accordingly, students are responsible to read and become familiar with the material in this handbook as well as University policies and procedures.
Admissions

The MSW program seeks applicants who have demonstrated academic potential for graduate study, readiness and suitability for advanced level social work, and who are able to articulate a commitment to social work. In addition, the program seeks applicants with demonstrated human services experience and sensitivity to multi-cultural practice, social justice, and leadership/advocacy. Admission to the MSW program is competitive and, in order to provide the highest quality education and meet accreditation requirements, the number of applicants accepted into the program each year is guided by available resources.

Admissions Criteria

Required Qualifications

To be considered for admission to the MSW program, the following criteria must be met:

1. An undergraduate degree from a regionally accredited university by the time classes start.

2. A 3.0 grade point average (GPA), measured on a 4.0 scale. GPA is based on the last 60 credits taken in bachelor’s degree studies or graduate level course work. Consistent with Graduate Studies policy, students from schools not using a grading system will be evaluated on an individual basis. Students who do not meet the 3.0 GPA requirement may be admitted on a provisional basis. Provisionally admitted students who receive at least a B grade in courses totaling nine credits of graduate work, after acceptance, will be fully admitted.

3. An academic background in the liberal arts with completion of a minimum of 12 credits in the social sciences. Examples include coursework within or across the following disciplines: psychology, sociology, anthropology, economics and political science.

4. A total of four prerequisite courses are required and include one course from each of the following areas: Biological Life Sciences, Lifespan Development, Statistics, and Research Methods. Students who have a BSW degree are considered to have met all four prerequisites.

5. International students must provide evidence of English proficiency. Please see the Graduate Studies website for more information on English proficiency and other admissions requirements for international students:
http://www.uwgb.edu/graduate/international/
In addition to meeting the required admissions qualifications noted above, the following areas are considered by the MSW program faculty members who evaluate admission applications. While applications are evaluated holistically, the following qualifications will be given preference for admission.

2. Written communication that demonstrates clear and succinct conceptualization of ideas, application of critical thinking, the ability to coherently communicate and organize ideas, and the ability to write using correct grammar, spelling and syntax.
3. Commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations.
4. References in support of admission.

The Graduate Record Examination (GRE) is not required.

Credit Transfer

Students requesting credit transfer should contact the MSW Academic Status Advisor to facilitate the credit review process. Further information on course transfers can be found in the Graduate Catalog at [http://catalog.uwgb.edu/graduate/general-information/admissions/process/](http://catalog.uwgb.edu/graduate/general-information/admissions/process/)

Admissions Applications

The MSW program admits students once per year. Applications and specific instructions for submission are posted on the MSW program website. Applicants are strongly encouraged to apply early to allow ample time to assemble and submit the required materials. The required application materials are listed below with detailed instructions for each item available on the MSW website.

1. State UW-System E-application
2. Application Fee
3. MSW Admissions Questionnaire
4. Two references
5. Transcripts from all graduate and undergraduate institutions attended

Applicants are encouraged to review the MSW program website for specific admission dates, fees, and application submission requirements. Applicants should also visit the Graduate Studies website at: [http://www.uwgb.edu/graduate/](http://www.uwgb.edu/graduate/) for information about the Graduate Studies’ role in the admissions process, and policies relevant to graduate school admissions. All application materials required by the MSW program for admission are received, processed, and stored by the Graduate Studies Office at UW-Green Bay.
Only complete applications will be reviewed by the admissions committee. Therefore, to be given consideration for admission, all required application materials must be received by the Graduate Studies Office by the posted application due date.

Exceptions to Admission by Cohort

Depending on space availability, transfer students who have completed a significant number of Social Work graduate credits from a CSWE-approved social work program may be considered for admission in between cycles. Such decisions are handled on an individual basis and are dependent on student circumstances and ability to meet the program’s admission criteria. Students requesting off-cycle admission must meet with an MSW faculty advisor or the MSW Program Coordinator for pre-application advising.

Admissions Review Process and Notification

After initial processing is completed by the Graduate Studies Office, applications are reviewed by the MSW program’s graduate faculty admissions committee. Faculty reviewers independently assess each application. Once the individual reviews are complete, the faculty convene to jointly review applications and recommend applicants for admissions. Admission decisions are determined based on holistic assessment of the applicant, congruence with admissions criteria, and consideration of resources.

Students are notified of their admission status in an electronic letter from either the Graduate Studies Office or the Social Work Program. Students may be admitted to Graduate School as fully admitted, provisionally admitted, or denied admission. Given resource caps that limit the number of students the program can enroll, qualified applicants may also be offered a waiting list option. Applicants who are given a waiting list option will be notified by the Program if/when an opening occurs. Shortly after admitted students receive notice of admission, they will be requested by the MSW program to confirm their intent to enroll in the program. Most, if not all, of this process is handled through electronic communications.

NOTE: While the application asks students to indicate their preference for full or part-time enrollment, the program may or may not be able to honor those preferences. Based on the strength of the application, students are offered admission in whichever cohort has openings at the time of review. This admission strategy is used to recruit and retain the highest quality graduate students for our MSW program.

Applicants who are denied admission may contact the MSW Program Coordinator, after the admissions cycle has ended, to discuss the admissions decision and subsequent options. Some of the following options may be discussed at that time:

1. Submission of an application for the next application cycle;
2. Strategies to strengthen the applicant’s admission materials in areas such as writing quality, human services-related experience, or other areas considered for admission to the MSW program;
3. Consideration of an alternative educational path consistent with the applicant’s goals.

New Student Orientation and Advising

All newly admitted students are required to participate in the MSW program’s orientation and/or advising sessions that are held prior to the start of classes. Specific information on the orientation and advising sessions is provided upon admission to the program.Orientation provides an opportunity for students to get to know faculty and one other, to learn about various aspects of the MSW program, and to relay questions or concerns they may have about the program. Some of the covered topics include information about the University and resources for students, the MSW program mission and goals, curriculum, Individualized Area of Emphasis, Capstone project, course schedules, registration, the field placement process, technology and communication, the MSW program website, advising options, and other program policies and procedures.

Advanced Standing Policy

Applicants may receive advanced standing status in the MSW program if they meet one of the two options referenced below.

OPTION ONE:

BSW degree from a baccalaureate social work program accredited by the CSWE or those recognized by the International Social Work Degree Recognition and Evaluation Service. BSW degree must be obtained within seven years of the year of admission to the UW-Green Bay MSW program.

OPTION TWO:

Must meet all three of the following criteria:* 
1. BSW degree from a CSWE-accredited program,
2. Current Wisconsin Social Work certification (training certificate excluded), and
3. Post-BSW social work practice experience equivalent to three full-time years (approximately 6,240 hours). Work experience must be obtained within 10 years of the year of admission to the MSW program.

*Applicants are responsible for providing evidence of meeting the above criteria.

Credit for Life or Work Experience
In keeping with the Council on Social Work Education (CSWE) Accreditation Standards, the MSW program does not grant social work course credit for life experience or previous work experience regardless of the undergraduate degree attained.

Advising Policies and Procedures

MSW Program Advisors

Advisors in the MSW program are responsible for providing guidance to students on curriculum options, course schedules and registration procedures, monitoring the student’s progress and performance in the Program, assisting students in identifying and dealing with challenges that may interfere with the student’s progress or professional development, and providing guidance regarding the student’s career path. The Program provides two primary advising avenues for students: the MSW Program Academic Status Advisor (ASA) and the MSW Program Faculty Advisors.

Academic Status Advisor

MSW students will receive correspondence from the Academic Status Advisor (referred to hereafter as the ASA) regarding important academic information such as curriculum and course offerings, registration, schedules and course formats, locations, and technology and web-based resources. Students are provided with a course curriculum guide for their respective cohort at the New Student Orientation and/or advising sessions. Throughout the program the ASA will monitor the students’ academic standing in the program, completion of requirements, and graduation status as required by the Graduate Studies Office. Informational updates will be sent to students throughout the academic year. Therefore, it is imperative that students check their University email on a regular basis.

The ASA is available to assist current students, prospective students, and others who may be seeking information about the MSW program. The ASA works in close consultation with the Faculty Advisor(s), the MSW Program Coordinator, and program faculty regarding student progress in the program.

Faculty Advisors

Students are assigned a Faculty Advisor upon admission to the MSW program. The Faculty Advisor serves as a resource to students in areas such as:

- Career interests and/or long-term career plans;
- Aspects of the curriculum relative to the student’s interests such as identification of an Individualized Area of Emphasis, or assistance with selection of course electives;
- Challenges encountered in the student’s professional development;
- Strengths students hold that may assist in their professional development;
- Assessment of the student’s performance in the program as relates to academic or nonacademic retention issues or other concerns that may arise;
• Serving as a liaison with the program faculty related to student issues or concerns;
• Addressing student concerns such as managing the rigors of graduate school or work/life balance issues.

The Faculty Advisor works closely with the Academic Status Advisor to ensure that program requirements are adhered to by the student and consults with the MSW Program Coordinator and other faculty as needed regarding student progress in the program. The Faculty Advisor is available to students throughout their tenure in the MSW program and will also assist prospective students as needed.

While the Academic Status Advisor and Faculty Advisor serve as resource guides, students are ultimately responsible for being informed about program policies and procedures, making decisions about coursework, meeting the academic and non-academic requirements of the program, and monitoring their progress in meeting degree requirements. Students are therefore strongly encouraged to review their “Academic Requirements” via the Student Information System (SIS), and work with their advisor(s) to address any concerns or incongruences that may occur.

Confidentiality Policy

The responsibility of the students to maintain confidentiality is taken seriously by the Program. The guidelines below address confidentiality in regard to clients, the agency setting, peers, and collateral contacts. Confidentiality should be respected in oral and written word, including all assignments. Students are reminded that the NASW Code of Ethics provides a foundation for ethical conduct including confidentiality and informed consent. Non-adherence to, or violation of, the confidentiality policy may constitute non-academic misconduct in the MSW program.

Regarding Clients

Students have an ethical and legal obligation to protect the identity of agency clients. Therefore, under no circumstances are they to identify individual clients by name or other identifiable characteristics. In classroom discussions, assignments, learning contract and evaluation meetings, and community-based meetings and events, the names of individual clients are never to be disclosed. Accordingly, details of client circumstances or characteristics that may be presented for learning purposes should be altered or modified as needed so as not to expose the identity of an individual client or family. This is particularly important given the small communities in which agencies lie, and where students hold field internship placements. In cases where students hold “common” clients with other MSW program students who are placed in other community agencies, no client information is to be shared between the students without the explicit informed consent of the client or the client’s legal representative.

