

STUDENT GUIDE TO BSW FIELD

**THE UNIVERSITY OF TEXAS AT AUSTIN
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SECTION ONE:

UNDERGRADUATE FIELD REQUIREMENTS

Section One: Undergraduate Field Requirements

Field Education

Field Education is a multifaceted professional activity that requires students to engage the dimensions of knowledge, values, skills, and cognitive and affective processes to support competency development in a complex configuration of activities across a wide range of settings. The field practicum serves as a primary link between knowledge presented in the classroom and actual social work practice. It also provides students with an opportunity to build a repertoire of competencies, to field test those competencies in actual practice settings, and enhance their sense of identification with the profession.

The field practicum has historically been one of the key elements in social work education, providing an opportunity for the student to build, integrate, and apply knowledge in work with a client population within an agency setting. Field serves as an educational experience for the undergraduate student as well as a transition to the professional work world. For all of these reasons, students often report that field is one of the most important and challenging parts of the curriculum.

The Field Partnership

Success of the field practicum requires forming and sustaining a partnership between the four key players: the Agency, the Field Instructor, the Faculty Liaison and the Student. This partnership begins during the placement process and is sustained throughout the field practicum.

The Agency

In the field partnership, the School assumes central responsibility and leadership for the educational focus of the student's learning experience. However, agencies are a critical resource in a field program and carry significant responsibility for the education of students. The School's selection of agency settings and Field Instructors is a crucial part of ensuring the educational focus of field and the overall success of the field program.

Fortunately, the Austin area has a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the School's needs for field placements. The School is affiliated with a broad spectrum of these agencies enabling it to be selective in the choice of appropriate settings. Available agencies differ from year to year due to changes in staffing or their ability to work with students. The School utilizes a variety of agencies in areas of service such as mental health, healthcare, schools, and child welfare, and serve a diversity of client populations including older adults, children, adolescents, and families.

Agencies utilized for the generalist BSW experience are generally located in the Austin area and surrounding communities. This makes liaising more manageable for the clinical faculty liaisons and keeps commuting for the students to a minimum.

Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the School;
3. The availability of appropriate supervision;
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;

5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele; including requiring a student to sign a statement of faith
6. The agency/organization is committed to the educational goals of the School as demonstrated by the Field Instructor's participation in the School's educational program. These activities might include: attendance/presenting at Field Instructor workshops, completion of online field instructor training, guest lectures, participation in Steve Hicks School of Social Work committees, etc.;
7. The agency/organization must support the placement and allow sufficient release time for the Field Instructor to provide educational supervision to the student;
8. A reasonable stipend for the services of the student is encouraged when possible. This will vary by organization, is not required, and is based on similar programs for student internships within that organization, as well as on hours of service;
9. An agency must provide a Field Instructor with either a Bachelor's or Master's in Social Work from an accredited University. A field instructor with a BSW must also have a minimum of two years of postgraduate social work experience;
10. The agency/organization must provide access to necessary administrative resources to sustain and integrate student activities including but not limited to office space, phones, database, administrative support, etc.
11. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by Field Instructor(s);
12. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency; and
13. The agency must communicate changes in supervision staffing to the Field Office as soon as possible in order to make the necessary arrangements for student supervision.
14. The student will be in a practice setting that will expand, enhance and/or introduce new elements into their previous work and educational experiences.
15. The setting will provide a "learning" or "educational" experience for the student, rather than a "work" or "observation" experience.

These criteria represent the basic elements for safeguarding the educational nature of the field experience. In addition, the generalist BSW field placement for each student is chosen with the following goals:

1. The placement will support the generalist perspective in social work.
2. The agency will be able to provide the student with four basic requirements addressing micro, mezzo and macro level practice: individual cases, intake/assessment, a group experience and an administration and/or planning experience.

The Field Instructor

The Field Instructor remains at the center of field education and is the key to the quality of the field experience for an individual student. Potential Field Instructors are identified in conjunction with the agency but approval rests with the Office of Field Education. Criteria for the selection of Field Instructors include the following:

1. Field Instructor of record must have a Bachelor's or Master's degree from an accredited school of social work. At least two years of post-graduate experience is necessary for supervision for Field Instructors with their BSW degree.
2. The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Field Instructor in the educational role.
3. The Field Instructor must agree with the learning goals of professional Social Work education and be committed to quality education for the student.
4. The Field Instructor is required to work closely with the School in the assignment of case material and is responsible for providing timely feedback to the School on the progress of the individual student through the Faculty Liaison.
5. The Field Instructor is expected to participate in the ongoing mutual exchange of ideas with the faculty. One arena for this is in the seminars and workshops that are held during the year.
6. The Field Instructor is expected to attend orientation sessions, complete online training modules available through the School's website and/or be available for individual orientation by the Faculty Liaison.
7. The Field Instructor for out of town or state placements must be on-site and licensed in accordance with that state's requirements.
8. The Field Instructor must be willing and able to contribute to the evaluation of the student through written documents including: process recordings, learning contract, and the student evaluation instrument.
9. The Field Instructor should have been employed at the agency for at least six months prior to supervising interns. This requirement may be reviewed and exceptions approved by the Assistant Dean for Field Education (ADFE) under compelling circumstances, especially if the Field Instructor is a known partner.

Although an onsite Field Instructor provides the preferred method of supervision, due to the movement of social work into non-traditional settings, this is not always feasible. When an approved agency is unable to provide a Field Instructor to work with the student, the following options are available with final approval resting with the UT Office of Field Education:

1. Supervision by a part-time employee with a BSW degree from a CSWE accredited program and least two-years, post-graduate experience or an MSSW degree from a CSWE accredited school.
2. Supervision by an employee who meets the same requirements from another division of the same agency, with approval of the administrators in each division.
3. Supervision by a BSW or MSSW who meets the requirements hired or otherwise engaged by the agency for the specific purpose of providing student supervision. This must be supplemented by an administrative supervisor who is onsite and can oversee the day-to-day work of the student. The approved external Field Instructor and administrative supervisor need to work closely together in the matter of assignments, agency policy and other matters that would impact on the student's achievement of the course objectives. In rare cases social work supervisor who is either on the board of the agency, connected with the agency in some other way, or in practice somewhere else in the community may volunteer the time necessary for supervision. In those cases, the School will need to ascertain the level of commitment on the part of the volunteer, in order to assure the student will receive the time commitment necessary to achieve quality supervision. Like all approved Field Instructors, external Field

Instructors are required to provide a copy of their resume to the OFE and to complete new field instructor training either in-person or online.

The approved Field Instructor's primary role, in relation to the student and the School, is as an educator. The Field Instructor is viewed as the primary teacher who creates and protects a positive educational climate to facilitate student learning and engages the student in knowledge, value, and skill development related to social work practice and the service-giving assignments in the agency. Other responsibilities of the Field Instructor are:

1. To orient the student to the setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations, intake, referral, transfer and termination, special auspices, etc.;
2. To establish a learning contract with each student;
3. To provide the necessary experiences to meet the educational goals;
4. To teach the appropriate use of supervision including when and how it is utilized and to what purposes;
5. To serve as a professional role model;
6. To help the student understand and appropriately use the network of human services available to the agency and the clients;
7. To evaluate with the student and the Faculty Liaison the progress of the student throughout the internship;
8. To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills;
9. To provide necessary training and monitoring of students' compliance with safety policies and procedures;
10. The Field Instructor and Intern commit to uphold and advance the National Association of Social Workers 10 Standards and Indicators of Cultural Competence found at <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>.
11. To notify the Faculty Liaison as soon as possible should problems regarding the student arise in the field setting. The Faculty Liaison and Field Instructor will confer with the ADFE and make decisions regarding the student as needed;
12. To participate with the School in a continuing mutual effort to upgrade and enhance the Field Program and to attend School workshops for Field Instructors;
13. To participate in the School whenever possible by sharing expertise in specific areas; and
14. To communicate to the Field Office any planned or unexpected changes that would impact current or future supervision of students.

Field Instructors and Faculty Liaisons are expected to share information freely in service of the student's education.

The Faculty Liaison

The Faculty Liaison integrates curriculum into field and develops the connection between the agencies and the School through regular communication and feedback with all internship related parties including the intern, Field Instructor, additional agency-based staff, and the Office of Field Education. Students are assigned to a Faculty Liaison based upon agency placement, student scheduling needs, and the expertise and interests of the students and Faculty Liaison. BSW students have access to their Faculty Liaison on a

weekly basis in the integrative seminar, regular journals, during liaison visits, via phone and email and by scheduling office appointments as needed.

A brief list of the responsibilities of the Faculty Liaison in relation to monitoring of student placements includes the following:

1. Conduct liaison visits at designated times during the semester to confer with the Field Instructor and the student about the student's professional development in relation to the educational objectives and competencies;
2. Participate with the Field Instructor and student in the assessment of the student's learning needs and help identify goals and educationally substantive assignments;
3. Attempt to identify as early as possible challenge areas with individual students and act to assist both the student and agency to meet educational needs and resolve conflicts;
4. Aid in the growth and training of Field Instructors in their educational role;
5. Provide feedback and evaluation of student performance using weekly journals, a learning contract, process recordings and midterm and final evaluation tools;
6. Ongoing problem solving around placement issues with students and field instructors including moving students to different placements as needed;
7. Gatekeeping through initiation and follow through with students in level review process in adherence with the UT-SHSSW Standards for Social Work Education; and
8. Assign the grade for field.

Faculty Liaisons and agency-based Field Instructors work jointly to foster individualized student learning and to monitor and evaluate student progress in meeting field objectives and demonstrating competencies. Faculty Liaisons schedule and make visits with students and Field Instructors in the Austin area at least twice a full-length semester, with at least one additional visit in the summer semester for extended field placements. The University has a commitment to make additional field visits on an as needed basis. Visits are conducted to establish learning contracts, review progress, and evaluate student performance.

Liaison visits are defined as a scheduled meeting with at least the Faculty Liaison, Field Instructor and intern for at least 30 minutes and may include additional staff/supervisors. Liaison visits may be in-person (typically onsite at the agency) or via video- or audio-conference call, with the preferred option being video-conference due to the value of additional non-verbal communication.

The Student

The primary responsibility of the student in field is to demonstrate the competencies of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge, values, skills, cognitive and affective processes necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the Field Instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing this with the Faculty Liaison and Field Instructor.

Supervision

Students are supervised in the field by a person with a BSW degree from a Council on Social Work Education (CSWE) accredited program and at least two-years, post-graduate experience or an MSSW. This person is vetted and approved by the School as the Field Instructor after submitting credentials to the OFE, and is required to complete the new field instructor training either in person at the bi-annual Field Instructor Development Institute or online at <https://utexas.instructure.com/courses/1238449>.

Every student in field requires a minimum of one hour of supervision per 16 hours in field. One hour of this must be individual educational supervision with the designated Field Instructor. The additional hour may include individual supervision, group supervision (with other students and/or staff), or specialized supervision by an expert in the agency or a consultant, e.g., a skilled fellow staff member, administrator, or professional from another discipline

Students should not be left alone in the agency without professional staff. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not in position to take on those types of staff responsibilities.

Supervision is expected to be both administrative and educational in nature. Administrative supervision includes topics such as a description of policies of the agency, assignment of work and coordination of staff efforts. Educationally-focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. In supervision, students engage with knowledge, values, skills, and cognitive and affective process in mastering the required competencies. The field instructor teaches knowledge and skills, for example, through discussion of applying theoretical frameworks applicable to the client population and setting. Supervision sparks use of critical thinking skills and exercise of judgment, through discussion of ethical dilemmas and assessment data. The student's affective processes come into play in supervision as well, through increased self-awareness and self-regulation are modeled and encouraged by the supervisor. Both types of supervision are important and should be a part of the practicum experience.

