

STUDENT GUIDE TO GRADUATE FIELD

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

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SECTION ONE:

GRADUATE FIELD REQUIREMENTS

Section One: Graduate 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 to enhance their sense of identification with the profession. Both Foundation and Concentration field instruction are addressed below.

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 graduate 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 first field internship is based on the generalist perspective to provide a broad and shared foundation experience regardless of students' concentration choice and should integrate an understanding of the micro, mezzo and macro level practice.

The final field internship focuses on developing advanced practitioners skills in the students' concentration areas of Clinical or Administration and Policy Practice while maintaining that foundation year's understanding of the intertwined nature of all levels of practice.

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. Without the commitment and the dedication of each in the system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and capably engages knowledge, values, skills, and cognitive and affective processes in building practice competence.

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 first field experience are generally located in the Austin area and surrounding communities to accommodate the concurrent field plan. This makes liaising manageable for the faculty and keeps commuting for the students to a minimum.

Agencies utilized for the final field experience are also generally located within Austin and surrounding areas. However, students may be placed out-of-town, state or internationally in the advanced final field internship.

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 a Master's in Social Work from an accredited University. For supervision of Master's level students, a minimum of two years of postgraduate social work experience is also required;
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 first MSSW 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 MSSW final field placement for each student is chosen with the following goals:

1. The placement will support the student’s concentration focused learning: either Clinical or Administration and Policy Practice.
2. The agency will respect the advanced student status and provide educational challenges sufficient to their standing as a final field student.

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 Field Office. Criteria for the selection of Field Instructors include the following:

1. The primary Field Instructor of record must have a Master’s degree from an accredited school of social work. At least two years of post-graduate experience is necessary for supervision of MSSW students. For international field, cultural competence and global realities require a broader understanding of professional social work preparation around the world, but comparable Field Instructor ability to support student education is always sustained.
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 full time 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 an MSSW and at least two-years, post-graduate experience.
2. Supervision by an equally eligible MSSW in another division of the same agency, with approval of the administrators in each division.
3. Supervision by an equally eligible MSSW 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 MSSW 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 an MSSW 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 supervisors, external Field Instructors are also 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. In the first placement, graduate students have access to their Faculty Liaison on a weekly basis in the integrative seminar, during liaison visits, via phone and email and by scheduling office appointments as needed. In the final field placement, students have access to their Faculty Liaison over the course of the semester during liaison visits, via phone and email, and by scheduling 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 early 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 first field or course credit for final field students.

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 final field placements. Domestic long distance final field students – 60 miles or more outside Austin – typically receive one in-person liaison visit over the course of their internship with additional phone and email contact. 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 and 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 an MSSW degree from a Council on Social Work Education (CSWE) accredited program and at least two-years, post-graduate experience. 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. In advanced, specialized concentration specific field, the OFE requires journals for international field interns only but Field Instructors may employ journals as an educational tool if appropriate to the placement.

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 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 .

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:

FIRST FIELD

Section Two: First Field

Organization of the First Field Experience

The first field placement occurs in the first year for full time students and in the second year for part-time or full-time extended students. Field is on a concurrent plan, which provides field instruction activities 16-20 hours per week, 240 hours each semester, for a total of 480 hours. In addition, students take a three-hour practice class and spend an hour weekly in a field seminar held at the School. The concurrent field plan best addresses the needs of beginning graduate students:

1. It provides the maximum potential for coordination between class and field instruction, emphasizing the relationship between knowledge and practice.
2. It provides an earlier opportunity for students to relate theory to professional social work practice and its issues.
3. It is a format within which students have an opportunity to develop interactional and analytical skills by having a field placement of longer duration, covering two semesters.

The first field practicum consists of two courses, SW 384R and SW 384S. Each of these courses provides three credit hours, for a total of six credit hours. Students typically remain in the same agency for the two semesters.

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 an MSSW degree from a Council on Social Work Education accredited program, and has at least two-year post-graduate experience. The Faculty Liaison is the designated faculty person responsible for monitoring and evaluating the students' performance in field. The student works with the same liaison for both semesters of the First Field experience.

A generalist approach is the underlying foundation of the first 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.

These instructors teach the one-hour/week field seminar as well. Students use the seminar to discuss and explore their attempts in field to make use of the learning they have acquired throughout the curriculum and in practice. The overall goals of the seminar are to assist the student with the field experience and strengthen the relationship between the classroom content and field. Another contribution of the seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, the connection between micro and macro practice, client self-determination, and worker's influence, etc.

The course objectives for Field I and II align with the CSWE competencies and students must:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice;
3. Advance human rights and social, economic, and environmental justice;
4. Engage in practice-informed research and research-informed practice;
5. Engage in policy practice;
6. Engage with individuals, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities; and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

The competencies and related behaviors are expanded upon and operationalized in the field evaluation forms in Forms, Section 8. Students are assigned to the field classes 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.

Having the same instructor teach practice, seminar, 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 and build knowledgeable working relationship.

The First Field Placement Process

The first field placement is determined in the following manner:

1. The application materials of incoming students are reviewed by the Assistant Dean for Field Education (ADFE).
2. After acceptance into the program, students receive a field questionnaire 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 admissions process. Clinical Faculty reviews 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 divided into class cohorts and a Faculty Liaison is assigned the students' files. During the match process, the ADFE and Faculty Liaisons are responsible for reviewing the students' materials and advocating for the best internship match and diverse cohort makeup allowable given the constraints of placements available and student body makeup.
5. A match is made with the agencies that best seems to meet individual student's learning needs based on prior experience, interests and selected concentration.
6. The Faculty Liaison assigns the student to an agency and Field Instructor. The Faculty Liaison and seminar leader typically is the same person
7. The placement is finalized with the agency confirming the student's name, weekly schedule, dates of placement, and Faculty Liaison.
8. Once the agency has confirmed the internship, the Clinical Faculty notify the students of their placement, typically two-four weeks prior to the start of field.
9. The Clinical Faculty Liaisons assigned to the interns conduct a two-day Field Engagement Seminar after MSSW orientation and prior to classes in which the students are oriented to field.
10. Field typically begins the first day of classes. Students may not begin accruing field hours until they have submitted both their signed Field Placement Expectations form see Section 7: Forms)and their malpractice insurance payments.