Regarding the Agency

Students hold the obligation to protect the identity of agency employees in classroom discussions or other venues such as discussions with other students outside of the classroom or community-
Based provider meetings. Therefore, when discussing concerns or ethical issues regarding the agency, students may not disclose the identity of any agency employee, nor discuss the substance of agency conversations outside of the classroom setting. If a student is concerned about an agency issue, policy, employee, or colleague as it relates to perceived unethical or unprofessional behavior, the student is advised to discuss these concerns first with the Agency Field Instructor and the Faculty Field Liaison. Students are also expected to seek out, understand, and abide by the confidentiality and ethical policies of the agency. Conversely, students are advised to not disclose sensitive personal information in the agency or the classroom setting.

**Regarding Colleagues and Peers**

Students will not discuss, in their agency or in the community, information about classmates that relates to their professional roles or their contributions to class discussions.

**Academic and Non-Academic Performance**

The UW-Green Bay MSW program holds rigorous performance expectations for all students enrolled in the program. These include both academic and non-academic areas of performance which will be discussed in this section. These performance indicators address behaviors necessary to achieve optimum learning outcomes and ensure the ethical practice of social work as outlined in the NASW Code of Ethics. Students are required to become familiar with, and adhere to, the MSW program standards and the Code of Ethics which serves as the primary resource to guide the student’s day-to-day conduct in the program. Students are made aware of the academic and non-academic performance expectations in Orientation and have access to these expectations via the MSW Program Student Handbook.

In addition to the MSW program performance expectations, students must abide by all policies outlined in the Rules and Regulations of the Graduate Studies Office, the University, and UW System policies and procedures. Students are made aware of the Graduate Studies policies during Orientation and/or via the MSW Student Handbook.

Graduate Studies policies and procedures can be found at: [http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/](http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/)

The UW System and UW-Green Bay policies can be reviewed at: [http://www.uwgb.edu/dean-of-students/policies-procedures/students/](http://www.uwgb.edu/dean-of-students/policies-procedures/students/). It is the student’s responsibility to be familiar with these policies.

**Academic Performance Policies**

**Attendance and Participation**

As adult learners, students are expected to be active participants in the learning process. Consistent with program and Graduate Studies policy, students are expected to participate in all class sessions whether face-to-face or on-line. Accordingly, students are expected to demonstrate
timeliness in arrival to class, read and prepare class materials as required for a specific course, work effectively as team players, and enhance the learning of others in the classroom via active participation. In assessing student participation, faculty recognize varying levels of participation given individual student learning and interactional styles and acknowledge various measures of participation. Faculty recognize students’ development of participation in the classroom, over time, and evaluation takes place accordingly. Specific expectations of the student with respect to attendance and participation include the following items.

It is expected that the student will:
- Attend all classes and meetings required by the MSW program;
- Notify the instructor of any anticipated absences and the reasons for the absence prior to the start of class;
- Arrive on time for class, or give prior notice if late arrival is anticipated;
- Meet course deadlines for readings and assignments;
- Be prepared to actively engage in discussions and group activities;
- Consult with the instructor if clarification is needed on class materials, activities, or assignments;
- Maintain professional comportment in the classroom which includes respectful treatment of others, demonstration of courtesy and respect when interacting with others, and attentiveness to instructors and classmates;
- Demonstrate leadership in class activities including small/large group discussions.

Consistent with Graduate Studies policy, students who are unable to attend classes during the first week of the semester for any reason must notify the instructor in writing of the reason for nonattendance and indicate intentions to complete the course. Failure to attend classes during the first week of the semester may result in an administrative drop by the instructor, according to University policy.

Students are also expected to apply the NASW Code of Ethics in the classroom and demonstrate professional comportment in all classroom activities. Specific faculty policies concerning class attendance and participation are provided on each course syllabus.

**Credit Overload**

As a rule, the MSW Program does not support credit overload for graduate students. This guideline is established for two reasons. The first is to help ensure students’ academic work remains manageable and of the quality expected at a graduate level. The second reason for this stance is supported by evidence that transformational learning is a process that occurs over time. The Program recognizes there could be rare circumstances when this guideline may need to be adapted for students who are in good academic standing. These situations will be managed on an individual basis.

**Grades**
The MSW program adheres to the UW-Green Bay Graduate Studies policies regarding grades and academic standing as follows:

Good Standing
- A 3.0 or better end-of-term cumulative GPA results in continuing good standing.
- A 2.0 to 2.999 end-of-term cumulative GPA results in probation status.
- A 1.999 or less end-of-term cumulative GPA results in academic suspension status. The MSW Program Coordinator and/or faculty advisor reviews the student’s record up to that time and recommends for continued enrollment or for the suspension status to go into effect.
- Action on part-time students is withheld until at least nine credits are attempted at UW-Green Bay.

Probation
- A 3.0 or better end-of-term cumulative GPA results in a return to good standing.
- A 2.999 or less end-of-term cumulative GPA may result in an academic suspension status at the end of any term after a cumulative total of 15 or more credits is attempted at UW-Green Bay. The student’s faculty advisor and/or MSW Program Coordinator reviews the student’s record up to that time and recommends for continued enrollment or for the academic suspension status to go into effect.

The Graduate Policy referenced above can be viewed here:
http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/

Students must receive a “C” or “Pass” grade or better in all required MSW courses and course electives. Students receiving less than a “C” in any MSW course will need to work with the Program to address the academic concern. (See Academic Retention section below.)

Course instructors adhere to the policies of UW-Green Bay in awarding grades as follows:

<table>
<thead>
<tr>
<th>Letter &amp; Numerical Grade</th>
<th>Text</th>
<th>Grade Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (94-100)</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>AB (88-93)</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B (83-87)</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>BC (78-82)</td>
<td>Above Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C (70-77)</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>CD (65-69)</td>
<td>Below Average</td>
<td>1.5</td>
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<td></td>
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<tr>
<td>-------</td>
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<td>-------</td>
</tr>
<tr>
<td>D (60-64)</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>F (Below 60)</td>
<td>Unacceptable</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Academic Writing Expectations**

Students in the MSW program are held to high standards of writing quality. The ability to write clearly, fluently and in standard grammatical English is a minimum expectation of a college educated person and a prerequisite for effective social work practice. Therefore, students are expected to adhere to the guidelines set forth by the UW-Green Bay Writing Center [http://www.uwgb.edu/writing-center/](http://www.uwgb.edu/writing-center/). The Writing Center offers several resources outlining specific standards that constitute acceptable and unacceptable writing. In addition, students are expected to incorporate instructors’ feedback in subsequent assignments to avoid repeating errors. Students in the Social Work Professional Programs are required to know and use American Psychological Association (APA) citation style for their academic papers. Beginning in fall of 2020, all incoming students will be held accountable to the standards outlined in the 7th edition of the Publication Manual of the American Psychological Association [https://apastyle.apa.org/](https://apastyle.apa.org/).

**Academic Honesty Policy**

Students in the MSW program are expected to maintain high standards of professionalism and demonstrate integrity and honesty in all their endeavors. As part of professional conduct, and consistent with the NASW Code of Ethics, students are charged with acting responsibly, honestly, and ethically in all program activities.

Academic honesty requires that students present their own, original work and ideas in assigned coursework and related endeavors. Violations of academic honesty include cheating and plagiarism. Cheating refers to intentional, deceitful behaviors such as copying answers on tests, or using notes or other resource materials for a test or assignment when explicitly prohibited. Plagiarism, a form of cheating, involves misrepresenting the work and ideas of others as one’s own without acknowledging and/or documenting the source(s). Demonstration of activities that constitute cheating and plagiarism include, but are not limited to:

- Submitting another person’s paper as one’s own (cheating);
- Presenting an idea from an outside source as one’s own (plagiarism);
- Looking at another student’s exam or permitting other students to look at one’s own exam (cheating);
- Submitting a paper or assignment that was previously submitted for another class without the consent of the course instructor (cheating);
- Copying text directly from a source without giving credit to the source (plagiarism);
- Using recording devices or study aids not authorized for use by the instructor in a test or other assignment (cheating).
Consequences of academic dishonesty are taken very seriously and may result in a failing grade for an assignment or a course, a request to re-do the assignment, termination from the MSW program, or expulsion from the University.

Students are encouraged to direct questions or concerns they may have about academic honesty with their Faculty Advisor and/or course instructor. They are also expected to uphold the policies and procedures of the University of Wisconsin System regarding academic misconduct. Please see the UW-Green Bay Dean of Student’s website regarding “Academic Misconduct” as presented in the UW System Administrative Code:


Non-academic Performance Policy

Students are expected to demonstrate the highest standard of performance and professional behavior in all aspects of their work in the MSW program. This includes the demonstration of maturity, emotional stability, the knowledge necessary to carry out the required work, and the personal integrity necessary to perform as a social work professional. Students are also obliged to demonstrate compliance with the standards of professional conduct, values, and roles embodied within the NASW Code of Ethics throughout their time in the MSW program.

Examples of behaviors that interfere with performance expectations include, but are not limited to:

- Non-achievement or less than satisfactory achievement of the learning contract goals in the field internship;
- Behaviors that violate the NASW Code of Ethics in the classroom or field agency (see below);
- Personal characteristics that conflict with the professional values and professional roles of the social work professional (see below);
- A pattern of unwillingness to participate in the learning activities of the program;
- Inability to communicate effectively, orally or in written form, such that performance is seriously impaired.

Social work educational programs are expected to ensure that graduates meet the standards set forth in the NASW Code of Ethics. Behaviors which may violate the Code of Ethics or deemed as conflicting with professional values and roles are listed below. This list is intended to be illustrative, not all-inclusive.

1. Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior to the extent that is inappropriate for a professional role.
4. Challenges in one’s ability to develop professional relationships so that effective communication to engage others through relational and communication skills cannot be accomplished.

5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers, or others who are part of the professional practice environment.