Students are expected to play an active role in supervision. This includes being prepared and on time for the supervisory session. Although the Field Instructor will have topics selected for discussion, the expectation is that students will also have any topics identified that need to be covered. One of the most important areas for growth during field is the student's understanding of the need for a commitment to life-long learning and self-evaluation as a beginning practitioner.

Learning how to prepare for and use supervision may be a new experience for students. Planning is very important in making productive use of supervision. Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory session.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps related to the competencies;
2. Discussing process recordings in supervision;

3. Reflecting on the dimensions of knowledge, values, skills, cognitive and affective processes;
4. Requesting feedback on performance and skills;
5. Seeking additional readings and resources to improve practice effectiveness;
6. Using supervision as a vehicle for examining the impact of the field experience on the development of professional use of self; and
7. Acting on feedback from supervisor.

Teaching Methods

Each Field Instructor is unique in their approach to field education. However, the following methods have proven useful over a variety of settings and Field Instructor teaching styles. Some are required by the School. Others are simply suggestions.

However, it is expected that an appropriate mix of suggested methods will be utilized, depending on availability in the agency setting and the educational needs of the students.

1. Process recordings (required)
2. Review and discussion of case documentation (required)
3. Direct observation of student's work
4. Student observation of Field Instructor at work
5. Audio recordings
6. Video recordings
7. Role plays
8. Discussion of events and experiences
9. Field trips
10. Interdisciplinary simulations
11. Visits to other service providers for comparison/contrast
12. Group discussion with other students/staff
13. Pertinent videos
14. Additional readings in appropriate areas
15. Attendance at relevant trainings and/or conferences
16. Student presentations
17. Online training and webinars

Service Provision and Educational Assignments

The service provision and educational assignments of field provide the experiential base on which a student realistically moves toward completion of the objectives of the field sequence, demonstrating the core competencies, and becoming a professional social worker. Assignments are identified by the Field Instructor with consultation from the Faculty Liaison and are based on the educational objectives and core competencies. Students are given a minimum set of assignments, regardless of agency setting, but these are individualized for every student. The learning contract links specific assignments to the learning goals of the practicum. The underlying principle in the delineation of service-giving assignments is that these provide meaningful learning experiences. Assignments are geared toward engaging the student's knowledge, values, skills, and cognitive and affective processes in demonstration of the competencies of the field experience, to support a generalist approach to practice within the social work domain. Furthermore, assignments are chosen for their usefulness in assisting the student to transfer competencies from the field practicum to other settings in the future.

Service-giving assignments also encompass opportunities to perform a variety of social work roles in practice with individuals, families, groups, and communities including: outreach, enabler, broker,

advocate, teacher, planner, researcher, evaluator, etc. Both direct and indirect assignments are required during the practicum.

Student assignments include opportunities to work with individuals and families with a wide variety of needs and concerns. Experience involving the entire problem-solving process from engagement to evaluation is required. Over the course of the placement, students have opportunities to perform intake duties, to complete assessments, to work with collateral contacts, and to carry ongoing cases. Students carry some cases from intake through termination while others are referred to them from within the agency. The Field Instructor is responsible for screening and assigning cases for the student. In addition, cases are selected in order to give the student an understanding of the richness of human diversity and thus represent differences in age, gender, ethnicity, sexual orientation, and socioeconomic levels. All students must have an opportunity to work with disadvantaged populations, providing opportunities to impact social, economic, and environmental justice concerns. Emphasis on assessment and linkage with appropriate referrals in the community is another aspect of the students' work. Case documentation of work with individuals and families is also required. Students must submit process recordings, assessments, ongoing case recordings, and other forms of recording for review by the Field Instructor and Faculty Liaison.

Students are also given assignments to work at the group level during their placement. All students are expected to co-plan and co-facilitate a group during their internship experience. This entails responsibility for planning for the group, curriculum development, implementation, and evaluation of the group experience. The Field Instructor is responsible for assisting the student in the identification of an appropriate learning experience in this area. Generally, opportunities for group work center around psychoeducationally-focused groups such as parenting skills training, independent living skills training, development of problem-solving skills, etc.

Students are also expected to carry out an administrative/planning/research assignment, under supervision, as part of their field experience. Responsibilities in this area include: the identification of a need within the agency or community; consideration of policy implications of the project; consideration of alternative approaches to addressing the need; delineation of a plan to address the concern including methods to be used and needed resources; implementation of the plan; coordination of the action systems involved; and evaluation of the process and outcomes. Projects that are identified must be within the normal duties of the professional staff within the agency and must have agency sanction. A part of this assignment may also entail an oral presentation of the project to the staff and/or Board of Directors of the agency.

Students must also be given opportunities to engage in a number of other indirect service activities in the placement. Students are expected to attend staff meetings, case reviews, and other staff development opportunities within the agency. Attendance at staff meetings is a critical part of the student's ability to integrate himself/herself into the agency setting. In addition, students may attend meetings of the agency's Board of Directors or other policy-making group during the year. This experience is processed within supervision with the Field Instructor and is discussed in the integrative seminar. Students are also encouraged to visit other agencies and attend other community meetings including inter-organizational meetings, NASW chapter meetings, and meetings of other city, county, state, and federal policy-making bodies. In particular, students are encouraged to observe and participate in the legislative process during state legislative sessions and to attend Social Work Advocacy Day and/or Social Work Students' Day at the legislature as offered.

Emphasis is placed on the student's carrying a manageable and sequenced load in the field. This is supported in the agencies by the Field Instructors. Although care is taken to structure and sequence the student's learning as much as possible, the reality of the agency-based field model implies that, at times, students will feel unprepared to take on some service-giving assignments. Reflections on this in

supervision with the Field Instructor and with the Faculty Liaison in the field log and during integrative seminar are helpful ways of processing these experiences.

Educational Tools

A variety of educational tools is available to support student learning and accountability for interns, Field Instructors, and Faculty Liaisons. Among the most essential formal tools are the learning contract, journals, time sheets, process recordings, midterm and final evaluations, and self-reflective narratives.

Students develop learning contracts in consultation with their Field Instructor and Faculty Liaison. The learning contracts identify educational goals, learning opportunities, and responsibilities appropriate to the needs of the clients and constituencies of the internship setting that allow the students to develop and demonstrate the competencies. Learning contracts are developed at the beginning of each semester and are amendable documents based on the evolving needs of the student and the agency. Learning contracts are submitted to the Faculty Liaison within the first third of the student's internship semester. Forms and further instruction may be found in Section 7: Forms.

In generalist field, students submit weekly journals detailing their understanding of the integration of practice and theory, ethical issues, and their growing identity as professionals. The faculty liaison reviews and responds to the student's experience, using this tool to reinforce the values, knowledge, skills, and affective and cognitive processes.

Students are expected to use timesheets to document their time in field and to have those signed by their Field Instructor. Students are encouraged to use the agency timesheets and are not required to use the timesheets provided at the agency exclusively but may also use the form available in the Section 7: Forms.

Process recordings at their most basic consist of a transcribed section of an interaction in which the intern is involved, the intern's authentic recounting and reflection upon their knowledge, values, skills, cognitive and affective processes related to that interaction, and the Field Instructor's written feedback. Process recordings should be submitted to the Faculty Liaison in accordance with the guidelines below but are to be spread out over the internship to allow comparison between different points in time and potentially student development. More information is provided to the student by the Faculty Liaison.

Midterm and final evaluations provide a teaching tool and formal structure for assessing student progress on the competencies and outcomes. The student and Field Instructor collaborate to rate, document, and evaluate the intern's progress toward the CSWE Educational Policies and Academic Standards' educational competencies using outcomes and help determine priorities for the remainder of the semester. Electronic midterm evaluations are to be submitted online by the Faculty Liaison, who communicates specific due dates, midway through the internship for the OFE.

Midterm evaluations serve as a first draft of the final evaluation. The Field Instructor is responsible for the content of the final evaluation. The final evaluation is a permanent part of the student's educational record and may be requested for release to state licensing boards, Doctor of Philosophy programs, and/or governmental security clearance applications. Evaluations are submitted electronically using a link sent out by the Faculty Liaison. Final evaluations are due to the OFE when the student completes their internship. Examples of the different evaluation tools for each level are available in Section 7: Forms for use in supervision and reference only.

The self-reflection narrative is due at the end of each semester of field and is a guided reflection of the student's experience over the course of the internship. It allows the student to demonstrate the ability to integrate the theoretical and conceptual contributions of the classroom with experiences in field. In addition, the narrative helps the student demonstrate critical analytical skills to identify issues, place them

in context, and evaluate results. The intern is solely responsible for creating the narrative and submits it to both the Field Instructor and the Faculty Liaison.

All field forms are available online at <http://socialwork.utexas.edu/field/forms>.

SECTION TWO:

UNDERGRADUATE FIELD

Section Two: Undergraduate Field

Organization of Undergraduate Field Experience

The BSW field placement occurs after undergraduate social work majors have completed all social work courses, typically in their final semester of undergraduate studies. Students are expected to complete 480 hours in field for approximately 32 hours per week over one 15-week semester (fall or spring) or approximately 16 hours per week over two semesters (fall/spring or spring/summer). In addition, students take a four-hour practice class including an hour of weekly field seminar.

There are benefits to both the full and extended block plans. Because BSW students complete all their social work coursework prior to field, they have the opportunity to be well prepared for the fully immersive experience of full-time field in one semester. This 32 hour per week experience also approximates the full-time professional positions they will be trained to undertake upon graduation and is therefore a valuable ramp up to employment in the community as a social worker. Agencies also structure their internships to match the consistency of a hosting a full-time intern and this adds to the range of learning opportunities available, e.g., crisis case management where daily attendance is beneficial to client services and student learning alike.

As higher education costs have increased, students are more often seeking paid employment to support their education and other expenses. Offering extended field at approximately 16 hours per week over two semesters allows these students and others with extracurricular responsibilities, e.g., family responsibilities, access to the BSW program which draws a more diverse student body and therefore a more enriched academic learning environment. As happens for full block placements, agencies structure their internships to match the extended nature of the two-semester students which allows, for example, more school settings to engage interns more meaningfully over the course of a fall/spring internship and opens up internship opportunities in the summer, including programs for school-aged youth seeking enrichment and development. Having both a concentrated learning experience and an extended option also addresses the different learning needs of students who may thrive at different paces.

In the field placement student assignments revolve around service-giving responsibilities and opportunities to develop and demonstrate competencies. Assignments are structured to allow students to apply theory as they develop practice skills. All students receive supervision from the designated agency-based supervisor, the Field Instructor, who holds a minimum of a BSW degree from a Council on Social Work Education accredited program, and has at least two-years post-graduate experience. The Faculty Liaison is the designated faculty person responsible for monitoring and evaluating the students' performance in field.

A generalist approach is the underlying foundation of the undergraduate field sequence. This approach is seen as encompassing the eco-systems, developmental, and transtheoretical framework where students learn the importance of the interaction between the person and the environment in order to understand and better enhance the developmental and problem-solving capacities of clients, especially vulnerable populations. Students learn to identify and prioritize a wide range of needs of their client systems and to link clients with appropriate resources when needed. Within the generalist approach the student is also encouraged to consider the broader implications of client problems, to work to contribute to the improvement of human service systems and policies, and to identify needed resources for clients in order for them to reach their potential. The problem-solving approach to intervention at the individual, family, group, organizational, and community levels is also emphasized. Students learn to apply the problem-solving approach including the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes. Students also learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice. Additionally, students learn evidence-based practice at the micro, mezzo and macro levels. The practicum occurs within the organizational context of an approved human service agency or program and includes both direct and indirect service assignments that are supervised by the Field Instructor in consultation with the Faculty Liaison.