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. Although it is not always possible to implement this in the first semester, the student should begin the planning phase during that time. 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

Fall semester: Two site visits, one each per the first two-thirds of the semester. The final liaison visit will typically be via remote video/audio conference. Field Instructor may request a site visit. Faculty Liaisons may also choose to conduct a third site visit especially if it is a new placement, new field instructor, or if there are other compelling reasons.

1. Weeks 1-5: Learning contract collected.
2. Weeks 6-10: Mid-term evaluation collected and submitted to OFE no later than October 31.
3. Weeks 11-15: Final evaluation for semester collected and submitted to OFE no later than first day of spring semester.

Spring semester: Two site visits, one each per half of the semester.

1. Weeks 1-8: Learning contract collected.
2. Weeks 9-14: Mid-term evaluation collected to the OFE no later than March 31.
3. Final evaluation and self-reflective narrative submitted to the OFE no later than the first day of the summer semester.

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. The Faculty Liaison returns the PR with their additional comments to the student and Field Instructor.

3. Total of six over the fall and spring semesters.
4. Fall: two-four due to Faculty Liaison.
5. Spring: two-four due to Faculty Liaison.
6. Field Instructor/Faculty Liaison may choose to substitute a video role play in lieu of a PR.
7. May require additional PRs as needed.

Self-reflection narratives are collected at the end of the semester along with the evaluations and are designed to be shared between the intern, Field Instructor and Faculty Liaison. Narratives should be turned into the OFE with final evaluations.

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: Graduate Field Requirements and Section 7: Forms of this guide.

SECTION THREE: FINAL FIELD

Section Three: Final Field

Organization of the Final Field Experience

The final field practicum consists of two courses, SW 694R and SW 394S. The field sequence is based on a block field plan which requires that students be in field approximately 36-40 hours a week, for a total of 540 clock hours in one semester. These courses provide six and three credit hours respectively, for a total of nine credit hours. Students remain in the same agency for the duration of the field practicum. Students may also elect to take an extended block plan that requires approximately 22-26 hours per week for two semesters. The final practicum experience is more individualized based on the student's chosen concentration, needs, experience, and interests.

Students study within one of two advanced, specialized concentrations – either Clinical or Administration and Policy Practice. The final field experience is concentration specific and the majority of the work in the internship should be specific to the assigned specialization, either Clinical or APP. Internships that offer a significant minority of cross-specialization opportunities should advertise that and clarify responsibilities in the interview process.

It is the student's responsibility to register for the required course(s) for field including the concurrent SW385T Capstone course, which is only offered in the spring. The Capstone course builds upon all previous courses including field internships and is not a field-centric seminar. Students, especially post-BSW students, may take additional coursework during the summer of an extended internships.

The Final Field Placement Process

Final field is offered in both one semester, full block and two semester, extended block, both for a total of 540 hours. There are benefits to each from which the student is allowed to choose. All students, including post-BSWs, will have completed their preparation for final field by finishing their course prerequisites. Accordingly, all students have the opportunity to be well prepared for the fully immersive experience of full-time field in one semester. This 40-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 internship offerings to match the consistency of a hosting a full-time intern and this adds to the range of learning opportunities available, e.g., crisis intervention where daily attendance is beneficial to clients and learning alike.

As higher education costs have increased, students are more often seeking paid employment during their schooling to support their education and other expenses. Offering extended field at approximately 20-25 hours per week over two semesters allows these students and others with extracurricular responsibilities, e.g., family responsibilities, greater access to the MSSW 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 longer-term counseling settings to engage interns more meaningfully over the course of a fall/spring internship and opens up internship opportunities in the summer. Having both a concentrated learning experience and an extended option also addresses the different learning needs of students who may thrive at different paces.

The final field placement, which will be in the student's concentration area, is arranged for each student with the following goals:

1. The student is an emerging professional. This is the transition internship between classroom/education and field practice/professional identification.
2. The student should take a very active part in determining their educational and professional goals and this should be reflected in the selection of a field setting.
3. The student should accept professional responsibility for the interview process in affiliating with an agency/organization.
4. The School accepts a more advisory/broker role in this placement.
5. The School helps both the student and the agency clarify what is expected from this final placement.
6. Placement is an interactive process between student, school and agency, with agency and student taking more active roles than in the first placement.

Regular Placement Process for Final Field

The following procedures are used in the final placement:

1. Students attend mandatory informational meetings about the placement process.
2. A list of available internships, from approved agencies, with brief descriptions of each program and their field placement offering is made available to students.
3. Students attend the Agency Field Fair to help measure best agency "fits".
4. Students prepare a written statement of their educational goals for placement.
5. Students prepare a professional quality resume with the recommended aid of the DiNitto Center for Career Services.
6. In individualized and small-group advising sessions, students and Clinical Faculty Liaisons discuss resumes, educational goals and prioritize agency/organizations for the interview process.
7. Students rank prioritized agency setting preferences.
8. The Office of Field Education (OFE) collects, organizes and delivers student resumes and educational goals to the agencies.
9. The OFE sends resumes and educational objectives to agencies.
10. The OFE sends information to the students to set up an interview with the agency.
11. Students take the initiative to contact, interview and follow up with potential agency placements in a professional manner.
12. If additional interviews are necessary, the students work with the OFE to facilitate these as needed.
13. After an agency has offered a placement and the student has accepted, the student is responsible for entering the placement in the OFE database.
14. The students are oriented to field by the OFE.
15. Students are assigned and agencies notified of their Faculty Liaisons for confirmed placements.

The students are given detailed information and access to agency requests for interns during the mandatory informational meeting in early fall which outlines the above procedures, giving deadline dates for each activity.

Atypical Placement Processes for Final Field

The majority of students will be placed using the regular placement procedures. A significant minority, however, will find placements using the atypical placement process, which includes early placement opportunities, work-based, dual degree, domestic long distance, and international placements.