6. Practicing beyond the scope of one’s competence.

7. Repeatedly misrepresenting one’s competence or credentials to clients, agencies, or others.

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

9. Refusing to correspond and/or meet with program faculty and staff to discuss professional behaviors and development.

In addition, the Social Work takes the campus **Civility and Inclusivity Statement** very seriously and will enforce the positions contained within it. The full statement is available at https://www.uwgb.edu/dean-of-students/policies-procedures/students/#civility-inclusivity. It begins:

> The University of Wisconsin-Green Bay (UWGB) is an institution of higher learning where the safety of its multifaceted community of people is expected and enforced. Campus activities, programs, classes, lectures, and everyday interactions are enriched by our inclusion of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

> As campus community members, we are responsible for our behaviors and are fully accountable for our actions. We must each take responsibility for our awareness of discrimination and its many forms (i.e. racism, sexism, ageism, xenophobia, transphobia, homophobia, etc.). The concept of campus civility and inclusiveness can be demonstrated in hallways, classrooms, student housing, and the workplace environment.

**Academic and Non-Academic Retention**

Students in the MSW program must adhere to the academic and non-academic performance expectations introduced in the previous section. Failure to meet these expectations, in whole or in part, may have consequences for retention in the program as outlined below.

**Academic Retention**

Retention in the program requires that students adhere to the academic expectations outlined in the Academic Performance section of this document. This includes adherence to Chapter 14 of the UW System Administrative Code regarding academic honesty (https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf) as well as maintaining the required GPA. As noted earlier, students are required to meet the program’s academic performance standards which require achievement of a 3.0 or better end-of-term...
(semester) cumulative GPA to remain in good academic standing, and achieve a “C” or better in all courses. Students whose grades fall below these requirements will be formally notified of the unmet requirement and will be placed on academic retention in the program, consistent with Graduate Studies policy. The student will be directed to schedule a meeting with the MSW Program Coordinator and assigned Faculty Advisor to discuss options for addressing the academic concern and continuance in the program. Options for addressing the academic concern could include repeating the course, providing documentation of adequate understanding of the course content, or discontinuing in the Program. If a student receives less than a “C” in a social work course required for the MSW degree, the course must be repeated. The MSW Curriculum is strategically sequenced and most courses are only offered once per year. As a result, in some instances, repeating a course may extend the student’s academic plan by a full year. When allowed, graduate courses may be repeated only one time.

Non-academic Retention

Retention in the MSW program requires students to adhere to professional behavior consistent with ethical and professional standards as outlined in the Non-Academic Performance Standards of this document. Students are encouraged to regularly assess their progress with regard to professional behaviors and talk with their Faculty Advisor or another faculty member if they have specific concerns or questions about a challenging circumstance or problem they believe may interfere with their ability to meet the professional expectations of the program.

Behaviors that violate professional values and ethical standards addressed by the Code of Ethics, and which have been fully documented by instructor(s), may be addressed through recommendations for remedial action or termination from the MSW program.

When such concerns about non-academic performance arise in the classroom or otherwise, the following steps are taken:

1. The concerns are brought to the attention of the student and the Faculty Advisor. Documentation regarding the concerns should include statements addressing the student’s strengths and challenges, description of the concerning behaviors or attitudes, instructional or supervisory interventions already provided along with the student’s responses to these interventions, and the student’s current level of functioning. Should the process require further action, the following steps may be taken:

2. The Faculty Advisor speaks with relevant individuals (e.g., additional instructors, Field Instructor, etc.) to determine whether the concerns are more extensive. If the concerns are not considered extensive, the process moves to step 3. If the concerns are considered serious, the process moves to step 5. In situations involving extremely serious concerns, the process moves immediately to step 7.

3. The faculty raising the concerns works with the student to develop a written plan to redress the concerns.
4. The faculty raising the concerns monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 5.

5. The faculty raising the concerns meets with the student and the Faculty Advisor; together, they develop a written plan to redress the concerns. If the concerns are shared by others (e.g., additional instructors, Field Instructor, etc.), they may also attend the meeting and participate in the planning. If appropriate, or if the concern is very serious, the Program Coordinator may also attend the meeting. The student has the right to bring a support person to this meeting; the support person has a nonparticipating role in the meeting.

6. The Faculty Advisor monitors the student’s compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 7.

7. For very serious or unresolved concerns, the student will be directed to schedule a meeting with the Faculty Advisor and the Program Coordinator to discuss the options for continuance in the program (see “Program Continuance” section below). The student has the right to bring a support person to this meeting; the support person has a non-participating role in the meeting.

**Continuance in the Program**

In deciding on continuance options, the faculty, in collaboration with the student, must consider: (1) the likelihood that the student will meet the standard in question in a reasonable time period if a proposed solution is implemented; (2) the consequences for the student’s graduation trajectory if a decision on removal from the program is delayed; and (3) the seriousness and urgency of the problem in terms of its impact on the student, on present and future social work clients, on the profession, on the practicum agency, and on the MSW program and its students and staff. While the faculty is committed to helping students succeed in the program, the program’s ultimate responsibility is to the student’s future clients and to the professional and local communities within which the student might practice. Options for continuance include:

1. The student, the Faculty Advisor, and MSW Program Coordinator develop a time limited plan to meet retention standard(s).

2. The student may be advised to step out of the MSW program or pursue the degree on a part-time basis while an underlying challenge or barrier to success is addressed or alleviated.

3. The student may be dismissed from the MSW program with the option of reapplying to the program at a later date.

4. The student may be guided to another graduate program area.
Any student who believes they have been wrongfully discontinued in the program or guided to another major in violation of program or University policies may initiate the grievance procedure, which is described in the grievance section of this handbook.

Social Media Policy

Social media offers many opportunities to share information and dialogue with others. While there are many benefits of using social media venues, there can also be negative effects and consequences when basic behavioral and ethical guidelines are violated or ignored. As representatives of the social work profession, students in the MSW program are expected to engage in professional behavior when interacting on social media sites such as, but not limited to, Facebook, Twitter, Instagram, MySpace, LinkedIn, or Flickr. Whether social networking interactions take place with classmates, colleagues, field agency personnel or others, students must interact in a courteous, respectful and professional manner in all online communications and postings. In so doing, students are advised to consider how their “online presence” reflects not only themselves as social work professionals, but the MSW program, the University, and the community agencies that host them in their field internship sites.

The MSW program expects students to adhere to the standards and ethics of the profession as outlined in the NASW Code of Ethics in all their social networking interactions. Areas of the Code of Ethics which commonly pose ethical challenges and to which students should pay careful attention, include confidentiality and privacy, informed consent, dual relationships, documentation, and conflict of interest. For example, sharing personal or confidential information about classmates, clients, or program faculty is inappropriate and in violation of the Code of Ethics. Accordingly, online relationships on social media sites with clients, faculty, or field practicum instructors may be inappropriate due to potential boundary concerns or conflicts of interest that may emerge. Derogatory language in social work documentation is also inappropriate and in violation of the Code.

Students are encouraged to inquire about field agency policies on social media with their Agency Field Instructor, comply with these policies, and encourage agencies to develop such policies if none exist. They are encouraged to meet with their MSW Program Faculty Advisor or seek out another faculty member if they have questions about the appropriate use of social media.

The MSW program takes concerns about professional conduct by students on social media sites very seriously. If issues arise related to student behavior in the use of social media while in the MSW program, the program’s non-academic performance standards apply. For further reflection regarding challenges inherent in the use of social media and social work practice, please see Dr. Frederick Reamer’s article, “Eye on Ethics: Developing a Social Media Ethics Policy” at http://www.socialworktoday.com/news/eoe_070111.shtml.

Inclement Weather Policy and Class Cancellations

The MSW program adheres to University policy and decisions related to inclement weather which considers individual judgments regarding safe travel:
The judgment about whether or not to come to campus rests with the individual. Nobody who feels it is unsafe should attempt the trip. Driving conditions may vary across the wide geographical region served by UW-Green Bay. Individuals need to consider their own local conditions as they make their judgments.

Students may review the complete University inclement weather policy here: http://www.uwgb.edu/provost/policies/storm.asp.

There may be occasions when a course instructor in the MSW program cancels a scheduled class. Faculty will make every effort to provide adequate notification when this occurs; such notification may occur via phone trees, e-mail messages, or via the Distance Learning Environment.

Grievances

Academic Grievances

Consistent with Graduate Studies policy, a student who is dissatisfied with a grade and wishes to appeal the course grade must first contact the instructor who issued the grade to discuss the concern. If, after contact with the instructor, the student remains dissatisfied, an appeal can be made to the MSW Program Coordinator who will, in turn, consult with the course instructor. Further appeals by the student may be made by contacting the Dean of the College of Health, Education, and Social Welfare who will then consult with the instructor and the Program Coordinator. Students are reminded that it is important to meet all deadlines for making a grade appeal. Further information on grade appeals can be found in the Graduate Catalog at: http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/

Non-Academic Grievance

Students who have grievances related to University faculty or staff should first address those complaints directly with the individual. If the student is not satisfied after talking with the individual, the grievance can then be brought to the MSW Program Coordinator and/or Chair of the Social Work Professional Programs, and, if resolution is not achieved there, the student may consult with the Dean of Students Office per university policy. Please see: http://www.uwgb.edu/dean-of-students/policies-procedures/students.asp for further information.

Additional Information

Student Information System (SIS) Course Registration & Information

Students in the MSW program use a self-registration process through the Student Information System (SIS). Specific instructions on the SIS registration process can be found at: http://www.uwgb.edu/sis/help/students/records-enrollment/registration-instructions/. SIS is also the source for adding, dropping, and withdrawing from courses. Information on these features can be found here: http://www.uwgb.edu/gboss/
If students have questions about specific courses offered in the MSW program, or elective courses offered on campus, they should consult with the program’s Academic Status Advisor and/or their Faculty Advisor.

**Course Caps and Overrides**

In keeping with accreditation requirements and principles of equity, all MSW courses have closely held enrollment caps. This practice serves two purposes. It ensures that all students have access to similar-sized sections with diverse perspectives and backgrounds, and it protects the equal distribution of faculty workload. As such, instructors will not make unilateral decisions to override the course cap by waiving students into their course/section. The Program asks that students honor this guideline by not contacting course instructors individually. If students have a compelling need to switch courses or sections, they should contact an advisor who will consult with others, as needed.