The BSW Field Placement Process

The BSW field placement is determined in the following manner:

1. The folders of students approved by the BSW Program for field are reviewed by the Assistant Dean for Field Education (ADFE).
2. Students receive a field questionnaire the long academic semester prior to their planned internships requesting specific information regarding past work experiences, volunteer activities, limitations or specific challenges regarding participation in field (transportation, personal factors, etc.), and areas of interest. A field file is established incorporating this data plus pertinent material from the admission to the major process. Clinical Faculty assigned to teach SW444 and Field review all of the materials.
3. Approved agencies are surveyed for the upcoming semester and submit requests for interns with specific internship descriptions including specifics related to responsibilities, location, and stipends.
4. Students are oriented to the placement process, meet in small groups for advising with Clinical Faculty dedicated to the BSW field program, and submit their top seven choices for field agency placements online. The OFE works before and during the placement process to develop and secure appropriate BSW level internships at a variety of human service agencies and programs.
5. BSW designated Clinical Faculty Liaisons, the Field Education Associate and the ADFE meet to match students with their top choices based on input from students via the online agency selection, advising, the field questionnaire, and student submitted resumes.
6. The student is matched with an agency, Field Instructor, Faculty Liaison and corresponding seminar through a collaborative meeting with the Faculty Liaisons who advised the students, the ADFE, and Field Education Associate. Typically, the Faculty Liaison and seminar leader is the same person.
7. The OFE emails confirmation of the placement to the student, the agency-identified Field Instructor, and the Faculty Liaison confirming the student's name, weekly schedule, and dates of placement. To finalize the placement, the student meets with their assigned Field Instructor the semester prior to interning and collects signed Field Placement Expectations form (see Section 7: Forms).
8. At orientation the student is assigned to a field seminar and the OFE collects malpractice insurance.
9. An orientation to field is conducted by Clinical Faculty Liaison assigned to the intern generally at the beginning of the first week of classes.
10. Field typically begins the first week of classes. Students may not begin accruing field hours until they have submitted their malpractice insurance payments, of why they are notified at least one month prior to the start of field.

Atypical Placement Processes for BSW Field

The majority of students will be placed using the regular placement procedures. A minority, however, will find placements using an atypical placement process, either work-based or domestic long distance (DLD) or work-based. Neither of these is encouraged but students are allowed to apply for work-based or DLD when circumstances are compelling, e.g., the need for ongoing income or to return home to care for an ailing parent. Work-based and DLD placements at the BSW level both require that the student initiate the matching process 1) as a practical matter for identifying options beyond the School's established intern site relationships and 2) as a part of the screening process for students since the ability to initiate, navigate, and establish new internships demonstrates a level of independence desired in atypical internship arrangements.

Work-Based Placements

Rationale for Policy

With decreasing financial aid for students and increasing educational costs, the need to utilize the work setting as a field placement may become an option to be considered on an individual basis. The CSWE's

standards address the need to maintain the educational focus of the field experience, to differentiate between job and practicum activities, and to ensure the uniformity of administration and utilization of field placements throughout the Bachelor's program. In addition, the Council's standards stress that such agencies commit the necessary resources to facilitate the student's progress in the educational program even though the student may also be an employee. CSWE standards also require that coverage of educational competencies for field be the foundation of decisions around a student's practicum experience.

Work-based placements must provide new and different learning experiences with a new and different supervisor. Special attention is given to protecting the learner's role and navigating and minimizing the potential conflicts of interest associate with dual relationships.

Processing the Request

The student interested in a work-based placement is required to:

- 1) Meet with the ADFE to discuss options for initiating a work-based placement and to review the requirements outlined in the Work-Based Proposal form (see Section 7: Forms) as soon as possible in the semester prior to the internship.
- 2) Meet with the current employment supervisor and proposed field instructor to review and complete the Work-Based Proposal form.
- 3) Submit an unsigned draft of the proposal to the ADFE for review and feedback.
- 4) Submit revised and signed proposal to the ADFE for final approval.

Once the draft proposal is submitted to the Office of Field Education, the ADFE reaches out to the proposed agency staff to review the expectations for the internship. The ADFE review may take up to 30 days to connect with the agency. This process is time-consuming for the student, for the agency considering such a proposal, and for the OFE. Every effort should be made to initiate work on the proposal as early as possible.

If the agency is new to the OFE, the agency will need to complete the regular placement approval process including a site visit from members of the Community Partnership Development Committee. If approved, the field instructor will need to complete the requisite field instructor training either in person prior to the semester's start or online as directed by the OFE.

Students will be expected to follow the steps in the placement process, including attendance at informational and orientation meetings, until proposals are complete and approved. Students whose internships are finalized for a work-based placement are not eligible for offerings through the regular placement process. See Section 7: Forms for the Work-Based Placement Proposal Request.

Domestic Long Distance Field Placements

Rationale for policy

For a social work student's first internship, the SHSSW seeks first to place students in established internships in the central Texas area where Faculty Liaison, Field Instructor, and Agency resources are most readily available and the strength of the placement is best known and supervised. Under compelling circumstances as deemed by the ADFE, an undergraduate student may petition for support to initiate a domestic long distance (DLD) internship beyond 60 miles of the University and within the contiguous U.S.

For placements in the central Texas area, students are required to work through the OFE to allow the OFE to explore new options. For DLD placements, it is just the opposite; students are required to take the initiative to set up their own placements in coordination with the OFE. In fact, a student's ability to do so is in itself a screening tool for student appropriateness for a DLD placement.

Students considering a Domestic Long Distance field placement are required to:

1. Meet with the ADFE to discuss the possibility of a DLD placement to determine if the circumstances warrant approval;

2. Submit the required two letters of recommendation found in the back of the BSW Undergraduate Guide to Field. The additional standard of proof is because the student will be further beyond many of the School's resources in case the need for additional support arises;
3. Select potential placement agencies and determine their openness to hosting a UT-SHSSW intern. Students will need to meet the educational objectives and demonstrate the competencies outlined in their field syllabus. The syllabus is available on the School website <http://www.utexas.edu/ssw/> and it is the student's responsibility to provide this to the agencies.
4. Once the potential agency contacts have been solidified, students should email their contact information to the ADFE who will follow up with the requisite paperwork to determine the agency and the placements' ability to support the placement. Affiliation agreements with medical institutions can take up to five months to finalize and students are therefore encouraged to initiate contact as early as possible in the semester prior to field;
5. Understand that placement choices will be limited based on available approved agencies locality. Placements in some areas may not be feasible due to limited resources and availability of approved agencies;
6. Understand that if the DLD placement option fails to solidify, the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit;
7. If a DLD placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with the Faculty Liaison and ADFE; and
8. Understand that all DLD placements are held to the same standards as those in the central Texas area and the decision for final approval rests solely with the ADFE.

The OFE may consult with students and agency contacts via phone or in person and will communicate decisions via email with both the student and the agency. The ADFE will assign a Faculty Liaison prior to the start of the field semester. The Faculty Liaison will be a resource, support and source of accountability via phone and email and will typically visit the student once during the course of their internship.

Eligibility

Students must be in good standing with the School in order to be approved for DLD placements. Students cannot be in the midst of an unresolved official level review process unless they have the explicit permission of their review members. Students are required to submit two letters of recommendation from UT-SHSSW faculty members as evidence of their potential to successfully complete a DLD placement. Letters of Recommendation forms may be found in Section 7: Forms.

The additional standard of proof is because the student will be further beyond many of the School's resources in case the need for additional support arises.

Recommendations for finding potential domestic long distance placement agencies

First, students should select a target area that matches their interest. This may be an area of practice, i.e., wilderness camps, or a geographic area, i.e., a student's home state. To find agencies in the determined target area, students are encouraged to start broad. Use the United Way website for that community and other internet resources or contact members in professional networks in that area like the National Association of Social Work local branch. Students may email the Field Education Associate at ssw-field@austin.utexas.edu and they will provide a list of agencies in that area that OFE has used before if UT-SHSSW students have interned in that area. Please know that these are not active placement sites, but leads to assist students getting started. Contacts often change and the School's relationships with long distance agencies are typically less current than local ones. The Director of the DiNitto Career Center can also be a good resource to help students get started due to that office's extensive social service agency connections around the nation.

After researching the agency in general, initial student contact is often via email with a phone follow up. Based on that communication, a student may follow up with a hard copy cover letter and resume (supplementing one that may have been sent electronically) and/or interview plans.

Students should narrow down agency options to a reasonable number. Students should not interview at a large number of agencies since this takes agency resources and can erroneously lead agencies to expect the interns' services when the student may still be in the "shopping" phase of the search. Interviews should be reserved for serious inquiries only.

Integrative Seminar

The concurrent integrative seminar [SW444] is a critical part of the learning experience and helps support students in integrating the curriculum and the field experience. It is in this weekly seminar, taught by the Faculty Liaison, that students discuss and explore their attempts in field to make use of the knowledge that they have acquired throughout the curriculum. The overall goals of this graded seminar are to assist the student with the field experience and strengthen the relationship between the classroom content and the field. Another contribution of the integrative seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar also assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, client self-determination and worker's influence, etc.

The course objectives approved by the BSW Committee for the integrative seminar [SW444] include the ability of the student to:

1. Demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations;
2. Demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field;
3. Develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
4. Demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
5. Develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation;
6. Achieve an understanding of the community resources which impact their client populations in their field settings;
7. Develop self awareness as beginning level, generalist social work practitioners;
8. Utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field.

Students are assigned to the integrative seminars by the ADFE. Students are grouped in seminars depending on their agency assignment and student scheduling considerations. Usually a variety of agencies and client populations are represented in each seminar, with an emphasis on a cluster of agencies dealing with a particular practice area or population such as child welfare, women's services, health, mental health, etc. This model allows students to become familiar with a variety of agencies and client populations, while also being exposed to more in-depth content in one specific area. Students benefit from this exposure to various agencies and populations and learn from each other.

In the integrative seminar, several teaching methodologies are used by the seminar leaders. Lecture, in-class exercises, films, videotaping, student presentations, and particularly small group discussion are utilized. Because the seminars all meet on the same day and at overlapping times, team teaching is also used. In addition, field trips to agencies, interdisciplinary simulations, and panel discussions led by practitioners from the community provide valuable learning experiences for students.

Having the same instructor teach the practice-based course [444] and liaise to the placement facilitates the linkage between the classroom and field and allows the Faculty Liaison to have extensive contact with the student while building a knowledgeable working relationship.

Required Responsibilities

The following are minimal expectations for the generalist placement:

1. Each student, with the assistance of the Field Instructor, will create a learning contract that will be reviewed by the Faculty Liaison during the first visit.
2. Each student will carry approximately three to six individual ongoing cases each semester as the setting allows. This is intended as a guideline and may vary based on agency and internship structure, e.g., where primary responsibilities center around intake and assessment or crisis intervention. Placements are expected to provide in-person client opportunities and to consult with the Faculty Liaison and support the student in activities beyond the agency if client services are primarily provided remotely.
3. The agency should provide opportunities for intake/assessment.
4. Each student must have a group experience. The student will take part in planning, implementing, and co-facilitating a group during their placement. Students should bring and/or receive adequate support from the Field Instructor and training to facilitate or co-facilitate at least one multi-session group. Field Instructors should consult with the Faculty Liaison and support the student in activities beyond the agency if group opportunities are limited within.
5. Each student must have an APP (Administration and Policy Practice) macro assignment during the course of the year. This should be something that benefits the agency and is accomplished with the cooperation of the staff. That assignment has several phases, such as:
 - a. identification of a need within the agency or community;
 - b. consideration of policy implications of the project;
 - c. consideration of alternative approaches;
 - d. delineation of a plan, including methods and resources;
 - e. implementation of the plan;
 - f. coordination of the systems involved; and/or
 - g. evaluation of the process and outcomes.

Liaison Activities

A liaison visit is a scheduled meeting with at least the Faculty Liaison, Field Instructor and intern for at least 30 minutes and may include additional staff/supervisors.