Early Placement Opportunities

The School partners with several agencies that initiate an early placement process due to a variety of agency-based reasons including but not limited to out of town status, competitive placement settings and/or the needs of the population, i.e., long-term counseling. Students will have the opportunity to attend informational meetings about these specific placements, their timetables, opportunities and expectations in early spring of the year prior to what would otherwise be their regular spring placement. Agencies must present compelling reasons as determined by the ADFE of benefit to the students to be eligible for the early placement process including significant stipends. Students in this process finalize their placements in the spring prior to their final field internships are relieved of their responsibilities and rights in all other placement processes by accepting these internships. If circumstances change, the student is expected to coordinate with the ADFE to determine next steps for finding a suitable internship.

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 and Master's programs. 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 summer or 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 Work-Based Placement Proposal Request form.

Student Initiated Placements

Dual Degree and Domestic Long Distance Field

The MSSW Program offers six dual degree programs, where students can earn an MSSW and a Masters of Business Administration, Divinity, Public Affairs, Public Health, Arts in Latin American Studies, or a Doctor of Jurisprudence. Dual degree (DD) students are the only final field students allowed to initiate their own central Texas internships because they may have needs unique to their programs of study. The majority of dual degree students choose to enter into the regular fall placement process and are guaranteed multiple options that fulfill the requirements of both their degree plans. Their internship development process parallels the domestic long distance (DLD) placement process.

Students come to The University of Texas at Austin from all over the country and our graduates are employed around the globe. The Steve Hicks School of Social Work recognizes the importance of providing flexibility for students seeking internships in the areas of expertise or geography important to their careers. For that reason, the School works with students to support them in seeking and developing domestic long distance placements. The international placement process is completely separate and distinct from the DLD placement process and is addressed immediately following this subsection. The placement process for Hawai'i, Alaska, and U.S. territories' is more closely modeled after the international process and is subject to additional fees. Students interested in placements in these non-contiguous states and U.S. territories need to notify the ADFE approximately one year prior the desired placement semester.

The School does proffer some out of town placements through the early selection process and in the regular placement packets that lists agencies available, but those are considered separate and apart from the DLD process. The term DLD placement is inclusive of all student-initiated placements beyond 60 miles from the UT-SHSSW and indicates that students in those sites are eligible for taking associated classes via long distance means and therefore not required to attend traditional classroom gatherings.

For placements in the central Texas area, students are required to work through the OFE and to allow the OFE to explore new options. For DD/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, student's ability to do so is in itself a screening tool for student appropriateness for a student-initiated placement.

Students considering initiating a placement through the Dual Degree or Domestic Long Distance field placement process are required to:

1. Attend the DD/DLD orientation the spring semester in the year prior to the desired spring placement.
2. Submit the required three letters of recommendation found in Section 7: Forms and receive approval to move forward in this process from the ADFE by the advertised mid-summer date (e.g., July 15);
3. Select potential placement agencies and determine their openness to hosting a UT-SHSSW intern. To be a viable placement site, agencies must provide educational opportunities specific to the student's specialization in the program and otherwise meet all the placement requirements. MSSW candidates are required to complete a specialization specific placement (Clinical or APP) under the supervision of an on-site MSSW with at least two-years, post-graduate experience and students are to receive two hours of supervision a week, one in individual weekly sessions with their field instructor. Students are required to meet the educational objectives and demonstrate the competencies outlined in their field syllabi in SW694R/394S. These syllabi are available on the School website <http://www.utexas.edu/ssw/> and it is the student's responsibility to provide these to the agencies.
4. Once the potential agency contacts have been solidified, students are required to 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 student in meeting their educational objectives and demonstrating competencies. Affiliation agreements with medical institutions can take up to five months to finalize and students are therefore encouraged to initiate contact as soon after the orientation to atypical field as possible;
5. Understand that placement choices will be limited based on available approved agencies locally. Placements in some areas may not be feasible due to limited resources and availability of approved agencies;
6. Understand that if the DD/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 and subsequent reduced number of Austin area options due to the DD/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 student initiated placements are held to the same standards and approval processes as those initiated by the OFE and the decision for final approval rests solely with the ADFE.

Students must have initiated all DD/DLD placement options in time for the OFE to have contact information for one proposed agency by a publicized mid-summer date (e.g., July 15). This is to allow DD/DLD placements to be finalized prior to the start of the regular placement process.

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 spring 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

At the master's level, only final field students are eligible for DLD placements. Students must be in good standing with the School as evidenced by three positive letters of recommendation and no active academic probation 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 three letters of recommendation from UT-SHSSW faculty members as evidence of their potential to successfully complete a DLD placement. Reference forms can be found in section eight of this guide.

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

The following is recommended procedure to assist students in finding a suitable DLD agency placement.

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. 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 exploratory phase of the search. Interviews should be reserved for serious inquiries only. Many students set up interviews or meetings over the summer prior to their spring internship while they are home, (visiting family).

International Placements

Human needs do not recognize national boundaries and social work has a long and growing history of global response. Further, the School recognizes and values the oftentimes uniquely transformative nature of international placements and the educational advancements those provide social work students.

At the master's level, only final field students are eligible for international placements. Students must be in good standing with the School in order to be approved for international internships and beyond that must be deemed by the International Committee to be a good ambassador on behalf of the School, the United States and the Social Work profession. International internships are a

privilege, not a right, for students. The School retains the right at all stages of the placement process to deny a student access to, or continuation of, an international placement.

Prerequisites

1. All coursework must be completed by Spring Semester excluding: the Capstone course, Field Education III and IV;
2. Weekly attendance in the fall to the International Field Seminar in preparation for International Field Placement;
3. Completed recommendation by Faculty Liaison, Field Instructor and UTSHSSW faculty other than the Liaison;
4. A survey of SHSSW faculty and staff;
5. A positive recommendation by the International Committee;
6. Fulfilling all requirements of the International Office including restricted region and health clearances; and
7. Payment of a \$1500 non-refundable fee, which is required to cover associated costs to the School for international placement.