**Incomplete Grades**

In unusual circumstances, students may arrange to receive an Incomplete in a course if they are unable to finish their coursework according to schedule. Incompletes are used judiciously and assigned entirely at the discretion of the course instructor. If this option is granted, the instructor will file an Incomplete Grade form with the University Registrar’s office and establish the remaining course requirements that are due along with a deadline for completion. A tentative academic action may be assigned based on grades and credits received in other courses. If a student does not complete the remaining coursework/requirements or fails to meet the deadline, an F grade is assigned. Students may not subsequently submit a late drop petition or tuition appeal for an Incomplete if they are unable to meet the established criteria/deadline. Please visit the Graduate Studies Course Catalog at:

[http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/grades/](http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/grades/) for further information.

**Removal of Incompletes**

The course instructor sets a specific deadline for removal of an Incomplete grade and informs the student and the Office of the Registrar via submission of the Incomplete Grade form agreement. If no earlier deadline is specified, an incomplete (I) must be removed no later than the last day of classes during the following semester. If the deadline is not met, the (I) Incomplete grade converts to an F grade that will remain on the student’s permanent academic record.

**Incomplete Grades Regarding Degree Conferral**

In accordance with University policy, students who complete their coursework in December, January (fall graduates), May (spring graduates) or August (summer graduates) must have all incomplete grades removed within 42 days following the end of the classes to have their degree conferred in that semester.
Degree Time Limits

In accordance with Graduate Studies policy, admitted students must complete all requirements for the MSW degree within five years. This time period begins with the first day of the first term of enrollment as a degree-seeking student. Deadline extensions may be granted by the Graduate Studies office. Please visit the Graduate Studies website for further information on petitions for completion deadline extension at: https://www.uwgb.edu/graduate/students/forms/

Cohort Transfers

After acceptance into the MSW program, students may request to transfer their status from part-time to full-time or vice-versa. To take effect in the subsequent academic year, transfer requests must be submitted via email to the MSW Program Coordinator between November 1 and December 15 for currently enrolled students and by June 1 for newly admitted students. Requests for cohort transfers are honored on a space available basis. The Program reserves the right to deny a request to move to full time if the student is not in good academic standing.

Graduation from the Program and Commencement

Students who are nearing completion of their MSW degree must submit the application for graduation located within the Student Information System (SIS). Please note that applying for graduation is the official and final required step toward degree completion. Per recommendations from the Graduate Studies Office, appropriate deadlines to apply for graduation are as follows: May 1 for fall semester graduation, December 1 for spring semester graduation, and February 1 for summer semester graduation. Please follow the instructions for applying for graduation on the Registrar’s website as follows: https://www.uwgb.edu/registrar/graduation/.

Students should watch their University email for information about graduation as multiple reminders are sent from various sources throughout the final semester.

Commencement is the public ceremony that recognizes the graduates. While highly encouraged, attendance at Commencement is optional. A separate request is needed to sign up for the Commencement ceremony. Students use the Edit Commencement Info drop-down link in SIS to complete this step. Information about Commencement can be found at http://www.uwgb.edu/commencement. Commencement for fall graduates (those who complete courses in December or January) is held in December. Commencement for spring graduates (those who complete courses in May) and summer graduates (those who complete courses in June, July, or August) is held in May. In addition to meeting all course requirements, graduate students must follow the procedures for submitting their Capstone Posters for University archiving or submit an e-form requesting a waiver. This step must be completed before degrees can be officially conferred.

The Registrar’s office is responsible for entering graduation dates on official transcripts. Please note that it may take approximately three weeks after commencement for transcripts to be finalized. Because this is a formal procedure that involves several offices, the MSW Program does not have the ability to expedite this process. For students who need expedited verification
of degree completion for professional advancement, the Social Work Program will draft individual letters upon request.

**Social Work Symposium and Celebration**

At the end of each academic year, the Social Work Professional Programs hosts a special Celebration to recognize the accomplishments of its graduating social work students. The Celebration is held immediately following the Social Work Symposium which is typically scheduled for the last week of the spring semester. Graduating students receive specific information about the Celebration after the start of the spring semester.

**Requesting Faculty References**

Current and former students frequently identify Social Work faculty and staff as references when applying for employment and/or graduate school, as well as within other contexts. Students should always seek permission from a reference before providing that person’s name as a reference. Additionally, students should request reference letters or forms from faculty or staff a minimum of three weeks before the due date. The campus’ Career Services office provides helpful tips on what to look for in selecting a potential reference and how to make such a request: [https://www.uwgb.edu/careers/find-a-job/references-recommendations/](https://www.uwgb.edu/careers/find-a-job/references-recommendations/). Please keep in mind that students are not entitled to letters of reference; therefore, it is in a student’s best interests to make sure the references identified are willing and able to provide positive recommendations. In the event that a Social Work faculty or staff member is contacted and asked to provide a reference about a current or former student (e.g., including, but not limited to employment, graduate school, etc.), with or without having been contacted by the student prior, the faculty or staff member will respond with an honest assessment of the student without notice to the student or the right to review. Current or former students may opt out of this provision at any time by completing and submitting a Student Reference Waiver form (available at [http://www.uwgb.edu/social-work/social-work-forms/](http://www.uwgb.edu/social-work/social-work-forms/)).

**Legitimate Absence Policies**

Individual faculty members create their own course policies and procedures regarding taking attendance and the impact of any absences on students’ grades. It is all students’ responsibility to make sure they clearly understand any consequences and/or course protocols associated with missing a class and/or missing field hours.

**Extended Medical Leave**

Absences documented by a health care provider as medically necessary and related to a student’s own medical condition may be excused and the student will be provided the opportunity to make up missed work. A student must contact Dean of Student Services office to submit the medical documentation ([http://www.uwgb.edu/dean-of-students/contact-us/](http://www.uwgb.edu/dean-of-students/contact-us/)). The Dean of Students will, in turn, disseminate the information to the relevant Social Work instructors and Program
Coordinators. Students are encouraged to contact their Faculty Advisor at the start of this process as well. A student must work individually with each instructor to develop a reasonable “make-up” plan appropriate to the specific course, using the Faculty Advisor as a resource when necessary. This make-up policy applies to missed field hours as well as classes. While all efforts will be made to provide reasonable accommodations for medically necessary absences, extended absences may require a leave of absence from the program.

Medically necessary absences related to pregnancy and/or childbirth will be handled according to guidelines provided under Title IX of the Education Amendments of 1972. The U.S. Department of Education outlined these guidelines in the booklet, “Supporting the Academic Success of Pregnant and Parenting Students,” available at: http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf.

Bereavement Policy

UW-Green has a bereavement policy for students who have experienced the death of a loved one. The policy, along with the process for utilizing it, can be found on the Dean of Students website at: http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp.

Extended Absence

If a student is unable to attend classes for more than two days due to an illness, family death or other emergency, the student may contact the Dean of Students Office who will send written notification of the absence to the student’s instructors. For more information, please see: https://www.uwgb.edu/dean-of-students/assistance-advocacy/extended-absences.asp. Students work individually with each instructor to develop a reasonable “make-up” plan appropriate to the specific course, using the faculty Advisor as a resource when necessary. This make up policy applies to missed field hours as well as classes. While all efforts will be made to provide reasonable accommodations, extended absences may require a leave of absence from the program.

Leave of Absence

Students who wish to request a leave of absence for personal or professional reasons must consult with their Faculty Advisor as soon as possible. Leave of absence requests may be granted up to, but no greater than, three consecutive semesters for students who are in good standing with the MSW program. Students who are on a leave of absence have responsibility for contacting their advisor each semester they are on leave, continuing to read email in their UW-Green Bay email accounts, and reactivating their admission status according to Graduate Studies protocol.

Students on a leave of absence can begin the process of re-admission to the university by completing a Graduate Studies form here:
Withdrawal from the Program

Students who choose to withdraw from the MSW program prior to completion of the program requirements should notify their Faculty Advisor of their intent to withdraw. It is important that students become familiar with the University policies regarding withdrawal as financial implications may apply. Please visit the Students Services Center at: http://www.uwgb.edu/gboss/calendar/withdraw.asp for specific information about withdrawal. Students who withdraw from the MSW program must re-apply in a subsequent academic year should they wish to continue their MSW degree.

Students who have not been enrolled in the university for one to three semesters can begin the process of re-admission to the university by completing a Graduate Studies form here: http://uwgreenbay.qualtrics.com/SE/?SID=SV_0cB0sFl01MSUsd. Students who have not been enrolled in the university for four or more semesters must follow the normal admission process. Further inquiries about this process should be addressed to the Graduate Studies Office at: (920) 465-2123. Please note that readmission to the Graduate School does not necessarily constitute admission to the MSW program (see Leave of Absence section above).

Disability Policy

The University of Wisconsin-Green Bay offers support services to students with disabilities, creates necessary accommodations, and promotes student independence and self-advocacy. For more information, please contact the Disability Services Office website at: http://www.uwgb.edu/ds/.

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. Students who anticipate requiring any auxiliary aids or services should contact the instructor or the Coordinator of Disability Services at (920) 465-2841 as soon as possible to discuss their needs and arrange for the provision of services.

Sexual Assault Policy

It is the policy of the University of Wisconsin-Green Bay that acts of sexual assault occurring on the campus where the victim or the perpetrator is a student will not be tolerated. In accordance with Wisconsin statute 36.11(22), employees who witness an act of sexual assault, or who receive a first-hand report of sexual assault from an enrolled student, must report that information to the Dean of Students Office. The intent of this reporting requirement is to offer support to the victim as well as protect the safety of others. Therefore, if our students report they have experienced a sexual assault, including sexual harassment, to an instructor, that instructor is obligated to report this information to the Dean of Students Office. For specific details on this
policy, please visit the Dean of Students website at: https://www.uwgb.edu/dean-of-students/sexual-assault-title-ix/sexual-assault/

Harassment and Discrimination Policy

UW-Green Bay is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment. This policy can be found at: https://www.uwgb.edu/dean-of-students/student-conduct/non-academic-conduct-policies/

Family Educational Rights and Privacy Act (FERPA) and Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the education records of students. In the university setting, it gives the enrolled student, regardless of age, control of their records held by the university. FERPA affords students certain rights with respect to their education records. For more information, please see: https://www.uwgb.edu/ferpa/general-information/what-is-ferpa/.