A liaison visit can happen in three different ways:

1. Site visit = in person, face-to-face, any agreed upon location
2. Remote video conference visit
3. Remote audio conference visit

The default option for a conference visit is video due to the value of the additional non-verbal communication included. Audio is a secondary option.

Liaison visits, assignment due dates for Full Block: Fall or Spring, 480 hours in one semester: Three liaison visits, two site and one conference, one each per third of the semester coinciding with the midterm and final evaluation due dates.

1. Weeks 1-5: Learning contract collected
2. Weeks 6-10: Midterm evaluations collected by the OFE—due by March 31.
3. Weeks 11-15: Final evaluation and self-reflection narrative submitted to the OFE

Liaison visits, assignment due dates for Extended Block: Fall/Spring and Spring/Summer, 480 hours over two semesters: Three liaison visits, two site and one conference, one each per third of the internship coinciding with midterm and final evaluation due dates.

1. Weeks 2-8: Learning contract collected
2. Weeks 12-21: Midterm evaluations collected by the OFE—due by first day of summer session.
3. Weeks 22-30: Final evaluation and self-reflection narrative submitted to the OFE.

For full-block, midterm falls in October and March. For extended, midterm falls in November/December or April/May.

Any of the parties (student, Field Instructor, Faculty Liaison) may request additional liaison visits including site visits. The Faculty Liaison may also choose to conduct a third site visit in-persons especially if it is a new placement, new Field Instructor, or if there are other compelling reasons. The Faculty Liaison will determine the ordering of site or conference liaisons visits with input from the Field Instructor and the intern.

Process recordings

1. The intern must be an active party in the PR.
2. The intern submits the PR to the Field Instructor for comments in time to get that to the Faculty Liaison with comments for review pre-and post mid-internship. The Faculty Liaison returns the PR with their additional comments to the student and Field Instructor. Two PR total.
3. Field Instructor/Faculty Liaison may choose to substitute a video role play in lieu of a PR.
4. May require additional PRs as needed.

Midterm evaluations are collected midway through the internship. Final evaluations are submitted using the online evaluation links at the end of the internship. For full-block, midterm falls in October and March. For extended, midterm falls in November/December or April/May.

Self-reflection narratives are collected at the end of the internship for full and extended block and are designed to be shared among the intern, Field Instructor and Faculty Liaison.

The Faculty Liaison should review intern timesheets at the liaison visits and collect them at the end of the internship.

If the intern fails to submit a signed final evaluation, self-reflection narrative, or timesheets before grades are due, the Faculty Liaison may assign an incomplete or a grade earned depending on the circumstances around the delay.

More information about each of these educational tools is available in Section 1 and Section 7 of this guide.

SECTION THREE:

GENERAL FIELD POLICIES

Section Three: General Field Policies

General Policies

There are several general policies that refer to all students in field. These are summarized in the following areas.

Agency Onboarding and Costs

Administrative onboarding requirements vary from agency to agency. Students are typically expected to attend to administrative tasks prior to beginning field including but not limited to securing an identification badge for the agency, completing paperwork, and/or attending trainings. Students should take every measure to complete administrative onboarding in preparation for beginning educational fieldwork as close to the first day of their internship as possible. Students are not allowed access to confidential material or information their malpractice insurance goes into effect the first day of classes in the fall semester and January 2 for the spring semester. Moreover, students are not allowed to accrue more than 20 hours prior to the start of field, which limits the time available for pre-internship onboarding.

Many agencies require and conduct criminal and background checks and/or medical authorizations of potential interns. The OFE asks that students share concerns they might have about either on forms soliciting such information and/or with their assigned Faculty Liaison. With this knowledge, the Faculty Liaison can help students address concerns both in identifying potential host agencies with amenable policies for placement, and preparing for professional disclosure in the interview process. Additionally, students with criminal histories are encouraged to visit https://www.dshs.texas.gov/plc_cheval.shtm to learn more about applying for licensure.

A number of agencies – especially medical institutions - require The University of Texas at Austin Steve Hicks School of Social Work to facilitate third party vendor background checks and/or to facilitate medical authorizations. Students will be notified in the placement process if their agency or agency of interest requires background checks, medical authorizations, and/or a third party vendor screening which can be more expensive. The medical authorization often also requires additional vaccinations or other medical costs. The Assistant Dean for Healthcare Affairs and the ADFE coordinate closely on these pre-screening processes for healthcare settings including the Ascension and St. David's systems.

Combined, students may be asked to spend up to \$150 for these contractually required screenings. Students should consider this in their internship process and budget accordingly. Agencies are encouraged to cover these costs when possible.

Students are expected to work closely with the OFE in the case of negative screen that disqualifies a student for a particular internship setting. The OFE will partner with the student to work diligently in finding an appropriate internship in a timely manner for a student denied placement. A student's placement may be further delayed or postponed if they have not been forthcoming and honest about the challenges.

Arranging Hours in Field

Students are required to complete 480 hours in field in either one semester or over the course of two (fall/spring or spring/summer). Students are expected to begin administrative onboarding including initiating background checks, medical authorizations, etc., beginning in the semester prior to the internship's start. These hours do not count toward the field total unless they total 20 or more, as in the case of a new employee orientation. If the internship is extended over two semesters, the hours should be divided 240 each per semester. With approval from their Faculty Liaison, students who extend into the summer may increase their weekly hours to complete field as much as one month prior to the last business day of July if and only if that arrangement serves both the student and the agency's needs.

Students with extended fall/spring internships must attend the weekly circle group over both semesters, joining weekly with each SW444 cohort in order to provide continuity and consistency in their peer relationships. Students with extended spring/summer internships are required to attend weekly circle group with their cohort members in the spring and will meet every other week throughout the course of their summer internship for May, June, and July.

Students are entitled to a fall break around Thanksgiving and a spring break in keeping with the UT calendar unless there are compelling agency-based responsibilities that would require their participation as interns. If a student does not get spring break off due to agency needs, they are entitled to the equivalent amount of time on different dates as negotiated with their Field Instructor. Students are encouraged to take advantage of these breaks in order to rejuvenate for the semester. Some students may minimize their time off in order to maximize their ability to accrue hours.

Students should be off for a minimum of three weeks at the winter break since they are not allowed to accrue more than 20 hours during that time span. Students are entitled to a week off at the spring/summer semester turn, typically around graduation. As in the work place, time off from responsibilities should be negotiated well in advance with the students' supervisor(s).

Within these frameworks, field agencies are for the most part open to negotiating students' hours in field in service of both the student and the needs of the agency and its clients. There are some general guidelines:

1. Students' hours should overlap the Field Instructors' schedules the majority of the time;
2. Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency;
3. Students must be willing to have some flexibility in their schedules if this is needed in the agency. Some evening or weekend hours may be required;
4. Students may count their one-hour, weekly field seminar or circle group toward their field hour total. Students may also take up to two hours/week for journaling if appropriate. Field and agency orientations to the internship hours also count toward the field hour total.
5. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the learning contract needs to be renegotiated or that time management techniques need to be reviewed;
6. Students should monitor their hours and keep track of their progress toward completing the requisite number of hours. If extensions are needed for grading purposes, notice should be given in advance to the Field Instructor and Faculty Liaison;
7. Students may take credit for the extra time spent on agency assignments. This may include longer hours spent in conferences, workshops, working late on projects, etc., if approved by the Field Instructor;
8. Students must not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency "emergencies." If this happens, students should notify their Field Instructor and Faculty Liaison immediately; and
9. Students must not transport clients in the student's or client's vehicle, nor are they allowed to transport clients in agency vehicles. This is to protect students because they are not covered by University insurance for transportation in any way. Similarly, students are not allowed to handle bodily fluids in their placements.

Agency Documentation

Students must submit all agency documentation in an appropriate format and in a timely fashion. Students should receive training on documentation during the agency orientation and have reasonable access to electronic documentation systems. The content of client records often follows a certain format to protect both the client and the agency. Initially, students may write drafts of client documentation to be

reviewed and signed by the Field Instructor before being entered into the client file. Some Field Instructors may continue to sign all documentation. Students must be clear on this process and should continue to seek supervision as new situations arise. Students should not document anything in a client file without learning the proper agency procedures.

Completion of Hours and Absence from Field

1. All students are expected to complete the 480 hours in field. If the students choose the extended internship, hours should be evenly divided at approximately 240 hours each semester.
2. It is the student's responsibility to inform the Field Instructor as soon as possible and prior to any absence from field. The Field Instructor should inform the Faculty Liaison of any concerns regarding student absence.
3. If a student is absent for significant period of time, there are four options:
 - a. Withdraw from field, with the consent of the Faculty Liaison and the Assistant Dean for Field Education;
 - b. Be assigned by the ADFE to repeat the semester either in the same or a different agency.
 - c. Take an incomplete and finish the next time that field semester is offered; or
 - d. Earn a failing grade in first field or fail to receive credit for final field.
4. **Holidays:** Students may take all University holidays and whatever holidays are observed by the by the agency. If the student elects to work through a holiday, such as spring break, it will count toward the required field hours. Students are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not.
5. **Inclement weather days:** Students do not accrue hours when not in field and will need to make up hours missed due to inclement weather.

Change of Placement due to Educational Environment

If the student or Field Instructor has concerns that the educational environment at their internship will not allow them to demonstrate the required competencies:

1. The student and/or Field Instructor should begin to address the concerns in supervision. If this is not immediately possible, the Faculty Liaison may be a resource and can problem solve with the student or Field Instructor and encourage and support addressing the concerns in the supervisory relationship.
2. The student and/or Field Instructor must communicate with the Faculty Liaison about the concerns if they remain unresolved and are threatening the educational experience of the student.
3. If the concerns are determined unable to be reconciled and the result of the environment, e.g., a change in agency leadership or reduction in supervisory staff, then, in consultation with the student, the Faculty Liaison or Field Instructor may decide a student should be moved.
4. If the decision is made to move the student, the Faculty Liaison will identify a suitable agency and make arrangements for a different internship. This can take time and may delay a student completing the requisite hours for the semester or internship.
5. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, beyond two weeks, the student may need to negotiate an appropriate number of approved hours to ensure sufficient time in the new placement.
6. As a representative of the agency, the Field Instructor retains the right to terminate a student's placement in their organization or program. The UTSSW expects conference around the issues

whether to explore continuation at the agency or in seeking understanding about the reasons for the change as they relate to the placement or the student.

7. The Faculty Liaison will be in consultation with the ADFE for all placement changes.

When a Student is Not Making Satisfactory Progress in Field

1. When a student is not progressing at a satisfactory rate: The Field Instructor must notify the Faculty Liaison as soon as a significant problem or pattern of problems becomes evident.
 - a. The Faculty Liaison will arrange a conference with the Field Instructor as soon as possible.
 - b. The student, Field Instructor and Faculty Liaison are involved in an analysis of the problem.
 - c. The student is given formal notification that the performance is substandard and the concerns are tied to the Student Standards through a level review if appropriate.
 - d. Guidelines are developed for the student to follow in raising the standard of performance. These are given to the student in writing.
 - e. If the student does not meet the requirements, a failing grade may be earned and the level review process may escalate as appropriate.
2. When it is possible that a student may demonstrate the competencies if provided extra time:
 - a. The Field Instructor, Faculty Liaison, and student will discuss the student's rate of progress. If the student can demonstrate the field competencies given extra time and attention, then a plan will be developed. This must be a joint decision, based on the following: the student's work to date, the agency's willingness to commit continued resources, the Field Instructor's willingness to commit extra time, and the student's commitment to the identified plan.
 - b. If the agency is unwilling to continue to host the student, the Faculty Liaison will work with the student to replace the student in a new field agency. The student is expected to share concerns and conditions from the foreshortened field experience with the new Field Instructor in supervision and on the learning contract in the new setting.
 - c. A specific amount of extra time, usually 4 to 6 weeks, may be allotted at the end of the semester for the student to continue in field. This does not represent an absolute date for the end of field, but is a target that will be reevaluated as the end of that period is reached.
 - d. If the student has not demonstrated the competencies of field by the end of the extra period, then the following options exist and will be determined by the Faculty Liaison:
 - i. the student may repeat the semester providing the availability of a current practice seminar; or
 - ii. the student may earn a failing grade.
3. If a student does not wish to spend the extra time necessary to successfully complete that field assignment, the options are as follows:
 - a. Withdraw from field, with the consent of the Faculty Liaison and the ADFE;
 - b. Be assigned by the ADFE to repeat the semester either in the same agency or a different one;
 - c. Take an "incomplete" and finish the next time that field semester is offered;
 - d. Earn a failing grade.
4. Documentation of student progress may be assessed using the following tools:
 - a. direct observation of skills and behavior in field;
 - b. client records and documentation;
 - c. process recordings and journals;
 - d. feedback from other agency staff or other professionals;
 - e. written work; and

- f. use of supervision.