International placements must meet the same educational standards as all field placements and are vetted by UT faculty and/or associates based on the additional following criteria:

1. Educational soundness
The student is able to meet the objectives for their field class qualitatively and quantitatively.
2. Benefit to the School and the Agency
The student's placement and the relationship with the University seeks to provide a real benefit to the agency comparable in value to the student's educational gain. The placement aligns with research, field and/or other scholarly endeavors already engaged in or under development by the School, and the agency's relationship with the School and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.
3. Feasibility
The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student's long-distance learning courses. Feasibility also includes responsible allocation of the School's fiscal resources, i.e., placing multiple students at one site or clustering locations/travel.
4. Safety
Recognizing that 100% safety is never a guarantee, the School, through the International Committee and in collaboration with the University's International Office seeks to identify risks and ameliorating factors by assessing the site(s)/city/region/country's: security, crime, infrastructure, medical issues/resources and transportation issues. Some international locations may therefore be considered too risky for placement of students.

The School offers a variable slate of international placement options built on years of international collaboration.

Student-initiated international placements are not supported due to our commitment to international agencies that meet the School's criteria for mutually beneficial and sustained partnerships.

The International Committee decides all placement proposals and student candidate applications the summer prior to the spring final field experience. Details of this process are provided in information sessions that begin in the February prior to the January international field start

Required Responsibilities

For final field, the placements align with the student's Clinical or APP concentration. In the placement process, the interests/needs of the student and the task/needs of the agency are the primary criteria for selection. Therefore, the assignments vary from agency to agency, student to student.

Course objectives that must be met for this placement are contained in the course syllabi in and the competencies and related behaviors are further expanded upon and operationalized in the field evaluation forms in Section 7: Forms. The assignments will be structured in such a way that the student will have the opportunity to demonstrate all the required competencies.

The majority of the internship will be focused on advanced work appropriate to an emerging professional and within their specialized concentration of Clinical or APP.

Liaison Activities

A Faculty Liaison is assigned to each intern and Field Instructor in placement as a resource, support, and source of accountability. The final field Faculty Liaison is typically less involved in the student's internship than in the generalist experience. This is because students have completed most of their graduate coursework, developed a stronger sense of social work identity, learned more effective use of supervision, and are transitioning from the role of graduate students into emerging professionals.

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, Spring only, 540 hours in one semester: Two liaison visits, one site and one conference, one each per half of the semester.

1. Weeks 1-5: Learning contract collected.
2. Weeks 6-10: Midterm evaluation collected by the OFE no later than March 31.
3. Weeks 11-15: Final evaluation and self-reflective narrative for semester collected and submitted to OFE no later than the first day of the summer semester.

Liaison visits, assignment due date for Extended Block, Spring/Summer, 540 hours over two semesters: Three total liaison visits, two site and one conference, one per each third of the internship.

1. Weeks 2-8: Learning contract collected, no later than spring break.
2. Weeks 12-20: Midterm evaluations collected and submitted to OFE, no later than the first day of the summer semester.
3. Weeks 22-30: Final evaluation and self-reflective narrative for internship collected and submitted to the OFE, no later than the first day of the fall semester.

The Faculty Liaison will determine the ordering and timing of site or conference liaison visits with input from Field Instructor and intern. 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.

The last day of extended field is the last day of summer classes.

Atypical internship liaison activities

Work-based and dual degree placements should be liaised to according to their full or extended format

The ADFE will assign faculty liaisons according to need for early selection agencies that have intern requirements before field begins in January.

Internships 60 miles or further should be liaised with according to their full or extended format. However, due to the fact that student-initiated domestic long distance placements are typically new or newly revived internships for the UT-SHSSW program, liaisons are required to conduct site visits prior to the mid-term evaluation due dates.

International placements require the same expectations as full-block placements with additional requirements for weekly journals and the additional use of video or audio calls directly with students and/or Field Instructors as necessary to support and/or augment social work education abroad. Site visits are required prior to the mid-term evaluation due dates.

Process recordings

- A. The intern must be an active party in the PR.
- B. 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 midinternship. The Faculty Liaison returns the PR with their additional comments to the student and Field Instructor.
- C. Two PRs due to Faculty Liaison.
- D. Field Instructor/Faculty Liaison may choose to substitute a video role play in lieu of a PR.
- E. 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 March. For extended, midterm falls in 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-reflective 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 the Section 1: Graduate Field Requirements and Section 7: Forms of this guide.

SECTION FOUR:

GENERAL FIELD POLICIES

Section Four: General Field Policies

Arranging Hours in Field

Students are expected to complete 480 hours in field for their first field placement, 240 hours in the fall semester and an additional 240 in the spring. On average, this works out to 16-20 hours per week. Students may accrue up to 20 hours toward the total count over the winter break if and only if it serves the needs of both the student and the agency.

Final field students are expected to complete the requisite 540 hours in field. Final field full block is completed in the spring semester at an average of 36-40 hours per week. Students and/or agencies may opt for extended block placements that run in the spring and summer semesters at approximately 20-25 hours per week. The last day of extended field is the last day of summer classes. Students may begin accruing field hours as early as January 2 after they have paid for their malpractice insurance. 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. 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 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. For first field interns, this generally means either a Monday/Wednesday or Tuesday/Thursday schedule;
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 or assigned staff may continue to sign off on all documentation. Students must be clear on this process and are expected to seek supervision as new situations arise. Students should not document anything in a client file without learning the proper agency procedures. Confidentiality of documentation is discussed later in this section.

Completion of Hours and Absence from Field

All first field interns are expected to complete 240 hours each in the fall and in the spring for a total of 480 hours. Failure to do so may result in a failing grade. Under compelling circumstances, a Faculty Liaison may choose to allow the student to receive an incomplete for the fall semester and support them in making arrangements to makeup needed hours over the winter break before the start of the spring semester. Incompletes are determined by the Faculty Liaison and should reflect the student’s need for additional time due to circumstances beyond their control.

A student cannot begin accruing field hours in the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student must postpone field until eligible for matriculation into second semester field.

Final field students are expected to complete 540 hours in field over the spring and summer semesters.

1. 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.
1. 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.
2. **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.
3. **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.

First field MSSW candidates may choose to retake field in a subsequent semester in which it is offered. A failing grade in field for final field will result in dismissal from the program.