Solicitation Policy

As UWGB does not provide any campus-wide solicitation policy for students or staff, the Social Work Program has developed its own. To avoid perceptions of preferential treatment and the utilization of the faculty and staff as a primary fundraising pool, the Social Work department follows a “no solicitation” guideline in relationship to Social Work student events. This includes, but is not limited to, requests related to Social Justice Club activities (except for the annual fundraiser), Social Work course activities, individual fundraising efforts, and/or the sale of goods (e.g., cookies, candy, etc.). An exception is optional faculty participation in public events that the entire university, or broader community, is invited to participate in (e.g., bake sales).

Student Records and Requests

As noted above, the Family Educational Rights and Privacy Act (FERPA) of 1974 protects students’ educational records. By so doing, it regulates access to individual student academic records. Under this law, students have the right of access to their files and must provide written consent before any material in the student record can be released to themselves or anyone outside of the University.

MSW students who wish to access any of their records submitted upon application to the Graduate School (items 1-5 below), must contact the Graduate Studies Office to facilitate this process at (920) 465-2123. This includes the following items:

1. UW System E-app
2. Admissions questionnaire
3. Transcripts and academic records
4. Admission References (unless rights were waived)
5. Any other documents required for admission
6. Copies of Social Work Certification forms submitted to the Department of Safety and Professional Services

Other records, referenced below, are held by the MSW program and can be accessed by following the procedures delineated on the Student File Records Request Form located on the Social Work Professional Programs website: [www.uwgb.edu/social-work/social-work-forms](http://www.uwgb.edu/social-work/social-work-forms).

Student records in the MSW program are held electronically, in secure format, and are accessible by authorized individuals in the MSW program. The student file may include the following:

1. Verification of final field hours
2. Relevant correspondence between the program and the student
3. Waiver for Release of Information form for faculty references

**Social Work Certification and Licensure**

Upon completion of their MSW degree, students are encouraged to obtain the professional credential appropriate to their degree. Professional credentials provide evidence of the knowledge and skills obtained through the graduate degree and should be displayed, when appropriate. Furthermore, in Wisconsin, individuals may not refer to themselves as “social workers” or work under the title “social worker” unless they hold the proper credential. In addition to state requirements, many job positions require practitioners to hold specific credentials to meet internal and external standards. Frequently asked questions and answers about social work credentials are available on the NASW-Wisconsin website: [https://www.naswwi.org/social-work-practice/certification-licensure/](https://www.naswwi.org/social-work-practice/certification-licensure/)

Graduates of the UW-Green Bay MSW Program are eligible to apply for Wisconsin certification as an Advanced Practice Social Worker (APSW). General steps to apply for the APSW credential are described below. Specific details about APSW certification and the application process and forms should be obtained from the Wisconsin Department of Safety and Professional Services (DSPS) website: [https://dsps.wi.gov/pages/Home.aspx](https://dsps.wi.gov/pages/Home.aspx).

**Submission of Application and Fees**

Students may begin their application for APSW certification anytime within six months of graduation. This is a good step to begin in January. The application (Form 1992) and fee schedule are found here: [https://dsps.wi.gov/Pages/Professions/SocialWorkerAdvancedPractice/Default.aspx](https://dsps.wi.gov/Pages/Professions/SocialWorkerAdvancedPractice/Default.aspx)

**State and National Exams**

Students are required to successfully pass two exams as part of the application process. Specific information about the required exams is found here: [https://dsps.wi.gov/Pages/Professions/SocialWorkerAdvancedPractice/Exams.aspx](https://dsps.wi.gov/Pages/Professions/SocialWorkerAdvancedPractice/Exams.aspx)
General information is provided below.

The Wisconsin Statutes and Rules examination is an open book examination relating to the practice of social workers. If you have taken the Social Work jurisprudence examination within the last five (5) years, you do not need to retake this examination. Spring break may be a good time to take this exam. The Advanced Generalist national exam from the Association of Social Worker Boards (ASWB) assesses knowledge of social work practice. This exam can be scheduled after receiving approval from the DSPS. Many students schedule this exam for the week before or after commencement while they are in the “study” mode.

Ultimately, exam preparation is the responsibility of individual students as it is a personal decision, not a requirement of the MSW degree. There are several resources available to help students prepare for the national exam, including workshops, study guides, and practice exams. Most require a fee, to be paid by the student.

- UWGB Social Work Professional Programs—Winter workshop (date announced in fall)
- UWGB library—Limited supply of exam prep books are available with student ID.

Proof of Professional Education

Upon completion of their degree, APSW applicants must submit Form 1978: Certificate of Professional Education to the MSW Program Coordinator or Academic Status Advisor. This form is signed by the MSW Program Coordinator and sent to DSPS after the Registrar’s office has posted the graduation date on the student’s official transcript. Please note that it may take approximately three weeks after commencement for transcripts to be finalized. Because this is a formal procedure that involves several offices, the MSW Program does not have the ability to expedite this process. Form 1978 is available at: https://dsps.wi.gov/Pages/Professions/SocialWorkerAdvancedPractice/Default.aspx.

Clinical Social Work

Students interested in practicing psychotherapy in Wisconsin must complete specific academic and practice requirements to be eligible for these additional licenses. These requirements are summarized below.

Social workers who wish to practice clinical social work, marriage and family therapy, or professional counseling in Wisconsin must obtain the Licensed Clinical Social Work (LCSW) credential. The MSW program offers opportunities for students in the program, as well as professionals who already hold an MSW degree and are seeking the LCSW credential, to take the necessary coursework to prepare for the LCSW credential. Students seeking the LCSW credential should discuss their interest with an MSW Advisor and Field Coordinator early in the MSW program to ensure they understand and can meet the requirements. Students must complete a minimum of three clinical courses (minimum total of 7-9 credits); per Wisconsin
Department of Safety and Professional Services (DSPS) requirements, one of these must be a psychopathology course. The following courses in the MSW Program satisfy the clinical course requirement, set forth by DSPS:

SOC WORK 721
Advanced Practice: Multi-level Family Systems
SOC WORK 727*
Psychopathology for Clinical Social Work
SOC WORK 737
Crisis Intervention
SOC WORK 747
Clinical Theories for Mental Health Practice
SOC WORK 749
Contemporary Approaches to Social Work Practice
SOC WORK 767*
Assessing Mental Health and Substance Use in Practice

SOC WORK 596, 683, or 795 represent special topic elective courses that are periodically offered by the Program. These courses usually satisfy the clinical requirements.

* Either Soc Work 727 or Soc Work 767 will meet the DSPS Psychopathology requirement; students must take one and may take both courses. All courses listed above are elective offerings in the UW-Green Bay MSW program except for Soc Work 721, which is a required course. Students should keep syllabi from all clinical courses as they may be asked to submit such documentation when applying for the LCSW credential (Explained on Form 2673).

Most students have the option to complete their advanced field placement in a clinical setting, which counts toward the supervised hours required by DSPS. Students who fulfill their specialized placement in a clinical setting should complete Form 2672-Documentation of Supervised Clinical Field Placement Verification with their field instructor before leaving the agency. Form 2672 is found here: https://dsps.wi.gov/Pages/Professions/SocialWorkerLicensedClinical/Default.aspx

It is important to note that the MSW Program has the right and responsibility to ensure students are professionally prepared for clinical placements. This means students who receive clinical placements must demonstrate prior work, volunteer, and/or internship experiences to ensure adequate knowledge of micro-level social work practice. While clinical courses are offered in the MSW program to meet the LCSW requirements, the program cannot guarantee clinical field placements as this is dependent on voluntary agency participation.

Students are encouraged to visit the DSPS website to prepare for the LCSW credentialing process as this occurs after completion of the MSW Program and the requisite supervised hours. The following link outlines the major requirements and application processes: https://dsps.wi.gov/Pages/Professions/SocialWorkerLicensedClinical

**School Social Work**
Social workers who wish to work in K-12 schools in the state of Wisconsin must follow the academic and field requirements set forth by the Wisconsin Department of Public Instruction (DPI). The MSW program offers opportunities for students in the program, as well as professionals who already hold an MSW degree, to take the necessary coursework to prepare for the school social work credential. Current practitioners should contact the MSW Program to discuss options for obtaining the school social work credential post-MSW degree.

Current students seeking the school social work credential should discuss their interest with the school social work Advisor early in the MSW program to ensure they understand and can meet the requirements. In addition to the core curriculum required for the MSW degree, current students interested in school social work licensure must complete the following requirements set forth by DPI.

**Electives**
SOC WORK 761: Overview of DPI School Social Work Standards  
SOC WORK 767: Assessing Mental Health and Substance Use in Practice  
SOC WORK 751: Social Work Practice in Schools  
EDUC 695: The Exceptional Individual

**Core Courses**
In many of their core courses, students will be required to focus certain assignments on the DPI standards. This is explained further in individual and/or group advising sessions.

**Field**
Students complete their specialized field placement in a K-12 school under the supervision of a licensed school social worker who has a minimum of three years of practice experience and more than one-year experience in their current position. The Social Work Program has the right to limit the number of students admitted into the school Social Work individual area of emphasis, in any given year, if there are insufficient school field placements meeting these criteria.

**Additional DPI requirements**
In addition to the courses offered through the MSW Program, students must participate in workshops and/or courses covering content related to Act 31 and they must complete Wisconsin mandated reporter training. This is explained further in individual and/or group advising sessions.

Background checks for students seeking School Social Work license are initiated by the MSW Program and completed through the UWGB Office of Public Safety (OPS) prior to start of the field practicum. All communications related to background checks flow between the OPS and the MSW Field Coordinator; fees are paid by the student.

It is important to note that the MSW Program has the right and responsibility to ensure students are professionally prepared for school social work practice. This means students who receive school placements must demonstrate prior work, volunteer, and/or internship experiences to
ensure adequate knowledge of micro-level practice with children and youth. In addition, to receive DPI endorsement for school social work licensure, students must demonstrate mastery of the Wisconsin School Social Work standards.

Students are encouraged to visit the DPI website for additional information on school social work, https://dpi.wi.gov/sspw/pupil-services/school-social-work.
FIELD EDUCATION INTRODUCTION

The field component of the Social Work curriculum is considered a signature pedagogy of the profession and is an exciting step in becoming a qualified master’s level social worker. Students in the MSW program complete a two-semester field placement in both the Generalist and Specialized curriculum. The field placement gives students the opportunity to apply their theoretical knowledge and skills in a social service setting related to their area of interest.