Removal of a Student from Field

A student may be removed from field under the following circumstances:

1. Request of the student, with the consultation with the Faculty Liaison, Field Instructor and approval from the ADFE.
2. Decision of the ADFE, in consultation with the Faculty Liaison and Field Instructor. The following are grounds to remove the student from field:
 - a. Failure to maintain confidentiality about a client as mandated by agency policy and/or the National Association of Social Workers Code of Ethics and Texas Board of Social Work Examiners Code of Conduct.
 - b. Failure to abide by the NASW Code of Ethics and TBSWE Code of Conduct.
 - c. An attempt to harm oneself.
 - d. An attempt to harm someone else.
 - e. Repeated tardiness at the agency and/or tardiness without notification.
 - f. Repeated absences from the agency and/or absence without notification.
 - g. Repeated change in scheduled field hours without prior approval.
 - h. Inappropriate behavior in connection with the field placement.
 - i. Unresolved student standard violations whether or not they are addressed in a level review.

The ADFE will make the final decision regarding removal from field, with documentation from the Field Instructor, agency, and Faculty Liaison. The student may appeal the decision following the guidelines in the official UT Steve Hicks School of Social Work catalog. Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident and/or the ability of the student to work through the problem. Students who are not allowed to return to field will receive a failing grade for the course and a level review. The ADFE will have the responsibility to work with the student around the issues and may specify conditions for a return to field.

A student will earn a failing grade in field and not be replaced in the same semester if they are terminated from two or more agencies due to their own lack of performance or other failure to meet the expectations in their setting. The ADFE and Faculty Liaison determine if the responsibility falls to the student with input from the Field Instructor and Agency staff.

Grievance Process

The grievance process as stated in the Steve Hicks School of Social Work [BSW Handbook for Social Work Pre-Majors and Majors](#) applies to the termination of a student from field. The process is designed to give the student further channels for appeal of the decisions made regarding termination from field. Although a student will be involved in the decision-making process, should the student wish to appeal a decision made, the first step is with the Assistant Dean for Undergraduate Programs, and finally the Dean of the School. If the student wishes a further appeal the formal procedures are explicated in the [BSW Handbook for Social Work Pre-Majors and Majors](#).

Student Standards for Social Work Education

Because of the nature of professional social work practice, the Steve Hicks School of Social Work has different expectations of students than do non-professional programs. These standards highlight key criteria for admissions and continuance that are linked to students' abilities to be effective social work professionals. This document formalizes the standards so that students and faculty can be clear about expectations and procedures to address concerns. The ultimate goal of the standards is to help students have a successful experience in the Steve Hicks School of Social Work.

All social work students will be provided with and expected to read the Student Standards and NASW Code of Ethics and the TBSWE Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students' files. The Student Standards and complete NASW Code of Ethics can be found in the BSW Handbook for Social Work Pre-Majors and Majors.

Mileage Reimbursement

Agencies are encouraged to provide mileage reimbursement to students as they do professional staff. Students will need to inquire at the beginning of field about agency procedures for obtaining mileage reimbursement for home visits and other required travel. Many agencies are not able to provide mileage reimbursement.

Stipends

Agencies are encouraged to provide a stipend as a way of further professionalizing the working relationship and of becoming more competitive in the process of securing strong intern candidates.

In Academic Year 2018-19, almost 40% of agencies provided a stipend to interns at an average of just over \$2,200 per internship. Stipend payments ranged from \$250 to \$10,000 plus room and board. A stipend of only a few hundred dollars can help offset parking and mileage costs while keeping administrative overhead to a minimum. Stipends may also be paid at an hourly rate, e.g., \$15/hour. The OFE can assist agencies considering ways to offer stipends. Stipends are not required.

Malpractice Liability Insurance

Both the University and field agencies require that all social work students in field placement be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. All graduate social work students in field courses must obtain this coverage prior to entering field placement and must be covered for the duration of their field placement.

Students are able to meet this professional malpractice liability insurance requirement by participating in the School's blanket liability program underwritten by Wortham Insurance & Risk Management of Austin as approved by the UT Board of Regents. The limits of liability under this policy are \$2,000,000 each claim/\$6,000,000 aggregate, the policy period is from September 1 to August 31, and coverage is only while the student is in field. Specific information as to how students obtain this coverage is made available to students in the field placement process. There are additional limitations when applied to international field.

Under this insurance policy, students are not covered for any claims relating to the operation of motor vehicles, whether personal or agency vehicle. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, students may not transport clients within field as part of their internship program. Agencies cannot ask or allow students to transport clients while in field placement. Similarly, students are not allowed to handle bodily fluids in their placements. New agencies are made aware of this in the screening and onboarding process and field instructors sign a statement acknowledging this at the beginning of every internship.

Cultural Competence and Field Instruction

The Steve Hicks School of Social Work actively supports the need for students to increase their cultural competence during their professional education. Most students will take a semester-long course entitled Social Justice in which they will learn more about themselves, about other groups, and about the process of becoming a culturally competent social work practitioner.

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At its most basic level, cultural competence consists of knowledge, skills, and attitudes. Knowledge includes an understanding of oneself, information about cultural customs and practices of various groups, and an awareness of the dynamics of oppression. Skills include various elements, such as bilingualism, interpersonal skills, behavior consistent with cultural norms, social advocacy skills, etc. Attitude includes components such as genuine openness/curiosity, willingness to risk, generosity, and forgiveness. In field education, there exists a combination of at least three unique ingredients: the student, the Field Instructor, and the agency. This combination presents a rich opportunity and springboard for discussions about cultural differences, assumptions, and misinformation. Field Instructors are encouraged to use the supervisory relationship to both challenge and support the knowledge, skills, and attitudes demonstrated by students.

A resource for increasing cultural competence is in the *The NASW Standards for Cultural Competence in Social Work Practice* adopted by NASW in 2015 and found here in Section 6: Guides.

SECTION FOUR:

EVALUATIONS AND GRADING

Section Four: Evaluations and Grading

Evaluation of Student Performance and Grading

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives and demonstrated the competencies of the field sequence. Evaluation is viewed as a process that is jointly undertaken with the student, Field Instructor and Faculty Liaison participating. Key elements in the process include:

1. a delineation of the student's present capabilities in terms of knowledge, values, skills, affective and cognitive processes;
2. identifying areas where growth is needed including what the student has already accomplished and not accomplished toward demonstrating the competencies; and
3. determining specifically what must be done in the future to address any concerns and/or refine abilities.

Grades and/or credit earned are assigned by the Faculty Liaison, based on input from the Field Instructor, student performance in the circle group, and Faculty Liaison assessment of student progress.

Undergraduate field is graded on a pass/fail basis, meaning that the student must perform at a C level or better in order to obtain credit.

Student progress may be reflected in verbal presentation of material, interaction with clients and collateral contacts, discussion of assignments with the Field Instructor and Faculty Liaison, journal entries, process recordings and case documentation, and interaction with other personnel within the setting. Students are expected to uphold the NASW Code of Ethics, the Texas Board of Social Work's Code of Conduct, and the SHSSW Student Standards. Field objectives represent the minimum expectations of performance at the completion of each semester and hours completed does not equal competencies demonstrated.

Evaluation of student performance in field is an ongoing process throughout the placement period, with the student's participation an integral part of this process. Field Instructors are expected to give ongoing feedback to their students. Assessment is used to help students examine their educational progress in meeting the objectives of field instruction. It is intended that the student will develop ongoing self-awareness to serve as the foundation for future learning and development.

The evaluation forms for all semesters of the student internships are available in Section 7: Forms. The forms are provided as an educational tool and actual evaluations should be completed online using the evaluation link provided by the Office of Field Education. OFE recommends that the student and Field Instructor share the task of completing the evaluation forms to promote ongoing dialogue and understanding about achievement of the educational objectives and demonstrating the competencies.

Procedures for Evaluation of Field

Student Evaluation of the Field Experience

Each student is expected to provide feedback on an ongoing basis directly to their field instructor regarding maximizing student learning in the agency setting. Recognizing that this can be a challenge in some situations, students are expected to provide feedback to their faculty liaison regarding the strength of educational opportunities, supervisory experience and overall internship. Students are surveyed upon exiting the program regarding their field experience with the Faculty Liaison, OFE, internship setting, Field Instructor, and integration of classroom and field curriculum. Students are encouraged to use this anonymous, protected venue for providing valuable feedback in service of improving the field experience for all students. This information is then used by the Assistant Dean for Field Education and the Field Education Committee in making decisions regarding the future use of the agency and Field Instructor. Urgent issues raised by students in field are routinely addressed in liaison visits and, as necessary, with

the intervention of the OFE. Students should bring concerns about their placement to the attention of their Faculty Liaison as soon as possible so that concerns may be addressed promptly.

Field Instructor Evaluation of the Field Program

Field Instructors are also given an opportunity to provide feedback regarding the placement process, the Faculty Liaison, the training workshops, and the field program in general. Field instructors receive questionnaires twice annually at the Field Instructor Workshops and this information is reviewed by the Assistant Dean for Field Education and communicated to the Field committee to make changes to improve the program. Field Instructors also provide feedback on the field program through the ongoing communication with the Faculty Liaisons and the OFE.

Faculty Liaison Evaluation of the Agency Setting

In addition to ongoing monitoring of and communication with staff at the field settings, the ADFE and the Clinical Faculty members meet at the end of the spring semester to gather and share information regarding agencies and Field Instructors for use in future placement decisions. This process solicits information about the learning environment of the agency, the Field Instructor's level of expertise, the appropriateness of the learning assignments, the match between the student and the Field Instructor, and ways to make improvements in all of these. As a result of this evaluation, the OFE then creates an action plan for follow up with field instructors as needed in order to provide opportunity and investment in making necessary changes to maintain or reestablish strong internship experiences. It is the intent of the OFE to provide internship settings and Field Instructors with ample opportunity to redress concerns through authentic and timely feedback.

The Assistant Dean for Field Education regularly monitors the quality of the field sites by utilizing interaction with the agency/field instructors, agency self-reporting, written and verbal reports from the faculty liaisons, the student evaluations, participation in workshops and workshop questionnaires.

The School is committed to providing timely, transparent, consistent and professional feedback regarding significant concerns related to internships so that the agency-based field instructors and field program representatives can sustain ongoing and mutually beneficial working relationships.

SECTION FIVE:

INFORMATION FOR MAXIMIZING THE FIELD EXPERIENCE

Section Five: Information for Maximizing the Field Experience

Safety/Infection Control

The School has a number of placements where student interns work directly with potentially violent populations. Some student interns also travel to various neighborhoods to conduct home visits as part of the learning process.