Grievance Process

The grievance process as stated in the Steve Hicks School of Social Work MSSW Student Handbook applies to the termination of a student from field. The process is designed to give the student further channels for appeal of the decision 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 Graduate Advisor, the Graduate Studies Committee and the Associate Dean for Academic Affairs for the School. If the student wishes a further appeal, the formal procedures are outlined in the MSSW Student Handbook.

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 MSSW Handbook.

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.

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 Education

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.

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. 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 the following *NASW Standards for Cultural Competence in Social Work Practice* adopted by NASW in 2015.

SECTION FIVE:

EVALUATIONS AND GRADING

Section Five: 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:

- a delineation of the student's present capabilities in terms of knowledge, values, skills, affective and cognitive processes;
- identifying areas where growth is needed including what the student has already accomplished and not accomplished toward demonstrating the competencies; and
- 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 obtained from the Field Instructor during the liaison visits and liaison assessment of student progress. First field is graded on a letter grade basis and students must earn a C or better in order to receive credit. Final field is graded as credit/no credit. Students who do not receive credit for final field are not allowed to repeat and therefore cannot complete the master's program at the Steve Hicks School of Social Work.

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 Examiner's (TBSWE) Code of Conduct, and the SHSSW Student Standards. Field objectives represent the minimum expectations of performance at the completion of each semester.

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.

Grading for the First Practice Courses and Field

First field and the practice courses are taken concurrently. Therefore, satisfactory progress in both class and field is expected. If a student fails field and is able to retake field the next semester is available, they will be required to also retake the associated practice class concurrently regardless of grade previously earned in that class. Students may not carry an incomplete in either course into the next semester. Students must receive a C or better in first semester to continue. Syllabi for the practice courses are provided to the student at the beginning of the semester and available on the School's website at <https://socialwork.utexas.edu/academics/eclassroom/>.

Grading for Final Field

The Faculty Liaison assigns credit earned based on student progress as outlined above. Final field is credit/no credit and students who do not receive credit for final field will be not be allowed to retake final field and instead will be released from the program. Students in final field may fail to receive credit because of:

1. Unresolved and/or escalating concerns tied to Student Standards including NASW and TBSWE codes and addressed through the Level Review process outlined in the MSSW Guide;
2. Persistent failure to demonstrate the required competencies; or
3. Egregious ethical violations or behavior otherwise harmful to others.

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 ADFE 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.

SECTION SIX:

INFORMATION FOR MAXIMIZING THE FIELD EXPERIENCE

Section Six: 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.

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 via the assigned Faculty Liaison in the event that a student is involved in an unsafe situation including potential/actual exposure to contagious disease and/or incidents of physical violence/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 has been exposed to or is found to have contracted 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 offered 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 journals.
3. Communicate incidents 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 MSSW Student Handbook.

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.

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 case consultations. 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 has sufficient information to be able to deal effectively with it.

The Equal Employment Opportunity Commission has defined sexual harassment 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.

Toward 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 that 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 SEVEN:

GUIDES

Section Seven: Guides

First Field Instruction Course Description and Objectives

SW 384R: FIELD INSTRUCTION I

I. Standardized Course Description

Field Instruction I is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

II. Standardized Course Objectives

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the expectations for the semester. They serve as a guide to learning, teaching, and evaluation of the students' competence.

By the end of the course, the student will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

SW 384S – FIELD INSTRUCTION II

I. Standardized Course Description

Field Instruction II is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. Students are further expected to integrate learning related to leadership skills, advocacy and the application of theory. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

II. Standardized Course Objectives

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the continued expectations for the second semester of foundation field. Building on Field I competency levels, they serve as a guide to learning, teaching, and evaluation of the students' competence.

By the end of the course, the student will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Final Field Instruction Course Description and Objectives

SW 694R/394S – FIELD III/IV CLINICAL CONCENTRATION

I. Standardized Course Description

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (Clinical) must be taken concurrently.

II. Standardized Course Objectives

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the continued expectations for concentration field. Building on Foundation Field competency levels, they serve as a guide to learning, teaching, and evaluation of the students' competence. The nine competencies can be found on the field evaluation and are measured by the following outcomes.

Students graduating from the Clinical Social Work Concentration will be able to:

1. Apply ethical decision-making skills to issues specific to clinical social work
2. Recognize and actively engage in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients' well-being
3. Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
4. Identify and utilize practitioner/client differences from a strengths perspective
5. Utilize knowledge of the effects of oppression, discrimination, and trauma on clients and client systems to guide treatment planning and intervention
6. Advocate at multiple levels for mental health parity and elimination of health disparities for diverse populations
7. Utilize research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice
8. Utilize critical thinking and the evidence-based practice process in clinical assessment and intervention with clients
9. Identify and evaluate agency programs and/or practices in relation to client needs

10. Communicate to stakeholders the implication of policies and policy change in the lives of clients
11. Integrate theory-based relational skills in all areas of client engagement
12. Recognize and address the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance
13. Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools
14. Conduct a multi-level case assessment based on a systematic and conceptually driven process
15. Critically evaluate, select, and apply best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns
16. Collaborate with other professionals to coordinate treatment interventions
17. Identify and evaluate agency programs and services in relation to client needs
18. Demonstrate the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs

SW 694R/394S – FIELD III/IV APP CONCENTRATION

I. Standardized Course Description

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides macro social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (APP) must be taken concurrently.

II. Standardized Course Objectives

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the continued expectations for concentration field. Building on Foundation Field competency levels, they serve as a guide to learning, teaching, and evaluation of the students' competence. The nine competencies can be found on the field evaluation and are measured by the following outcomes.

Students graduating from the APP Social Work Concentration will be able to:

1. Identify as social work professionals, demonstrate professional use of self, and articulate the social work role
2. Critically examine personal values, attitudes and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics
3. Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations
4. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
5. Advocate for human and civil rights individually and collectively
6. Demonstrate understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms
7. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions
8. Construct and utilize best practice and evidence-informed research to develop and implement community and organizational interventions

9. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation and the implications for less powerful and oppressed groups
10. Actively engage in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people
11. Use participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them
12. Use the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice
13. Assess the range of information, based on research, evidence, and practice strategies that will enhance planning for programs and services to improve human wellbeing
14. Work with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs
15. Collaborate with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life
16. Advocate for and support the most inclusive strategies to help all community members reach their full potential
17. Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes
18. Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions

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 MSSW Student Handbook and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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 2015, with specific skill competencies can be found on the NASW website at: <https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

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.

