

**Wisconsin Council on Social Work Education
Field Consortium Meeting
Thursday, October 5, 2023**

Minutes

Kathy Drechsler – UW Whitewater, Luci Staudacher - Alverno College, Jeanne Wagner – UW Milwaukee, Sara Casali – Concordia University, Becky Valentyn – Mount Mary University, Audrey Conn – UW Madison, Amy Ticho – UW Stevens Point, and Sara Greenwood – UW Green Bay.

Agenda Items:

1. Introductions
2. Thoughts/Feedback from the attachments from Jess regarding Employment based field education.
3. For Discussion: Field seminar models and curriculum.
4. For Discussion: Aligning field evaluations with the 2022 EPAS. According to the interpretations guide, "for the real or simulated practice instrument in field education: Behaviors must be listed on the instrument(s) For generalist practice, programs must use all behaviors exactly as written in the 2022 EPAS." Do programs' field instruments use the behaviors exactly as written in the 2022 EPAS?
5. Practicum Opportunities with the South-Central Wisconsin Library System (Jess Bowers and Audrey Conn can speak briefly about this.)
6. For Discussion: Are you both the BSW and MSW Field Director – pros/cons of being in both roles.

1. Introductions

Issues mentioned over the introductions:

Jeanne began Field Consortium in 2005. It's our 18-year anniversary. Jeanne will be retiring in May 2024. She will remain with WCSWE.

Online Programs: Being able to place students in an area that we are not familiar with.

Quality versus quantity of students and the integrity of the program.

Students struggling with mental health issues. What is our role for students who may be unstable and in field placement.

Students are a reflection of the society right now. Depression, anxiety, suicidality, chaos, is what is happening right now. Students – goodness of fit for the profession. Still a struggle with administration with graduation rates and retention rates. Admin not understanding about social work and gate keeping the profession.

What's the difference between a "field coordinator" and a "field director" and the use of field liaisons. It's a program design issue. Yet, Director sounds more official, more accurate of what we do, especially if you ever leave your university.

Wisconsin Politics – how do you manage the differing views in the classroom and also keep it focused on the NASW Code of Ethics.

2. Employment Based Field Education

Learned: For BSW Employment based field education: Must have a BSW field supervisor because otherwise we have to do the extra consultation along with this extra consideration.

Standards: Qualifications of field supervisor:

BSW - BSW or MSW, 2 years after graduation, and one year at the agency.

MSW - MSW, 2 years after graduation, and one year at the agency.

Concerns about student quitting and also agency could fire student. Then what?

Dual relationship – concerns. Students typically get this. This is why we need to have very clear policies so that the student and the agency know and understand and agree to this placement. Please see the emails from Luci regarding examples from colleges and universities that have shared their policies and application.

Some agencies do not want employment-based field education because of these issues.

Scope of practice issue– you a student for MSW and yet you are being paid for a position that does not require an MSW. So, what are you learning?

Suggestion: Try to place student in a separate unit or separate program – where you can focus on learning.

Be Clear: It is not a student right to be at a paid internship.

POE: Place of Employment Plan.

Must do an informational meeting: Benefits and Limitations of employment based.

Student, field coordinator, field supervisor and current employment supervisor all sign.

Focus should be learning. POE is an EXCEPTION.

There has to be a separate practicum supervisor who meets those standards above.

Create a New Learning Plan. Both supervisors sign it and field directors and student.

Well laid out application process. Including job description. CV of current supervisor and also the educational supervisor.

Madison policy: Being transparent - POE only once for both BSW AND MSW. Student may want to think it through that you may want that POE for your MSW field course instead of your BSW field course.

Agency disrupted versus student disrupted.

What do we do if the students quit – without consulting with field director – do we place them again?

Suggestion: If student discontinues the placement. Student must pause and they drop the class and lose all the hours.

Madison's Code of Ethics Clause

Students must sign NASW Code of ethics. Language – violations based on the code of ethics. This must be added to the field manual and the form that the students sign. IF you do not follow the code of ethics, you may lose your field placement and also your SW student academic journey is in jeopardy. And clearer that if you quit your field placement without talking to field director, we will not find you a new placement this semester.

Other language to consider: After two field placements and if you fail more than twice field, you are dismissed from the SW Program.

Students who leave placement without giving field director notice. Giving students feedback to how to be professional and saying goodbye/termination. And gives the agency a chance to give feedback.

Grievance Process for field along with regular grievance process. Keep it as one grievance process for the social work program. Keep it clean and clear and in your SW Student handbook.

Student who is terminated from field.

Students must complete Self-reflection on what happened?

3-way debriefing. Student, field director, and field supervisor.

And then see what goes on next from here.

Or do we need to just do it with student on our own. We ask a lot of our field supervisors. Do they need to be part of a termination meeting. Ask field if they want to be part of the meeting.

Idea: Hard copy certificate of appreciation of partnership to agencies.

Good to remind students that the Field Supervisors: No appointment with the college, they don't get paid, and they must get training. Etc.

3. Field Seminar Models and Curriculum

BSW – what do we cover in field seminar?

Example Seminar – 2 hours every other week.

Some have a Seminar – questions of the week.

Some use textbooks and others use articles.

Group practice exams are now free.

Seminar hours may count towards the required hours.

Items discussed in Seminar:

Developmental phases

Resumes

How to use supervision, how to shadow someone.

Certification, licensure,

Purposeful discussions on connecting to the competencies.

Integration, Consultation, and interprofessional communication

Case study – using trauma informed lens, social justice lens.

Grading, reading, and writing feedback to a weekly journal is time consuming. Do students even read this?

Field Journals – tip – take away the weekly journal. Put more focus on the time in the consultation. Give and take feedback. Maybe a discussion online or discussion points in the seminar.

Monthly logs idea – tying to the competencies. Connecting to the SW courses. Be sure to include a Safety concerns area and a self-care area.

Modeling from a case consultation model

4. Behaviors exactly as written in the 2022 EPAS

Wish the Language more understandable and yet it the language should be Exactly as written.

Be sure to review the Interpretation Guide.

Learning Plan Goals

Feels like we are coming up with so many.

Suggestion: One scripted from class and one specific to the agency.

5. South Central WISCONSIN Library System

Running out of time regarding this collaboration. Please see Jess and Audrey regarding this.

Next Field Consortium Meeting

April 4, 2024