Placement Process

The UWGB MSW Field Placement process provides students with direction and guidance, while honoring autonomy in securing their own field placements. The process is a shared responsibility between the student and the MSW Program. Keys to a successful placement on the student end include adherence to timelines, reading and responding to MSW Program communications, preparation and submission of professional materials (such as a resume’), researching agency preferences, a strong sense of one’s readiness/fit with various areas of social work practice, and successful interviews. The MSW Program’s responsibility is to build relationships with agencies who can and will provide experiences that meets students’ learning outcomes and complies with program requirements.

Students who are eligible to begin their field placements in the upcoming fall semester will receive information about the field placement procedures in early spring. The official process begins with an email that provides students with a link to “apply” to Field. Applications are
numbered as they are submitted and students are offered placements using the concept of first come, first served. As such, it is important to submit the field application as soon as possible. In the meantime, the MSW Program compiles a listing of agencies who have agreed to accept a student for the upcoming academic year. In mid-March, this list is shared with students and they are asked to rank order the agencies they are most interested in for their upcoming practicum. The full process for field registration is managed through a special Canvas shell into which students are invited after submission of their field applications.

Students are strongly encouraged to contact faculty advisors to process their interests and options before making their field placement choices. While we encourage students to investigate various agencies through websites and other external marketing venues early in the process, they are NOT to make contact until after they are given specific referral information. This policy is to protect agencies from numerous student inquiries and to preserve the field process which is designed to provide equal opportunity to all.

After students follow all field registration steps and receive their referral and contact information from the MSW Field Coordinator, they initiate contact with the agency to arrange an interview. The interview is conducted to determine if the match is acceptable to both parties. Timely contacts and communications are crucial. Delays in communication can make the process of obtaining an appropriate placement more difficult. Because the demand for field placements can be quite high, students are encouraged to promptly submit their field applications, communicate with the MSW Field Coordinator or Advisors, and follow through with agency communications. Field agencies are strongly encouraged to interview students before committing to a placement. In some instances, agencies have requested to interview several students for a single placement. This decision reinforces the highly competitive nature of some field placements, stressing the need for students to be professionally prepared for their interviews and move promptly through the process. If multiple field interviews have resulted in the failure to find an appropriate match, the student will be referred to the Faculty Advisor to discuss the situation.

Additional Field Paperwork Timeline

In addition to the field application, students must be timely in completing the remaining steps in the field placement process as indicated below. The Field Coordinator and/or agency may assign deadlines for each of these steps, when appropriate. Items that must be completed in a timely manner, once a field placement referral has been made, include but are not limited to:

- Contact the agency to schedule an interview
- Maintain communication with MSW Program
- Submit required paperwork prior to the first day of the semester (Driver’s Authorization, Student Placement Confirmation Form, Background Check, TB or other tests required by the agency)

Failure to meet assigned deadlines may result in the student not completing the field placement until the following academic year.

Students who request placement in an agency where they are a past or current consumer of services or currently employed/volunteering must discuss this request with the MSW Field
Coordinator and the agency as there are significant implications for conflict of interest and boundary concerns in these situations.

**Finalizing the Process**

If the placement appears to be a good fit between the student and agency, the Student Placement and Agent Liability Coverage Confirmation Form is completed by the student and Agency Field Instructor and returned to the MSW Program. This paperwork signifies finalization of the placement process. It is imperative that students recognize that, at the completion of this form, they are contracting with the agency for the internship. Upon receipt of the Field Agreement, the MSW Field Coordinator works with the Administrative Associate and UW-Green Bay Risk Manager to establish an Affiliation Agreement. To ensure the field placement process is complete by the start of the fall semester, timely submission of the signed field agreement is critical.

**FIELD REQUIREMENTS**

**Field Hours**

Students are required to complete eight credits of field in both the Generalist and Specialized curriculum, accumulating a required number of hours over the course of two semesters. The field internship begins in the fall semester and continues through spring. A schedule of the beginning and ending dates for field is provided to students at the time of orientation and in the field course syllabi. A minimum of half of the required hours must be completed by the end of the fall semester.

Students may accumulate and carry-over up to, but no more than, 40 hours in the fall semester which can be applied to the spring semester. This policy is to help students create a buffer for their final semester; it is not intended to allow students to finish field “early”. Field hours should be evenly spaced throughout the semesters.

The MSW Field courses carry a non-traditional schedule. They start at the beginning of the academic semester but end later than the traditional 14-week semester. This allows students the flexibility of being in field less hours per week for a longer period. Field is scheduled as follows:

- Field I and III begin the first week of the fall semester and end on the final day of the January Interim.
- Field II and IV begin the first week of the spring semester and end the Friday before commencement.

End-of-semester field evaluations for fall are conducted, typically, between mid-November and mid-December. End-of-semester field evaluations for spring are conducted, typically, between April 15 and May 15. The schedule for end-of-semester field evaluation contacts is mutually determined by the student, faculty field liaison, and agency field instructor.

Field is a learning experience which requires appropriate supervision to ensure mastery is attained in all nine Social Work competencies. The hours that students are expected to be at their field agencies are most often during the standard business hours of 8:00 am-5:00 pm, Monday through Friday. Accommodation for a placement that incorporates evenings or weekends is rare and,
while not guaranteed, must be approved by the Field Coordinator to maintain the integrity of the placement.

While students are not required to attend field at their agencies during semester breaks, some agencies may request that they do so. When this request is known ahead of time, students will be made aware of these expectations during the placement process. Students are to discuss placement hours and expectations during the initial interview with the agency.

In most instances, students may not start field prior to the start of the academic semester. All field hours must be completed no later than the last day of the course schedule. Incomplete grades for field are authorized only in extenuating circumstances after consultation with the student, Faculty Advisor, and/or MSW Field Coordinator. Occasionally, students have opportunities to complete extra hours in field. These extra hours can apply to the current or upcoming semester. However, students may not carry over more than 40 hours into the next semester (fall to spring).

Regardless of the number of hours accumulated, students may not end field earlier than 14 weeks, in order to coincide with the Seminar course. There are unusual situations that may impact this policy, such as when the field agency requests/requires student attendance prior to the start of the academic year and/or instances when medical or similarly related issues impact a student’s schedule. These situations will be discussed on a case-by-case basis. Students are expected to be in field for the full course of the semester and may not end their field experience early.

Please note, completion of field hours is one component to passing field. Equally important is students’ understanding of the social work competencies. In some situations, it may be necessary for a student to complete more than the minimum field hour requirement to demonstrate mastery of the competencies.

Furthermore, two specific individualized areas of emphases require students to demonstrate mastery of additional criteria to meet the field expectations of the relative credentialing body. Students in clinical placements must meet the criteria set forth by the Wisconsin DSPS in order to count the field hours toward the LCSW requirements. Students pursuing school social work must meet the standards set forth by the Wisconsin DPI to be approved for the SSW license. Evaluation of the additional criteria is a collaborative process with the student, field instructor, faculty field liaison, and/or faculty advisor.

**Generalist Field**

Generalist placements are developed to ensure students acquire competence in introductory social work generalist skills. This means that Generalist placements typically require direct practice with clients (individuals, families, and small groups). The MSW program encourages students to complete their two field education experiences (Generalist and Specialized placements) in agencies that differ by area of social work practice, e.g., different population groups/social problem areas. This allows students to broaden their understanding of social work across practice settings. As a rule, Generalist students will not be placed in clinical or school settings. All the required hours for Field I must be completed before hours can be counted toward Field II. Students are required to be concurrently enrolled in the Seminar I course in fall and the Seminar II course in spring.
Specialized Field

Students in the Specialized curriculum complete 8 credits of field placement (Field III and IV), meeting the required hours, in their area of interest and/or emphasis. The placement is completed over the course of two semesters. All the required hours for Field III must be completed before hours can be counted toward Field IV. Students are required to be concurrently enrolled in the Seminar III course in fall and the Seminar IV capstone course in spring.

Changing Field Placement Schedule

As future professionals, it is expected that students will discuss and maintain a consistent work schedule with their agency. The staff and faculty of the MSW program recognize there are times when unexpected situations may arise in a student’s personal or professional life necessitating changes to the student’s original field schedule. Should this occur, students must contact their Faculty Field Liaison and Agency Field Instructor to discuss an alternative plan. Depending on the situation, the Faculty Advisor and/or Field Coordinator may be involved in the decision to approve an alternative field schedule.

Absences from Field

Regular attendance in the field internship is expected of all students in the MSW program. Students are expected to notify their Agency Field Instructor, as early as possible, of any absence. Absences in excess of one week must be reported to the Faculty Field Liaison. Students should refer to the Extended Medical Leave policy (See Legitimate Absence Policies) for health-related absences. Missed hours, for whatever reason, must be made up by the end of each semester in order to complete the required number of field hours.

Liability Insurance

Students are considered agents of the University when participating in field programs that are part of a credit course or required for degree completion. Therefore, the University of Wisconsin liability insurance protects students and their field agencies in the case of negligence or malpractice suits related to the MSW students’ fieldwork in the agency. The University of Wisconsin-Green Bay is currently protected for liability arising out of the negligent actions of its employees, agents and officers through the State Self-funded Liability Program administered by the Department of Administration under State Statutes 893.82 and 895.46. The State will indemnify University employees, officers, and agents against liability for damages arising out of their activity while acting within the scope of their respective employment or agency. The insurance is in effect throughout each academic semester.

Additionally, National Association of Social Workers Assurance Services provides liability coverage against claims related to professional education for NASW members. Students may purchase this coverage for nominal costs if they are enrolled in a Council on Social Work Education accredited social work degree program and if they are members of NASW. Students
interested in learning more about this insurance can contact the Assurance Services at (855) 3852160 or through the website at: http://www.naswassurance.org/.

**Medical Examinations, Tests, Background Checks, Insurance**

Some field sites, because of the nature of the setting, may require students to undergo a physical examination, TB testing, drug screening, vaccinations, or other required tests or procedures, caregiver background checks, and/or proof of insurance. In these situations, students are informed of such requirements during the placement process. The cost and arrangements for these requirements is usually the responsibility of the student. Students who have financial limitations or wish to explore other placement options because of these requirements should consult with the MSW Field Coordinator.