There have been situations in which student interns have been exposed to infectious diseases at their placement sites. This is an issue that primarily affects interns placed with agencies serving the homeless, persons with HIV/AIDS, and other high-risk groups. Students may potentially be exposed to Hepatitis, TB, HIV, and/or other infectious diseases.

Students should not be left alone in the agency without professional staff. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not prepared to take on those types of staff responsibilities.

As partners in education, the agency, student, and the School share responsibility for making sure that the work environment is safe. In an effort to insure the physical health and safety of student interns, the following is recommended for agencies, students, and Faculty Liaisons:

Agency Responsibilities

1. Inform students of potential safety risks.
2. Provide safety training. This includes training for students related to effective communication with clients and techniques for de-escalating hostility and conflict.
3. Notify the field office in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
4. Take steps to improve the safety of the work environment, including providing safety guidelines for working with clients in the office and in the client's home.
5. Inform students of potential health risks that exist in the field setting.
6. Provide training and education on universal precautions designed to reduce the risk of infection.
7. Inform the Faculty Liaison and/or the field office immediately in the event that a student contracts a communicable disease such as tuberculosis or hepatitis.
8. Refer students who are suspected to have contracted a communicable disease to the Austin Health and Human Services Department-Travis County Health Department (or the health department in the city where the agency is located) for testing and treatment.

Student Responsibilities

1. Participate in training on infection control and safety as provided by the agency.
2. Request training on infection control and safety if not provided by the agency.
3. Follow guidelines for safety and infection control in place at the agency.
4. Report incidents of safety and infection exposure to the agency and to the Field Office.

Faculty Liaison Responsibilities

1. Provide safety and infection control training at field orientation.
2. Monitor risk factors during agency liaison visits, agency workshops, in seminars, and logs.

3. Communicate incidence with the field office.
4. Discuss issues related to health and safety with Field Instructors and students as they arise

The Code of Ethics

The National Association of Social Workers Code of Ethics is the most widely used statement of the profession's expectations for the conduct of social workers. The Code provides statements about what social workers should and should not do. The code is based on the fundamental values embodied in the profession and serves as a guide for our behavior in the following areas: our conduct as social workers; our responsibilities to clients; our ethical responsibility to employers and employing agencies; our ethical responsibilities to the profession; and our ethical responsibility to society. An abridged copy of the Code, as well as the Texas State Code of Conduct, is in the final section of this manual, and the complete Code can be found in the BSW Handbook for Social Work Pre-Majors and Majors.

All students are expected to abide by the Code in their practice within the field agency and within the first field seminar. Discussions during the field seminar and with the Field Instructor should help students in the understanding and internalizing of these principles. Through active self-examination of values, the values of the profession, the agency's services, and the clients' values, students will achieve a greater understanding of the Code. Sections of the Code may be found in Section 6: Guides.

Confidentiality

The NASW Code of Ethics also serves as a guide for professional behavior concerning confidentiality of client matters. Confidentiality is not only an ethical concern, but a legal issue as well. Social workers, including student interns, are legally bound to safeguard the confidentiality of information concerning clients. Breaking client confidentiality is grounds for malpractice. The Code also prescribes behavior related to colleagues and co-workers and the responsibilities and obligations of social workers to their employing agencies.

In addition to the NASW Code of Ethics, students are expected to abide by any agency-based policy concerning confidentiality. The agency's policies usually cover areas such as: storage and maintenance of client records; what information, if any, can be shared about the client with persons outside of the agency; with whom can information be shared; how to obtain informed consent from a client to release information; internal procedures for discussing client concerns, etc. Students should request a copy of the agency's policy on client confidentiality during the agency orientation.

Discussions with Faculty Liaisons and in the first field integrative seminars about clients are educationally focused and are considered appropriate supervision. Therefore, although standard precautions should be taken to de-identify information concerning clients, these discussions are covered under the NASW Code of Ethics. Agencies and Field Instructors are also aware that students must utilize client and agency information in order to complete classroom assignments and in field seminar discussions. However, students within the seminar are bound by the Code to keep this information confidential.

Some guidelines for use of client and agency information in the field seminar include:

1. Information about clients, their relatives, and significant others used in written assignments such as process recordings, case assessments, logs, etc. should be de-identified to the greatest extent possible. Initials should be used to disguise names or names should be concealed;
2. Information that is highly personal and detailed should be reviewed to see if it need be used at all;
3. Process recordings should not become part of the client's file;
4. Materials on clients in which a court case is pending or suspected to be imminent should not be used to meet assignments;

5. Audio and/or video recordings of clients require informed consent releases by clients following the agency guidelines. Students should discuss this with their Field Instructors prior to seeking client approval;
6. Supervision regarding confidentiality should be scheduled early during the orientation period.

Sexual Harassment

In support of its Equal Employment Opportunity/Affirmative Action program, it is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Although the Field Office evaluates and monitors agencies on a continual basis, preventative steps should be taken to ensure that sexual harassment does not become part of the student's field experience; or, if it should occur, that the student have sufficient information to be able to deal effectively with it.

Sexual harassment has been defined by the Equal Employment Opportunity Commission as follows:

Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Such conduct on the part of supervisors or co-workers is expressly prohibited and the offenders are subject to disciplinary action. The University's Equal Employment Opportunity Office is empowered to investigate complaints based on sexual harassment. If employees believe that they are experiencing this type of conduct, they should immediately report any such incidents to the Equal Employment Opportunity Office located in Main Building 106M, 471-1849.

Towards that end, The University has formulated a policy that prohibits sexual harassment between faculty and students. This policy is formally stated in section four of the Handbook of Operating Procedures of the University.

The complete policy on sexual harassment can be found at:
<http://www.utexas.edu/policies/hoppm/04.B.02.html>

The complete policy on sexual misconduct can be found at:
<http://www.utexas.edu/policies/hoppm/04.A.03.html>

In addition, many field agencies have agency policies which deal with sexual harassment. Students should obtain a copy of their agencies' personnel policy manual and be familiar with this information. Students should notify their Faculty Liaison immediately should they wish to explore any issue or situation that appears to involve sexual harassment.

Title IX Resources and Reporting

The University is committed to providing an educational and working environment for its students, faculty, and staff that is free from sex and gender discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence (including domestic violence and dating violence), and stalking (<https://titleix.utexas.edu/educate/>).

All Field Instructors and employees of the University including Faculty Liaisons supervising UT students are mandated reporters of Title IX related incidents. Mandated reporters are required to report known Title IX related incidents – current or historical – to either the SHSSW Title IX Liaison, who is also the Assistant Dean for Field, or the University Title IX Coordinator. Title IX related incidents may be shared in any number of ways including but not limited to written assignments, classroom discussion, or supervision and all reports must be relayed to a Title IX officer.

Students entering the SHSSW are oriented to Title IX resources and requirements upon entry to the program and are aware that Field Instructors are mandated reporters. Field Instructors are expected to work with the student on how the student choose to report a Title IX incident(s). For example, a student may choose to email the Title IX Liaison directly and include the Field Instructor. If the incident(s) in question is not impacting the student's field performance in any way, a student may choose instead to report directly to the University Title IX Coordinator, thereby bypassing the Office of Field Education.

In service of the students' education, the University's goals are to:

1. support the student regarding resources, rights, and accommodations available to them;
2. assess and intervene with due process regarding potential threats to the student and/or university community; and
3. document the prevalence of Title IX related occurrences and accountable university response.

More information about Title IX may be found at <https://titleix.utexas.edu/>.

SECTION SIX:

GUIDES

Section Six: Guides

Code of Ethics of the National Association of Social Workers

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.¹

In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

¹For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency, boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

The complete NASW Code of Ethics can be found in the BSW Handbook for Social Work Pre-Majors and Majors.

NASW Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) *Code of Ethics*. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness—Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge—Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status, tribal groups, religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills—Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication—Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities.

Standard 10. Leadership to Advance Cultural Competence—Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for

advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

The complete *NASW Standards for Cultural Competence in Social Work Practice* adopted by NASW in 2017, with specific skill competencies can be found on the NASW website at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Texas State Board of Social Worker Examiners Code of Conduct

(a) A social worker must observe and comply with the code of ethics and standards of practice set forth in this subchapter. Any violation of the code of ethics or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

- (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
- (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.
- (3) A social worker shall only offer those services that are within his or her professional competency, and the services provided shall be within accepted professional standards of practice and appropriate to the needs of the client.
- (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
- (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
- (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
- (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
- (8) A social worker shall be responsible for setting and maintaining professional boundaries.
- (9) A social worker shall not have sexual contact with a client or a person who has been a client.
- (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.
- (11) A social worker shall not exploit his or her position of trust with a client or former client.
- (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
- (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.

(b) The grounds for disciplinary action of a social worker shall be based on the code of ethics or standards of practice in effect at the time of the violation.

This Code of Conduct can be found on The Texas State Board of Social Worker Examiners at: http://www.dshs.state.tx.us/socialwork/sw_conduct.pdf

THE UNIVERSITY OF TEXAS AT AUSTIN STEVE HICKS SCHOOL OF SOCIAL WORK

Asseff, Mulvaney, Whiting

Course Number:	SW 640/641	Instructor:	as assigned
Unique Number:	as assigned	Office:	Refer to 444 Syllabus
Semester:	Spring 2019	Office Phone:	Refer to 444 Syllabus
Meeting Time/Place:	as assigned	Office Hours:	Refer to 444 Syllabus

Undergraduate Field Instruction

I. STANDARDIZED COURSE DESCRIPTION

Undergraduate Field Instruction is a twelve-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include an educationally supervised practicum of 480 hours at the agency/ organization (40 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery. Practice is a co-requisite for this course.

II. STANDARDIZED COURSE OBJECTIVES

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess all nine competencies and the corresponding outcomes.

1. Student demonstrates ethical and professional behavior.
2. Student engages diversity and difference in practice.
3. Student advances human rights and social, economic, and environmental justice.
4. Student engages in practice-informed research and research-informed practice.
5. Student engages in policy practice.
6. Student engages with individuals, families, groups, organizations, and communities.
7. Student assesses individuals, families, groups, organizations, and communities.
8. Student intervenes with individuals, families, groups, organizations, and communities.
9. Student evaluates practice with individuals, families, groups, organizations, and communities.

III. TEACHING METHODS

Teaching methods will include: consistent weekly educational supervision, orientation to agency policies and procedures, training necessary to perform the duties required by the agency, case review and discussion, small group exercises, journaling, educational

contracts, process recordings, role play, and role modeling. Methods will be individualized to each agency setting.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

- *Student Guide to Undergraduate Field* available at <http://www.utexas.edu/ssw/field/forms/>
- *BSW Handbook for Social Work Pre-Majors and Majors* available at <http://www.utexas.edu/ssw/current/forms/>
- **NASW Code of Ethics** available at <http://www.utexas.edu/ssw/current/forms/>
- **Texas Social Worker Code of Conduct** available at <http://www.utexas.edu/ssw/current/forms/>
- **NASW Standards for Social Work Education** available at <http://www.utexas.edu/ssw/current/forms/>
- Other readings and resources as assigned by Field Instructor and/or Faculty Liaison

V. COURSE REQUIREMENTS

HOURS. A minimum of **480 hours** at the field placement agency during the semester is required. Students are to report to field at the time arranged by the agency Field Instructor. Students must communicate with the agency, Field Instructor and Faculty Liaison promptly about absences from field (see class policy on attendance below). Undergraduate students should complete all field hours by the last class day. This means that students will clock approximately **32-35 hours a week** in field. A maximum of 2 hours per week may be accrued and credited toward completion of the total hours required for writing journals and process recordings either at the field agency or outside the field agency. Documentation of the use of this 2-hour allowance must appear on your time sheet. In addition, a maximum of one hour per week may be credited toward completion of the total hours required by attending the one-hour group processing portion of the weekly field seminar. Documentation of this hour must appear on your time sheet.