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.

The 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 SCHOOL OF SOCIAL WORK

Beer, Calbow, Linseisen, Simmons, Sloan, Smith

Course Number:	SW 384R (Field I)	Instructor's Name:	Same as 383R (Practice I) Professor
Unique Number:	As assigned	Office Number:	Refer to 383R Syllabus
Semester:	Fall 2017	Office Phone:	Refer to 383R Syllabus
Meeting Time/Place:	As assigned	Office Hours:	Refer to 383R Syllabus

SW 384R: Field Instruction I

I. STANDARDIZED COURSE OBJECTIVES

Field Instruction I is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

II. STANDARDIZED COURSE OBJECTIVES

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the expectations for the semester. They serve as a guide to learning, teaching, and evaluation of the students' competence.

By the end of the course, the student will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

III. TEACHING METHODS

Methods will be individualized by the agency-based Field Instructor to each agency setting and by the Faculty Liaison in the Integrative Seminar.

IV. COURSE REQUIREMENTS

ASSIGNMENTS. Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, students are provided with a set of educational experiences under the supervision of the Field Instructor. The expected minimum field assignments include:

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 4 to 6 cases throughout the semester. Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Students must have opportunities to work with diverse clients, including women, ethnic minorities, LGBTQI, or other specialized populations. Agency and academic documentation is required, including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Any documentation required by the agency must be completed.
2. Students must have an opportunity to co-plan and co-facilitate a group within their agency settings. Students may plan for a group during their first semester and actually implement it during the second semester. 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. During the course of the two semesters at the agency, students will complete a macro project in community, administration, or leadership. Typically, the macro project is in response to an agency need and fosters skill and experience for the emerging professional. The Faculty Liaison will provide instruction for the evidence of completion.
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

HOURS. A minimum of **240 hours** of field work is required, including time spent in Integrative Seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the required 16 to 20 hours per week in field. Time spent commuting to and from the agency as well as non-working lunches may not be counted toward the field hour requirement. Time invested in field-related workshops must be pre-approved by the field instructor and reported to the Faculty Liaison. Professional development is the priority for time invested in field. Therefore, no field time can be used to work on class assignments or personal communications.

ATTENDANCE. Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason, and the student is responsible for any missed field obligations. Hours absent from field, regardless of the reason, are not counted toward the required 240 hours per semester. One field hour is accrued for each week of attendance at the Integrative Field Seminar.

LEARNING CONTRACT. A written learning contract is to be developed by the student and approved by the Field Instructor and the Faculty Liaison in the early weeks of the internship. In general, this document should serve as a guide for (1) development of field assignments; (2) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared with the Faculty Liaison upon revision.

PROCESS RECORDINGS. Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course.

JOURNALS. Weekly field journals provide the student an opportunity to process and integrate field experiences. The field journal should demonstrate the student's growth and progress as a practitioner as well as the attainment of the objectives for SW 383R. Completion of journals in a thorough and timely fashion contributes to the final field grade for this course. The field journal is a learning tool to be shared only with the Faculty Liaison. Any exceptions to this policy will be discussed with the student.

INDIVIDUAL SUPERVISION WITH THE FIELD INSTRUCTOR. Educational supervision is a collaborative relationship between the Field Instructor and the intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field instruction, it is the student's responsibility to explore the balance between the personal and professional, evaluate his or her own work, and accept constructive feedback. A minimum of one hour per week of scheduled educational supervision with the agency based Field Instructor is required.

INTEGRATIVE SEMINAR. Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field and professional experience. The Seminar meets weekly in conjunction with the three-hour Practice I course, SW 383R. Seminar involves peer consultation, challenging personal and professional values, self-exploration and reflection, critical thinking and group building. Since the goal of the Seminar is to apply knowledge, values, and skills to practice, the success of the Seminar depends on each student's full participation and engagement. This includes respectful sharing and listening to the opinions and concerns of others, offering suggestions and ideas in a positive and supportive manner, and being willing to promote group cohesiveness in a learning environment.

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision. Discussions with individuals outside of the Seminar context are not permitted. Violations of Seminar 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.

TIME SHEETS. Students are responsible for keeping a time sheet documenting hours logged in field. 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.

MIDTERM EVALUATION. The midterm evaluation enables students to self evaluate and to receive feedback from their Field Instructor. The evaluation process assists students in planning for and 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 final evaluation must include a completed Evaluation for Graduate Field Instruction SW 384R by the Field Instructor, which is available at <http://www.utexas.edu/ssw/field/forms/>. The final evaluation document is maintained in the student's folder at the School of Social Work.

V. CLASS POLICIES

FACULTY LIAISON VISITS. The Faculty Liaison will visit the agency two or more times a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits will vary depending on the needs of agencies, students, and Faculty Liaison.

GRADING. The grade for SW 384R will be assigned by the Faculty Liaison. In determining the final field grade, the Faculty Liaison will take the following into account:

- Successful completion of the required field hours
- The evaluation of competencies in field by the Field Instructor with input from any additional agency supervisors
- Attainment of Field I objectives
- Attainment of individualized educational contract objectives
- Quality of participation in Integrative Seminar
- Completion and quality of narrative self-evaluation
- Completion and timeliness of required process recordings
- Quality and timeliness of weekly field journals

Plus (+) and minus (-) designations may be utilized by the Faculty Liaison as authorized by the University. A student earns an A in Field I by consistently demonstrating outstanding progress in all areas listed above. A student earns a B by consistently demonstrating satisfactory progress in all areas listed above. A student earns a C by demonstrating inconsistent and/or unsatisfactory progress in all areas listed above. Although a C is a passing grade, it can be a warning sign of potential problems and will be reported to the Assistant Deans for Field Education and the MSSW Program. A student earning a C- or below will not earn credit for this course.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The 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.

SAFETY. As part of professional social work education, students will 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 Instructors regarding any safety concerns as soon as they arise.