**Safety in the Field**

The Social Work Professional Programs takes student safety very seriously. Best practices to ensure safety are presented in orientation, advising, and field-related courses. The Program asks partnering agencies to address safety with their interns. In addition, students entering field placements are encouraged to become familiar with agency policy and procedures relative to safety in the field setting. Certain placements may require more extensive training beyond that which the students have had in their regular course work. In general, students and Agency Field Instructors should discuss practices regarding any safety issues that are particularly relevant to the population served, discuss safety regarding home visits, travel, and any health precautions that may be necessary for the setting. Students should use consultation and supervision opportunities to discuss any safety concerns.

**Student Participation in Activities Which Interfere with Field/Class Work**

Students are expected to adhere to the standards of practice for social workers in Wisconsin during the field experience and should familiarize themselves with the NASW Code of Ethics and MPSW 20 of the Wisconsin State Statutes. Activities that interfere with field or class work can include aggression, threats, legal infractions, or ethical violations. If the ability to participate in field is limited by legal or ethical situations, termination of the field placement may occur. If termination occurs due to legal issues, the program reserves the right to withhold any future field arrangements until resolved. The guidelines established with the caregiver background check may determine courses of action in any such situations. Students have the right to appeal any decisions and/or consequences set forth by the MSW program.

**Workplace Field Sites**

According to requirements of the Council on Social Work Education, field education is a learning opportunity and, as such, should provide activities and responsibilities that differ from employment. Students are strongly encouraged to consider field placements other than their employment settings. In the rare circumstances when a workplace field placement is approved, the agency must meet the same approval criteria established for all other agencies. In addition, there must be a compelling reason why the employment-based placement is the best option to meet the learning needs of the student. In accordance with the NASW Code of Ethics, potential
issues involving boundaries and conflicts of interest may occur when there is an ongoing (or previous) relationship with an employer. Students desiring a field placement at their work site must complete the Student Request and Agency Agreement for a Work Site Field Placement.

The MSW Field Coordinator must be involved in discussions related to concurrent field education in the agency of employment. For a concurrent placement to be approved, a written agreement must be developed which includes the following elements:

- The student in the same agency shall count field practicum hours within the student’s placement agency independently from any paid employment hours.
- Assignments for field must differ from those associated with the paid work assignments.
- Assignments for field must be educationally focused toward the learning needs of the student and the curricular objectives of the program, i.e. facilitate student accomplishment of program competencies.
- Supervision must be provided by an MSW that is not concurrently providing supervision for the paid work and that Agency Field Instructor must be a member of the agency staff.
- The agency should provide the required release time so that the student can accomplish course work and field instruction.

The appropriate agency personnel must complete and sign a Student Request and Agency Agreement for a Work Site Field Placement.

Occasionally, students are offered paid employment at their field agency before the end of their internship. The protocol for worksite placement applies to these situations and must be followed as described above. Additionally, students must follow the guidelines for completing their field practicum in that hours must be evenly spaced throughout the semester and cannot be ended early.

**Paid Internship**

In general, most Field experiences are unpaid internships. While the Council on Social Work Education does not prohibit paid internships, there must be a distinction between field and employment in terms of duties and supervision. On occasion, stipends may be available to students in field placements. Stipend opportunities are posted on the MSW program website as they become available. Stipends and paid internships can impact financial aid awards. Students should consult with the financial aid office as appropriate.

**ADA and Students with Disabilities**

The Americans with Disabilities Act of 1990 (ADA) ensures equal opportunity for persons with disabilities and prohibits discrimination by state or federal agencies. Students requiring accommodations under the ADA must consult with the Disability Services Office to initiate any request for reasonable accommodations prior to the field placement process. Disability Services Office is located in the Student Services building. Specific information on Disability Services can be obtained through [http://www.uwgb.edu/ds/](http://www.uwgb.edu/ds/)

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

Criminal background and caregiver background checks may be required for your field placement and are a required component of obtaining Social Work certification/licensing in Wisconsin. As a general policy, the agency in which a student will be completing the field placement will conduct these checks, sometimes for a fee. In some situations, the agency will require the student to have UW-Green Bay conduct the background check. In such instances, a student will request, and pay for, the service at the Office of Public Safety (OPS). When the checks are completed, the student will retrieve the reports from OPS and provide directly to the agency. Arrangements for delivery to a third party are to be arranged between OPS and the student. Students who have resided in states other than Wisconsin since the age of 18 may also be required to complete an out-of-state background check and pay additional fees. Students are encouraged to apply for their checks a minimum of three weeks before they are scheduled to begin a field placement.

A student may be denied access to a placement site based on the nature of past offences. Certain offences may also prevent a student from being certified or licensed as a professional social worker and/or the ability to work in certain agency settings. The Wisconsin Department of Safety and Professional Services (DSPS) is the credentialing organization for the state of Wisconsin. According to the DSPS, “a criminal conviction is not an automatic bar to licensure. Conviction reviews will occur on a case-by-case basis. See Wis. Stats. S.457.26(2).” If you have questions about how your criminal background may impact your placement or certification/licensing options, you are encouraged to talk with a Social Work Advisor and/or contact the DSPS directly.

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

Note: In addition to the completion of criminal and caregiver background checks, some agencies have other requirements for students. Such requirements may include, but are not limited to: providing immunization records, obtaining immunization(s), completing a tuberculosis screen, or passing a drug test. Efforts are made to alert students to additional requirements when known. Students have the right to refuse a field placement where requirements may violate their right to privacy.

Confidentiality

Any information regarding the student’s performance in field is to be kept confidential among the educational partners (Field Instructor, Faculty Field Liaison, MSW Field and Program Coordinators, and faculty) and is not to be released to those outside the agency or university without the written permission of the student. For further information see: https://www.uwgb.edu/ferpa/
Regarding student records, the Family Educational Rights and Privacy Act regulate access to individual student academic records. Under this law, students have the right of access to their files and must give written consent before any material in the student file can be released to anyone other than faculty. Please see the Policies section of this handbook for more detailed information. During the field placement process, submission of the field application authorizes the University to share information pertinent to the referral for placement with field agencies.

Regarding client records, students should have access to client files and other agency records only insofar as access is related to the established student learning objectives. While in the field agency, students must become familiar with and abide by the rules of confidentiality and associated privacy regulations per agency policy. The NASW Code of Ethics serves as an additional resource regarding confidentiality and privacy.

Driving

During the preliminary field placement interview, students are encouraged to discuss the use of a vehicle in their field duties with the Agency Field Instructor. Appropriate forms for driving in the field must be completed and approved for each academic year the student is in placement. Students can access the application on-line using the following link: http://www.uwgb.edu/risk-management/operation-of-vehicle-on-university-business/driver-authorization/. All paperwork needs to be submitted and approved before a student uses a personal vehicle in the field placement. The UW-Green Bay Risk Manager will notify students of approval to drive under University liability. All approved drivers should be aware of the following:

- Student’s personal automobile insurance is primary over State coverage;
- Students transporting clients or conducting agency business must maintain personal automobile insurance with current State of Wisconsin limits as the minimum; current minimums are $100,000/300,000;
- The State will only provide excess coverage to drivers when they are using their personal vehicles on official University business. Official University business means undertaking field tasks at the request or direction of field personnel, which is common social work practice. Driving to and from the field agency is not considered University business.

Students who choose not to complete the necessary form(s) related to use of a vehicle assume complete liability for any situation that results in the use of their automobile in the line of university-related duty. Students are asked to discuss this with their field agency supervisor at the onset of the field placement. The MSW program encourages students who do not complete this form to refrain from using their vehicles to transport clients or to conduct ANY other type of ‘agency' business which involves the use of a vehicle in the field placement.

Note: It is illegal for a student in the state of Wisconsin who does not hold a valid driver’s license to operate a vehicle even if the student completes the necessary driving forms(s) described above. Any new traffic citations should be reported to the risk management office for re-evaluation of driving status.
Use of Personal Cell Phones in Field

Occasionally, social work students are asked to use their personal cell phones to conduct business for their field agency. This request may range from minimal use to significant use including, but not limited to, the following examples:

- Communications with other agencies or professionals
- Scheduling appointments with clients
- Providing clients with their personal cell phone number

It is the opinion of the Social Work Professional Programs that students should not, or be expected to, use their personal cell phones for agency business as it places them at risk for boundary crossings. Furthermore, there is no certainty of protection of privacy/confidentiality for the client or the student when personal cell phones are used for client contact. However, the Program also supports students' rights to make their own decisions regarding personal cell phone use providing they follow agency policies and professional codes of conduct.

Agencies are asked to apprise the social work field coordinators if personal cell phone use is a requirement for placement in their agency so students are aware of the expectation before placements are finalized.

If students are asked to use their personal cell phones for agency business, the agency should provide options that protect the students’ personal boundaries. This could include: blocked numbers, apps that allow for transfer numbers, generic voice mail messages, and reimbursement for data overages incurred as a result of agency use.

Field-Related Research

Periodically, MSW students have the opportunity to conduct research on behalf of the agency and as part of their field experience. In these instances, the University does not have responsibility for providing Institutional Review Board (IRB) approval for the research proposal. Such approval should be obtained via the agency’s IRB policies and procedures.

ORIENTATION TO FIELD

A general introduction to field placements is covered during initial Orientation and advising prior to the beginning of the academic year. Among other items addressed at the orientation, the MSW Field Coordinator provides information that prepares students for their field placement. This includes a discussion of policies and procedures that guide the field placement, including all required forms and documentation. Information on professional behavior in the field placement is discussed, along with ethics and professional role expectations.