TIME SHEETS. Students are responsible for keeping a time sheet documenting hours logged in field. A suggested format for tracking field hours can be found in the *Student Guide to Undergraduate Field* manual. Also, an electronic copy of the form is available at <http://www.utexas.edu/ssw/field/forms/>. Time sheets should be completed and reviewed by the Field Instructor and available for review during the on-site visits by the Faculty Liaison.

SUPERVISION WITH AGENCY FIELD INSTRUCTOR. Two hours per week of scheduled educational supervision with the agency-based Field Instructor is required. Direct observation by the Field Instructor of the student's group experience is strongly recommended.

SERVICE GIVING ASSIGNMENTS. Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, all students are provided with a set of educational experiences under the supervision of their Field Instructor. A brief description of the expected minimum field assignments includes:

1. Students must work directly with the client populations served by their agencies. It is expected that each student will carry a "learner's" load of 5 to 10 cases throughout the semester. Students are expected to participate in the intake process, to participate in the assessment process, and to carry ongoing cases. Identification and assessment of clients' needs and linkage to appropriate resources should be emphasized. Various forms of case documentation are required including process recordings, case assessments, ongoing case recordings, etc. Students must have opportunities to work with diverse clients, including women, ethnic minorities, GLBTQ, or other specialized populations.
2. Students must have an opportunity to co-plan and co-facilitate a group within their agency setting. The identification of this assignment is done in conjunction with the Field Instructor and Faculty Liaison in

order to ensure that the type of group that is co-facilitated is consistent with the level of intervention skills of a beginning level practitioner.

3. Students must have an opportunity to identify, plan, and carry out a macro practice project within their agency. This assignment should involve the types of administrative, policy, and social justice projects which the agency would ordinarily assign to staff.
4. Students should be encouraged to:
 - Participate in staff meetings
 - Attend board meetings during the semester
 - Participate in community events and/or inter-organizational meetings
 - Present a case in a staffing forum used by the agency

NOTE: For further elaboration about minimum service giving assignments, refer to the *Student Guide to Undergraduate Field*.

LEARNING CONTRACT. A written educational contract with the agency-based Field Instructor is required. Field assignments are individualized and elaborated for each student within the student's educational contract. Details of the educational contract are to be negotiated with the Field Instructor during the first week of field and can be renegotiated during the course of the semester. The contract should incorporate relevant readings and specific means of meeting the educational objectives. The educational contract, signed by the student and Field Instructor, is due at the initial liaison visit. An electronic copy of the form is available at <http://www.utexas.edu/ssw/field/forms/>.

PROCESS RECORDINGS. A minimum of three process recordings are to be utilized for educational supervision with the Field Instructor, and shared with the Faculty Liaison. For this reason, it is important to complete and turn these in to the Field Instructor on a regular basis throughout the semester beginning with first client contacts in the agency. Additional process recordings may be required by the Field Instructor or Faculty Liaison. The format for process recordings and due dates will be provided by the Faculty Liaison. The format is also available on-line at <http://www.utexas.edu/ssw/field/forms/>.

JOURNALS. Students should make entries consisting of a description of activities in the field placement for that day and an analysis of those activities. Journal entries should reflect the following: an awareness of feelings, attitudes, and values; observations and thoughts about the organizational operation of the agency; linkage of theory/knowledge in field practice; utilization of a systematic approach to problem solving; any value dilemmas observed and/or experienced; growth over time in awareness of use of self as a professional social worker; and appropriate use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. In general, the field journal should demonstrate growth and progress as a practitioner, as well as the attainment of the course objectives. The field journal is a learning tool to be shared with the Faculty Liaison and is not meant to be shared with the agency-based Field Instructor.

AGENCY DOCUMENTATION. Documentation required by the agency, such as client progress notes and assessments, is to be considered part of the field requirements. Agency documentation needs to be available to the Faculty Liaison at the time of the scheduled Liaison visits. If agency documentation is minimal, the Faculty Liaison may require additional written assignments, such as comprehensive assessments. These assignments are an important part of field as they demonstrate achievement of the educational objectives for this course.

MIDTERM EVALUATION. The midterm evaluation enable students to self-evaluate and to receive feedback from their Field Instructor. The evaluation process assists students in planning for demonstrating growth in the competencies. Expectations and further instructions will be conveyed by the Faculty Liaison.

FINAL EVALUATION. The final evaluation process involves both student self-reflection and completion of the evaluation instrument by the Field Instructor.

The student self-reflection is available at <http://www.utexas.edu/ssw/field/forms/>.

The final evaluation form is completed via a Qualtrics survey. The Office of Field Education will email a unique link to the student, field instructor and faculty liaison before the end of the third week of the semester and all evaluations should be completed using this online tool. For supervisory reference, a copy of the evaluation template is available at <http://www.utexas.edu/ssw/field/forms/>.

The faculty liaison is available to assist with due dates and problem solving for the required self-reflection and evaluation tool. The completed final evaluation form is maintained in perpetuity in the student's file at the Steve Hicks School of Social Work.

NOTE: Because SW 444 and SW 640/641 are companion courses, some information relevant to field work will be found in the syllabus for SW 444.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

ATTENDANCE. Attendance in field must be punctual and regular. If, due to an emergency, you are unable to report to field, the appropriate agency personnel must be informed as early as possible and you must plan to cover your scheduled responsibilities for that day. Also, the Field Instructor must know the reason for your absence. The Faculty Liaison must also be fully informed by the student about any irregularities in attendance to field practice. There is no "sick time" built into the required minimum of 480 hours of field work; all time missed due to illness must be made up. It is the student's responsibility to be a punctual, assertive, well-prepared and accountable participant in the field experience.

FACULTY LIAISON VISITS. The Faculty Liaison will conduct three liaison conferences during the semester to confer with the student and Field Instructor about workload and performance. These may be in-person visits at the field agency, videoconferences, or telephone conferences with the student and Field Instructor. If the format needs to be varied due to learning needs, that decision will be made with the student's and the Field Instructor's participation. Additional visits will be scheduled as needed.

GRADING. The grade for this course will be assigned by the Faculty Liaison, and will be a Credit/No Credit grade. In determining the final grade, the Faculty Liaison will take the following into account: evaluations and observations of performance in the field (including those of the Field Instructor); attainment of

educational contract objectives; the quality of participation in the field seminar; attainment of the course learning objectives; and the student self-narrative. Extended absences from field may result in an Incomplete or a failing grade. All work in field must be completed in a timely manner but no later than the last class day. An Incomplete in field, or a failing grade, will be given if work is not completed by this date, unless other arrangements have been agreed upon by the Field Instructor and the Faculty Liaison. **Students must adhere to all field policies and are responsible for the content in the *Student Guide to Undergraduate Field*. The guide can be found at <http://www.utexas.edu/ssw/field/forms/>**

USE OF CANVAS IN CLASS. In this class the professor uses Canvas, a web-based course management system with password-protected access at <https://courses.utexas.edu/>. Use may include the following: to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The Steve Hicks School of Social Work, through the Office of Field Education, makes information available for students to purchase this policy prior to entering field. Malpractice insurance does not cover transportation of clients. Students are never allowed to transport clients.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is

said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must

miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Students will schedule hours with their agency-based Field Instructors to meet the needs of the agency and to fulfill each student's requirement of interning approximately 32-35 hours per week over one semester or 16-20 hours per week over two semesters for a total of 480 hours.

X. BIBLIOGRAPHY

No required texts. Readings as assigned in field.

SECTION SEVEN:

FORMS

Learning Contract

This electronic form is available online at <http://www.utexas.edu/ssw/dl/files/academic-programs/field/educational-contract.doc>

Name:

Date:

Individualized learning goals:

My efforts in achieving each of the specified goals will be as follows:

The Field Instructor will support the student's learning by:

Student's Signature: _____

Date: _____

Field Instructor's Signature: _____

PROCESS RECORDING

Worker:

Client:

Specific Location of Interaction:

Date of Session:

Date turned in:

Client System:

Presenting Problem:

Worker Goals for the Session:

Client Goals for the Session:

What was going-on just prior to this interaction:

Content	Worker's Feelings	Analytical Comments	Field Instructor/Liaison Comments

PROCESS RECORDING page:

Content	Worker's Feelings	Analytical Comments	Field Instructor/Liaison Comments

PROCESS RECORDING page:

Observations of Client system strengths:

Outcomes of Interaction:

Subsequent plans with this case:

Specific questions for supervision with field instructor:

PROCESS RECORDING INSTRUCTIONS

Worker:

Client: Use first name, or use initials only

Specific Location of Interaction:

Date of Session:

Date turned in:

Client System: Include demographic information such as age, gender, race, ethnicity, etc. as appropriate and include the important members of the client system

Presenting Problem: Describe the problem from the client's perspective, how the client was referred to you for services

Worker Goals for the Session:

Client Goals for the Session:

What was going on immediately prior to this interaction:

Content	Worker's Feelings	Analytical Comments	Field Instructor/Liaison Comments
<p>This should be a challenging portion of the interview. A face-to-face interaction is preferred. This section should be verbatim, what was said by each person involved in this session; including non-verbal observations. This should be 10 – 15 minutes of the most significant part of the interview.</p>	<p>Document your emotions & explain them briefly. Examples include: anxious, angry, shocked, nervous, hopeful, pleased.</p>	<p>* Include which interviewing or relational skills you are utilizing, and identify times you could have used a specific skill. Examples include: rapport, empathy, clarification, summarization, probing, exploration & validation *Include your assessment of the process content. * Include the social work roles you are filling & explain briefly. Examples include: broker, mediator, educator, advocate</p>	<ul style="list-style-type: none"> • Feedback for student should be strengths oriented & corrective. • Identify alternative techniques & roles. • Comment on meaning of client responses. • Suggest alternate responses & techniques.

	<p>* Other things to consider:</p> <p><u>Theory or model are you utilizing:</u> Identify & explain why you are using this theory or model. Examples include: ecological model, problem solving framework, strengths perspective, psychoanalytic theory, behavioral theory, social learning theory, systems theory, psychosocial developmental theory & risk & resilience theory.</p> <p><u>Intervention you are using:</u> Identify & explain why it is effective in this situation. Examples include: crisis intervention, brief therapy, reality therapy, task centered, crisis intervention, cognitive restructuring, solution focused.</p> <p><u>Cultural competence:</u> Identify & assess needs, values & strengths of diverse client systems, if present in this situation.</p> <p><u>Values, ethics & social justice issues:</u> Identify & examine personal values & attitudes, manage value differences & ethical</p>	
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		dilemmas & adapt roles, functions & strategies to address the needs of vulnerable populations, if present in this situation. <u>Human Behavior in the Social Environment:</u> Apply your knowledge of human behavior & development to the client system	
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Observations of Client system strengths:

Outcomes of Interaction: Explain how the goals were met or why they were not. How did the outcome change during your interaction?

Subsequent plans with this case: This can read like a “to do” list, but should also include the overall plan for the case.

Specific questions for supervision with field instructor: This applies to the use of supervision & there should always be questions.

*The Steve Hicks School of Social Work Office of Field Education
will email an active and individualized online evaluation link
to the student and field instructor at the beginning of each evaluation period.
This form is for reference only and evaluations should be completed only via the link provided by the OFE.
For more information, please contact: field-ta@austin.utexas.edu.*

Evaluation for SW 640/641: Undergraduate Field Instruction

**SW 640/641
Evaluation for Undergraduate Field Instruction**

Student:	Agency:
Field Instructor:	Faculty Liaison:
Semester/Year:	

WORKLOAD DESCRIPTION

Briefly describe the student's direct practice, group work, and indirect/macro practice learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION

Briefly describe the supervisory structure provided for the student.

PROGRESS ON LEARNING CONTRACT

Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Undergraduate Field Instruction

Course Description

Undergraduate Field Instruction is a twelve-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include an educationally supervised practicum of 480 hours at the agency/organization (40 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery. Practice is a co-requisite for this course.

Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 640/641. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

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Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate *level of performance* by placing an X at the most appropriate point along the continuum.

- AC Advanced Competence**
Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes at the BSW level

- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes at the BSW level

- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes at the BSW level

- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes at the BSW level

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.

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Competencies

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.

Outcome Measure	Mid		End	
	FI	Stdt	FI	Stdt
a. Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
b. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
c. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
d. Student uses technology ethically and appropriately to facilitate practice outcomes.				
e. Student uses supervision and consultation to guide professional judgment and behavior.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 1:

Strategies to increase competence:

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.

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Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
b. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.				
c. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 2:

Strategies to increase competence:

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.

Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				
b. Student engages in practices that advance social, economic, and environmental justice.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 3:

Strategies to increase competence:

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.

Outcome Measure	Mid	End
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	FI	Std	FI	Std
a. Student uses practice experience and theory to inform scientific inquiry and research.				
b. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
c. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 4:

Strategies to increase competence:

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.

Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
b. Student assesses how social welfare and economic policies impact the delivery of and access to social services.				
c. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 5:

Strategies to increase competence:

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,

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families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
b. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 6:

Strategies to increase competence:

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.

Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.				
b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
c. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
d. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 7:

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Strategies to increase competence:

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Outcome Measure	Mid		End	
	FI	Std	FI	Std
a. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.				
b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
c. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
d. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.				
e. Student facilitates effective transitions and endings that advance mutually agreed-on goals.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 8:

Strategies to increase competence:

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

Outcome Measure	Mid		End	
	FI	Std	FI	Std

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a. Student selects and uses appropriate methods for evaluation of outcomes.				
b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
c. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.				
d. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 9:

Strategies to increase competence:

PLEASE ADDRESS EACH OF THE FOLLOWING:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT’S READING & SIGNATURE ARE REQUIRED

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student’s Signature _____ Date _____

Field Instructor’s Signature _____ Date _____

Faculty Liaison’s Signature _____ Date _____

SW 640/641
Student Self-Reflection for BSW Field

Stop, think, and reflect on your field experience this semester. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness. Please address each of the following questions. Suggested length is ½ to 1 page per question. Length of the completed assignment will vary individually, but consider 3-4 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. As in all professional writing, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. This self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

- 1. Reviewing the course objectives for SW 640/641 (see your BSW Field syllabus), identify and discuss THREE competencies which reflect significant personal and professional growth this semester.**
- 2. What were your biggest learning opportunities or “a-ha” moments this semester in field?**
- 3. Discuss at least two barriers that you experienced in field this semester. What professional skills did you utilize to manage or overcome these challenges?**
- 4. What have you learned about yourself as a “social worker in training” from this internship?**
- 5. How would you assess the learning environment and educational supervision at your placement?**

BSW Classroom Faculty Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT The UT School of Social Work 1925 San Jacinto Blvd., D3500 Austin, TX 78712

Students seeking placements beyond the Austin area for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu, place a hard copy in Ms. Monica Rosario's box in the mailroom or mail to her attention using the address at the bottom of the page.

Name of Student: _____

Name of Faculty Liaison: _____

Phone or Email: _____

Name of University: _____

Date: _____ Field Agency _____

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A DOMESTIC LONG DISTANCE FIELD PLACEMENT

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:

Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:

Positive Attitude

Low 1 2 3 4 5 6 7 High

Comments:

Uses feedback constructively

Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self

Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values

Low 1 2 3 4 5 6 7 High

Comments:

Recommendations for Domestic Long Distance Field Placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended

BSW Volunteer or Employment Supervisor Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT
The UT School of Social Work
1925 San Jacinto Blvd., D3500
Austin, TX 78712

Students seeking placements beyond the Austin area for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu, place a hard copy in Ms. Monica Rosario's box in the mailroom or mail to her attention using the address at the bottom of the page.

Name of Student: _____

Name of Faculty Liaison: _____

Phone or Email: _____

Name of University: _____

Date: _____ Field Agency _____

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A DOMESTIC LONG DISTANCE FIELD PLACEMENT

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:

Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:

Positive Attitude

Low 1 2 3 4 5 6 7 High

Comments:

Uses feedback constructively

Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self

Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values

Low 1 2 3 4 5 6 7 High

Comments:

Recommendations for Domestic Long Distance Field Placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended

Work-Based Proposal Request

Name:

Program of Study: (BSW)

Additional field requirements: (e.g., BEAD Scholar, Public Safety Certificate, etc.)

Email:

Phone number:

Semester(s) for proposed field placement: <spring/summer, etc.>

Agency:

Proposed begin date:

Proposed end date: <last day of field – please be specific>

Schedule

Work: <hours/specific days in which dept.>

Internship: <hours/specific days in which dept.>

Payment arrangement

It is the expectation of the UT-SHSSW that the student and agency will have clarified and where necessary differentiated the students' educational and employment responsibilities and related remuneration. These discussions are strictly between the student/employee and the supervisor/agency; faculty liaisons are not to be involved.

Dual roles

It is the expectation that the student and agency will have discussed potential dual roles and established communication channels for managing potential conflicts between the role of student learner and that of employee. UT-SHSSW faculty may provide appropriate guidance and consultation regarding dual roles.

Current employment responsibilities

Employment: <Agency Dept.>

Employment supervisor: <Name, title, email address, phone>

Employee title: <currently>

Employment responsibilities: <fill in your own – these are examples>

1. Performs orientation function by describing to clients the general nature and goals of the program and the program's specific rules, parameters, costs, and client rights.
2. Performs charting function; creating, printing and filing all necessary documentations to include but not limited to service begin/end, assessment, treatment plans, reviews discharging (discharge assessment, plan and summary) and progress notes (individual, group, educational and administrative)
3. Performs assessment function by identifying clients' strengths, weaknesses, problems, and needs for the development of treatment plans.

Proposed internship responsibilities

Current placement: <Agency Dept.>

Proposed field instructor: <Name, title, degree, email address, attach their resume>

Proposed internship responsibilities: <fill in your own – these are examples>

1. Work with clients individually and set up appointments in the community and on-site that foster self-sufficiency.
2. Develop and maintain a working relationship with community agencies that provide services to clients while in treatment and post discharge.
3. Performs orientation function by describing to clients the general nature and goals of the program and the program's specific rules, parameters, costs, and client rights.

How the roles and responsibilities of the current employment and proposed internship differ.

<Address supervisory chain, client population and location.>

Ways to protect the student's role as learner: <fill in your own – these are examples>

1. The student will be working in different departments so minimal overlap is anticipated.
2. As outlined above, the responsibilities will be significantly different so minimal overlap is anticipated.
3. The student will switch out intern and employee badges as well as a “The Intern is IN” and “The Intern is OUT” sign at her cubicle.”
4. The student's new role as an employee will be announced in team meeting and her hours in each role made known to enlist the support of her co-workers in respecting her boundaries.

<Do not secure signatures until after the terms of the work-based placement are finalized between the student and the Assistant Dean for Field Education.>

Signed by student: <name>

Signed by field instructor: <name, title>

Signed by employment supervisor: <name, title>

Signed by UTSHSSW Assistant Dean for Field Education: <name>

Field Placement Expectations

What follows are the basic expectations for generalist BSW and MSSW First Field interns as well as specialized, advanced MSSW Final Field interns. More information including requisite forms may be found in The University of Texas at Austin Steve Hicks School of Social Work guides to field available online at <https://socialwork.utexas.edu/field/forms/>.

1. All parties agree to support the educational needs of the Intern and the mission of the Agency in service to the clients or constituents of the Agency over the course of the academic internship.
2. The Agency has a system of accountability in place whether in appointed boards, accrediting bodies, or other measures.

3. The Agency will provide sufficient access to agency resources, including but not limited to office space and communication systems including databases and/or electronic record-keeping systems.
4. The Agency will orient the Intern to the learning environment and provide training specific to agency policies including but not limited to safety and sexual harassment.
5. The Field Instructor for a BSW intern should have a BSW degree from an accredited school of social work and at least two years post-graduate experience or an MSSW. The Field Instructor for an MSSW intern should have an MSW/MSSW degree from an accredited school of social work and at least two-year post-graduate experience. Licensure is preferred but not required.
6. The Field Instructor will provide at least one hour of individualized supervision weekly with the Intern. For students interning for at least 32 hours per week: Field Instructor will provide an additional hour of supervision weekly, through small group sessions, team meetings, staffings, etc.
7. The Field Instructor is also responsible for creating an educational environment within the Agency including cultivating staff support for academic endeavors, securing space and resources, and advocating for educational opportunities beyond the role of an employee position.
8. The Field Instructor and Intern understand that supervision supports the administrative priorities of the Agency as well as educational goals and student reflection.
9. The Intern will complete and provide documentation for 480 hours for BSW and MSSW First Field and 540 hours during their internship for MSSW Final Field.
10. The Intern is entitled to university holidays, including winter break, spring break, and a week off around graduation if the internship extends beyond that date. The Intern is responsible for initiating professional communication with the Agency regarding planned time off that respects the responsibilities of the Intern's position.
11. The Intern is not allowed to transport clients under any circumstances.
12. The Intern is not allowed to be the only agency or host agency representative in the building.
13. Agencies are encouraged to provide a stipend and/or cover mileage costs incurred by the student.
14. The Intern and Field Instructor will work together to develop a learning contract, submit process recordings as assigned, initiate the mid-term and final evaluation forms. The Field Instructor is ultimately responsible for the content of the final evaluation. The student completes a self-reflective narrative each semester and submits that to both the Field Instructor and the Faculty Liaison. All materials will be submitted to the Faculty Liaison for review.
15. For generalist BSW and MSSW First Field: The Intern will be responsible for actual direct practice, not simply observation. The Intern will have in-person contact with clients and/or constituencies. The Intern is responsible for facilitating or co-facilitating a group experience approved by their Faculty Liaison. The Intern will also be responsible for significant macro-level work.
16. For advanced specialized MSSW Final Field: The majority of the Intern's responsibilities will be within their specialization, whether Clinical or Administration and Policy Practice. The Intern will have in-person contact with clients and/or constituencies. The Intern's assignments will provide challenges commensurate with their more advanced preparation including responsibilities with more complex cases and macro-practice assignments.

17. The Faculty Liaison is a resource for the Field Instructor and the Intern. Field Instructors and Interns are expected to initiate problem solving and internship capacity building with the active input from their Faculty Liaison early and often.
18. The Field Instructor and Intern commit to uphold and advance the National Association of Social Workers 10 Standards and Indicators of Cultural Competence found at <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>.
19. The Field Instructor understands and acknowledges the responsibility to protect confidential student information as defined by the Family Education Rights and Privacy Act. The Field Instructor agrees to share FERPA related information with agency and internship related staff solely for the purposes of administering student internships, protecting client well-being, and reviewing student performance. The Intern and Field Instructor understand and acknowledge the need to share educationally related information with the Faculty Liaison.
20. The Field Instructor and Faculty Liaison are both mandated reporters of Title IX related information that might be disclosed by the Intern. Title IX infractions include any discrimination or incident of harassment or violence that has occurred in the intern's life related to gender, sexual orientation or identity (<https://titleix.utexas.edu/>). Reports are to be made to the SHSSW Assistant Dean for Field Education who is also the SHSSW Title IX Liaison.
21. The Field Instructor and/or Faculty Liaison may terminate the internship at any point. Both parties are expected to share concerns as soon as they arise in order to avoid that outcome whenever possible.

Student Intern Name		Student Intern Signature		Date
BSW _____	MSSW First Field _____	MSSW Clinical _____	MSSW APP _____	
Anticipated internship semesters (please check all that apply): Fall _____ Spring _____ Summer _____				
Field Instructor Name		Field Instructor Signature		Date
Agency name		Program name		