VI. 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 Steve Hicks 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 Steve Hicks 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/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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>.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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.

GRADING SCALE

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. REQUIRED AND RECOMMENDED TEXTS AND RESOURCES

- *Student Guide to Graduate Field* available at <http://www.utexas.edu/ssw/field/forms/>.
- *MSSW Handbook* 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 agency Field Instructor and/or Faculty Liaison

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

Beer, Calbow, Linseisen, Simmons, Sloan, Smith

Course Number: SW 384S (Field II)

Instructor's Name: Same as assigned 383T
Practice Professor

Unique Number: as assigned

Office Number: Refer to 383T Syllabus

Semester: Spring 2019

Office Phone: Refer to 383T Syllabus

Meeting Time/Place: as assigned

Office Hours: Refer to 383T Syllabus

Field Instruction II

I. STANDARDIZED COURSE DESCRIPTION

Field Instruction II is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. Students are further expected to integrate learning related to leadership skills, advocacy and the application of theory. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

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.

By the end of the course, the student will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

III. TEACHING METHODS

Methods will be individualized by the agency-based Field Instructor to each agency setting by the Faculty Liaison in the Integrative Seminar.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

- Student Guide to Graduate Field available at <http://www.utexas.edu/ssw/field/forms/>
- MSSW Handbook 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 agency Field Instructor and/or Faculty Liaison.

V. COURSE REQUIREMENTS

ASSIGNMENTS. Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, students are provided with a set of educational experiences under the supervision of the Field Instructor. The expected minimum field assignments include:

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 4 to 6 cases throughout the semester. Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Students must have opportunities to work with diverse clients, including women, ethnic minorities, LGBTQ, or other specialized populations. Agency and academic documentation is required, including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Any documentation required by the agency must be completed.
2. Students must have an opportunity to co-plan and co-facilitate one or more groups within their agency settings. 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 is consistent with the level of intervention skills of an emerging practitioner.
3. During the course of the two semesters at the agency, students will complete a macro project in community, administration, or leadership. Typically, the macro project is in response to an agency need and fosters skill and experience for the emerging professional. The Faculty Liaison will provide instruction for the evidence of completion.
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; and/or
 - Present a case in a staffing forum used by the agency.

HOURS. A minimum of 240 hours of field work is required, including time spent in Integrative Seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students required 16 to 20 hours per week in field. Time spent commuting to and from the agency as well as non-working lunches may not be counted toward the field hour requirement. Time invested in field-related workshops must be pre-approved by the field instructor and reported to the Faculty Liaison.

ATTENDANCE. Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason, and the student is responsible for any missed field obligations. Hours absent from field, regardless of the reason, are not counted toward the required 240 hours per semester. One field hour is accrued for each week of attendance at the Integrative Field Seminar.

LEARNING CONTRACT. A written learning contract is to be developed by the student, approved by the Field Instructor, and the Faculty Liaison in the early weeks of the internship. In general, this document should serve as a guide for (1) development of field assignments; (2) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared with the Faculty Liaison upon revision.

PROCESS RECORDINGS. Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course.

JOURNALS. Weekly field journals provide the student an opportunity to process and integrate field experiences. The field journal should demonstrate the student's growth and progress as a practitioner as well as the attainment of the objectives for SW 384S. Completion of journals in a thorough and timely fashion contributes to the final field grade for this course. The field journal is a learning tool to be shared only with the Faculty Liaison. Any exceptions to this policy will be discussed with the student.

INDIVIDUAL SUPERVISION WITH THE FIELD INSTRUCTOR. Educational supervision is a collaborative relationship between the Field Instructor and the intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field instruction, it is the student's responsibility to explore the balance between the personal and professional, evaluate his or her own work, and accept constructive feedback. A minimum of one hour per week of scheduled educational supervision with the agency based Field Instructor is required.

INTEGRATIVE SEMINAR. Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field and professional experience. The Seminar meets weekly in conjunction with the three-hour Practice II course SW 383T. Seminar involves peer consultation, challenging personal and professional values, self-exploration and reflection, critical thinking and group building. Since the goal of the Seminar is to apply knowledge, values, and skills to practice, the success of the Seminar depends on each student's full participation and engagement. This includes respectful sharing and listening to the opinions and concerns of others, offering suggestions and ideas in a positive and supportive manner, and being willing to promote group cohesiveness in a learning environment.

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision. Discussions with individuals outside of the Seminar context are not permitted. Violations of Seminar 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.

TIME SHEETS. Students are responsible for keeping a time sheet documenting hours logged in field. 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.

MIDTERM EVALUATION. The midterm evaluation enables students to self evaluate and to receive feedback from their Field Instructor. The evaluation process assists students in planning for and 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.

VI. GRADES

GRADING SCALE

- | | |
|------------------|----|
| • 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

FACULTY LIAISON VISITS. The Faculty Liaison will visit the agency two or more times a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits will vary depending on the needs of agencies, students, and Faculty Liaison.

GRADING. The grade for SW 384S will be assigned by the Faculty Liaison. In determining the final field grade, the Faculty Liaison will take the following into account:

- Successful completion of the required field hours;
- The evaluation of competencies in field by the Field Instructor with input from any additional agency supervisors;
- Attainment of Field II objectives;
- Attainment of individualized educational contract objectives;
- Quality of participation in Integrative Seminar;
- Completion and quality of narrative self-evaluation;
- Completion and timeliness of required process recordings; and/or
- Quality and timeliness of weekly field journals.

Plus (+) and minus (-) designations may be utilized by the Faculty Liaison as authorized by the University. A student earns an A in Field II by consistently demonstrating outstanding progress in all areas listed above. A student earns a B by consistently demonstrating satisfactory progress in all areas listed above. A student earns a C by demonstrating inconsistent and/or unsatisfactory progress in all areas listed above. Although a C is a passing grade, it can be a warning sign of potential problems and will be reported to the Assistant Deans for Field Education and the MSSW Program. A student earning a C-or below will not earn credit for this course.

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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. Cell phone use in the field placement has ethical, legal, and liability implications. It also has implications regarding professional boundaries and self-care. Use of a personal cell phone for client communication is strongly discouraged, but if necessary, should be planned well and in advance with your Field Instructor.