A field orientation for Generalist and Specialized students, Agency Field Instructors, and faculty members involved with the field program is scheduled in the fall semester at the beginning of the field placement. This orientation reviews competencies, learning agreements/contracts, structure, and responsibilities within the field placement. Students are required to attend/participate in the fall field orientation.
Learning Agreement/Contract

The parties involved in the field education process include the student, Agency Field Instructor or Faculty Field Instructor, Faculty Field Liaison, MSW Field Coordinator, and the Faculty Advisor. The MSW program is responsible for providing agencies with the necessary information and training to foster the necessary structure and support for optimum student learning. The learning contract and field evaluation are used to document field hours and assess student learning in the field. The learning contract is developed at the beginning of the field placement, is redeveloped at the beginning of the spring semester, and should be reviewed periodically by the student to ensure that progress toward each competency is occurring. The field evaluation is completed at the end of each semester by the student, Agency Field Instructor, and Faculty Field Liaison. The process for developing the learning contract and evaluating student progress in field is as follows:

- At the beginning of the placement, students work with their Agency Field Instructor to identify activities that will help them meet the nine competencies and corresponding behaviors. These activities, written as goals, are the basis for the learning contract. In the Specialized placement, learning goals should focus on the student’s area of emphasis, as applicable.
- Early in the semester, the Faculty Field Liaison arranges a meeting with the student and Agency Field Instructor to review the goals and activities, making suggestions as appropriate.
- Students should meet weekly with their Agency Field Instructor to discuss learning needs and progress toward the goals identified in the learning contract.
- In the middle of each semester, the Faculty Field Liaison contacts the Agency Field Instructor for a mid-term progress report. This report is usually conducted electronically or via telephone but can occur in person if deemed necessary.
- At the end of the first semester, the student and Agency Field Instructor evaluate the student’s progress toward mastery of the competencies. With input from the student and Agency Field Instructor, the Faculty Field Liaison records and maintains the official evaluation tool.
- At the beginning of the spring semester, the student and Agency Field Instructor redevelop the learning contract to ensure the student is completing the necessary activities to master the nine competencies.
- If a student receives less than satisfactory feedback from the Agency Field Instructor or Faculty Field Liaison, at any point during the placement, a practicum improvement plan will be developed and implemented.
- At the end of the placement, a final on-site meeting is held during which the student demonstrates mastery of the competencies and provides proof that the contracted number of field hours were completed in order to successfully pass the field component of the curriculum.

CHANGE OR TERMINATION OF FIELD PLACEMENT

Change of Field Placement Site
Students complete the required field hours per academic year in the same agency in order to allow for depth and breadth of learning and subsequent mastery of the competencies. Mid-year changes in field placements disrupts the continuity of the learning experience for students. In rare circumstances, a field placement change may be the best course of action for all involved parties. Such situations require approval from the MSW Field Coordinator and Faculty Advisor, and any changes made in the agency placement setting are conducted in a thoughtful and carefully planned manner to protect the student, clients, and the relationship with the agency. When either the student or the Agency Field Instructor requests a change of placement, the following steps will be followed:

- The student and Agency Field Instructor meet to fully discuss the situation. If a satisfactory resolution is not accomplished, contact should be made with the Faculty Field Liaison.
- The Faculty Field Liaison will meet with the student and the Agency Field Instructor to clearly define the challenges and consider possible solutions. The MSW Field Coordinator should be notified and included in the problem-solving process as needed.
- When the student initiates the change request, s/he must provide a compelling rationale for the action including a statement of currently established learning goals, why the goals cannot be accomplished at the current placement agency, and a plan outlining how the field experience can be successfully completed by an agency change.
- When the Agency Field Instructor initiates the change request, s/he should provide a rationale for the action including why the student and/or the placement are not appropriate to meet the learning needs of the student, as well as efforts taken to remedy the situation.
- When all parties agree that a change of placement is in the best interest of the student and/or the agency, the MSW Field Coordinator will guide the student through the process of securing another agency.
- The student is responsible for following the traditional application-for-placement procedures under a time frame established by the MSW Field Coordinator. Students should be aware that there may be a delay in obtaining an alternate placement, and additional field hours may be required in order to ensure the learning requirements are accomplished.
- The student is also responsible for following the NASW Code of Ethics and agency policies governing termination of employment and termination of client services throughout this process.

**Student Request for Termination**

If, during the semester, a student requests to terminate enrollment in field, the student must immediately notify the Agency Field Instructor, Faculty Field Liaison, and MSW Field Coordinator. Mid-year changes in field placements disrupts the continuity of the learning experience for students and are strongly discouraged. If the student presents a legitimate and compelling reason to terminate the placement, the process outlined above must be followed so that a careful termination can be accomplished. Because field placements are structured with coursework, termination of a field placement may have implications for the student’s status in the MSW program. Depending on the timing and rationale, students requesting a change in field
placement cannot assume they will find another hosting agency during that academic semester and/or year.

**Faculty or Field Agency Request for Termination**

Performance concerns or personal problems that interfere with expectations in field should be brought to the attention of the MSW Field Coordinator, Faculty Field Liaison, and/or MSW Program Coordinator as soon as possible. Please see the academic and non-academic performance sections of this handbook as they also apply to the field internship.

**Procedures for Placement Termination when requested by Field Agency**

A. When concerns about impaired student performance arise in the field agency, the concerns must be documented with regular updates regarding progress, or lack thereof. Documentation will include: statements addressing the student’s skill assets and deficits; a description of the concerning behaviors or attitudes; the instructional or supervisory interventions provided; the student’s responses to those interventions; and the student’s current level of functioning and progress made in addressing the concern. This documentation and related recommendations should be submitted to the student’s Faculty Field Liaison.

B. The Faculty Field Liaison informs the faculty advisor and the MSW Program Field Coordinator. When indicated, a meeting will be scheduled with the student, Faculty Field Liaison, and the Agency Field Instructor to allow all parties to present information and perspectives related to the challenge or concern and to present recommendations for possible solutions.

C. The MSW Field Coordinator, in connection with the MSW Program Coordinator and other involved parties, will make a ruling regarding termination or continuance in the field practicum. A ruling for continuance may require extending the length of placement, repeating the placement, or transferring to another agency. The final decision regarding termination of a field placement is the responsibility of the Social Work Program. A decision for termination of placement will require the student to withdraw from other classes in the program. In some instances, termination from field may result in termination from the MSW Program. Documentation of the meeting and the outcome decision will be completed by the Field Coordinator or Program Coordinator and placed in the student’s file.

The MSW Program Coordinator or Field Coordinator is responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to MSW students, may be found in the Dean of Students section pertaining to University Policies and Procedure using the following link: [http://www.uwgb.edu/dean-of-students/policies-procedures/students/#complaints-grievances](http://www.uwgb.edu/dean-of-students/policies-procedures/students/#complaints-grievances)

NOTE: Students who terminate or request a change in field placement sites cannot assume they will find another hosting agency during that academic semester and/or year.

**APPROVAL OF MSW FIELD AGENCIES**

The MSW program views agencies as extensions of the University and partners in the provision of learning activities for students. Placements are developed in a range of practice areas where it
has been determined that the agency is able to adequately meet the student’s learning needs. Placements are evaluated against the Council on Social Work Education supervisory requirements as well as learning environment for students. Agencies under consideration for student placements are reviewed by the MSW Field Coordinator and subsequently approved by UW-Green Bay Social Work faculty.

Agencies interested in providing a field placement for a student may contact the MSW program at any time to discuss the possibility of student placement. In addition, the MSW Field Coordinator may solicit additional field sites that provide a range of practice opportunities to address the interests of students in the program.

The MSW Field Coordinator works with interested agencies to discuss the policies, procedures, and expectations when accepting a student for placement. Agencies are asked to outline activities and practice opportunities for student learning. The MSW Field Coordinator evaluates the opportunities for a student to develop Specialized practice behavior competency and presents a recommendation to the Social Work faculty for approval or disapproval.

Once it is determined that a placement site is appropriate for MSW level practice experience, the MSW Field Coordinator works with the Administrative Associate and UW-Green Bay Risk Manager to establish an Affiliation Agreement. The Affiliation Agreement and Program Memorandum outline the following expectations of field site agencies:

- Agreement to provide a qualified MSW Field Instructor with the appropriate credentials or work with the MSW Field Coordinator and Faculty Field Liaison in securing appropriate supervision and then allow for regular and ongoing supervision of the student.
- The Agency’s qualified MSW Field Instructor (as detailed below) agrees to accept the responsibilities for field instruction including assisting in the development of the learning plan, ensuring opportunities for activities that meet the social work competency requirements and regularly scheduled academically oriented supervision.
- Agency allows the Agency Field Instructor to have release time to attend field instruction workshops and other meetings at the University.
- Agency agrees to provide students with the necessary activities and client opportunities, space and resources to function at the level of social work practice that will further the educational process according to the student’s emphasis.
- Agency makes available to the student opportunities for participation in policy and program development, critical evaluation of services, and the opportunity for research within the agency.
- Agency will include the student in staff meetings and trainings that pertain to the learning about the functioning of the agency, respect and support interdisciplinary practice.
- Recognition of Affirmative Action guidelines in the selection of students for placement and attention to the diverse needs of clientele/consumers of services.

**APPROVAL OF MSW AGENCY FIELD INSTRUCTORS**

The MSW program values the partnership with Agency Field Instructors and their commitment to the education of Social Work students. In order to ensure successful learning outcomes for MSW
students, the program adheres to the following protocol in relation to approval of Agency Field Instructors:

**Credentials**

- The Council on Social Work Education requires that Agency Field Instructors must have an MSW degree from a Council on Social Work Education (CSWE) accredited program and at least two years of post MSW professional practice experience.
- Field Instructors with less than two years post MSW practice experience will be offered consultation and support from the MSW Field Coordinator and MSW Faculty in their role as Agency Field Instructors.

Exceptions to the general standards for Agency Field Instructors are considered on a case by case basis. In making these exceptions, the following criteria are considered: highly experienced agency practitioners who understand the philosophical underpinnings of social work and the role(s) it has among the helping professions, agencies located in hard-to-reach regions, unique practice settings, and extenuating student circumstances. In situations where the Agency Field Instructor does not hold an approved MSW degree, a qualified faculty member or community practitioner with the required credentials will assume the role of Field Instructor to provide instructional support and supervision to both the student, and when needed, the Agency Field Instructor. Students involved in placements without an MSW level Field Instructor can expect to have additional supervision discussions with the faculty or community member agreeing to accept responsibility as Field Instructor. The Agency Field Instructor who agrees to provide supervision of the MSW student must accept the responsibilities for field instruction as outlined in the Roles and Responsibilities of Agency Field Instructors discussed earlier in this section.

**PROGRAM EVALUATION**

At the completion of the field placement, both students and Agency Field Instructors are asked to evaluate the field placement process. Just prior to the end of the field placement, surveys are electronically distributed to Agency Field Instructors and anonymously compiled by the MSW Field Coordinator. Identifying information is requested solely for purposes of tracking. Students follow a similar format. Results of the field evaluations are included in the annual program evaluation report and highly considered when adjusting the field process.

**References**