VIII. UNIVERSITY POLICIES

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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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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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.

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.

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.

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>.

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.

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, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of 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>.

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 16-20 hours per week for a total of 240 hours.

X. BIBLIOGRAPHY

No required texts. Readings as assigned in field.

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

Allen, Beer, Calbow, Johnson, Linseisen, Mulvaney, Simmons, Sloan, Smith, Sparks, Voss

Course Number:	SW694R/394S - Clinical	Instructor:	as assigned
Unique Number:	as assigned	Office:	as assigned
Semester:	Spring 2019	Office Phone:	as assigned
Meeting Time/Place:	as assigned	Office Hours:	as assigned

Field Instruction III and IV Clinical Concentration

I. STANDARDIZED COURSE DESCRIPTION

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (Clinical) must be taken concurrently.

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.

Students graduating from the Clinical Social Work Concentration will be able to:

1. Apply ethical decision-making skills to issues specific to clinical social work
2. Recognize and actively engage in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients' well-being
3. Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

4. Identify and utilize practitioner/client differences from a strengths perspective
5. Utilize knowledge of the effects of oppression, discrimination, and trauma on clients and client systems to guide treatment planning and intervention
6. Advocate at multiple levels for mental health parity and elimination of health disparities for diverse populations
7. Utilize research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice
8. Utilize critical thinking and the evidence-based practice process in clinical assessment and intervention with clients
9. Identify and evaluate agency programs and/or practices in relation to client needs
10. Communicate to stakeholders the implication of policies and policy change in the lives of clients
11. Integrate theory-based relational skills in all areas of client engagement
12. Recognize and address the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance
13. Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools
14. Conduct a multi-level case assessment based on a systematic and conceptually driven process
15. Critically evaluate, select, and apply best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns
16. Collaborate with other professionals to coordinate treatment interventions
17. Identify and evaluate agency programs and services in relation to client needs
18. Demonstrate the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs

III. TEACHING METHODS

Methods will be individualized to each agency setting.

IV. REQUIRED TEXTS AND MATERIALS

- Student Guide to Graduate Field available at <http://www.utexas.edu/ssw/field/forms>
- MSSW Handbook 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 agency Field Instructor and/or Faculty Liaison.

V. COURSE REQUIREMENTS

HOURS. Students enrolled for **block placement** and placed either within or outside the Austin area must meet a minimum of 540 hours in their agencies. Students selecting block placement should register for SW694R/394S concurrently.

Students selecting to take **extended block** must be in field placement for a minimum of 540 hours (i.e., 16-20 hours a week for two semesters). A student choosing this option registers for each of the final field courses separately, and all work for SW694R must be completed before entering SW394S.

It is the student's responsibility to register for the required course(s) for field including the concurrent SW385T Capstone course, which is only offered in the spring.

ATTENDANCE. The student must complete the required 540 hours. If absences should occur, arrangements to fulfill missed hours should be made as quickly as possible with the agency-based Field Instructor in consultation with the Faculty Liaison. The plans and fulfillment of required make-up hours should be shared in writing with the Faculty Liaison. The classroom hours for the Capstone course do not count toward the 540 field hours.

LEARNING CONTRACT. A written learning contract is to be developed by the student, approved by the Field Instructor, and the Faculty Liaison in the early weeks of the internship. In general, this document should serve as a guide for (1) development of field assignments; (2) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared with the Faculty Liaison upon revision.

PROCESS RECORDING, AUDIO OR VIDEO RECORDING, COMPREHENSIVE

ASSESSMENTS. Any or all of these assignments may be assigned by the Field Instructor and/or the Faculty Liaison. More specific guidelines for the various types of recordings are available through the Field Office or may be developed by either the Field Instructor or the Faculty Liaison. All final field students are required to complete a minimum of two process recordings over the course of the internship. The process recording guidelines can be found at <http://www.utexas.edu/ssw/field/forms/>. The Faculty Liaison and/or the Field Instructor may require additional written assignments, which can address professional accountability requirements as well as educational needs.

MIDTERM EVALUATION. The midterm evaluation enables students to self evaluate and to receive feedback from their Field Instructor. This 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.

VI. CLASS POLICIES

Students are responsible for the content in the *MSSW Graduate Guide to Field* concerning field policies. The guide can be found at <http://www.utexas.edu/ssw/field/forms/>.

GRADING. A grade of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent demonstration of field competencies.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The 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.

SAFETY IN FIELD. 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 also notify instructors regarding any safety concerns.

USE OF 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

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Cell phone use in the field placement has ethical, legal, and liability implications. It also has implications regarding professional boundaries and self-care. Use of a personal cell phone for client communication is strongly discouraged, but if necessary, should be planned well and in advance with your Field Instructor.

VII. 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.

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/>.

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- 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.

VIII. 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 either 36-40 hours per week for full block (one semester), or 20-25 hours per week for extended (over two semesters) for a total of 540 hours.

IX. BIBLIOGRAPHY

No required texts. Readings as assigned in field.

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

Allen, Beer, Calbow, Johnson, Linseisen, Mulvaney, Simmons, Sloan, Smith, Streeter, Voss

Course Number:	SW694R/394S – APP	Instructor:	as assigned
Unique Number:	as assigned	Office:	as assigned
Semester:	Spring 2019	Office Phone:	as assigned
Meeting Time/Place:	as assigned	Office Hours:	as assigned

Field Instruction III and IV

Administration and Policy Practice Concentration

I. STANDARDIZED COURSE DESCRIPTION

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides macro social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (APP) must be taken concurrently.

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.

Students graduating from the APP Social Work Concentration will be able to:

1. Identify as social work professionals, demonstrate professional use of self, and articulate the social work role
2. Critically examine personal values, attitudes and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics

3. Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations
4. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
5. Advocate for human and civil rights individually and collectively
6. Demonstrate understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms
7. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions
8. Construct and utilize best practice and evidence-informed research to develop and implement community and organizational interventions
9. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation and the implications for less powerful and oppressed groups
10. Actively engage in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people
11. Use participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them
12. Use the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice
13. Assess the range of information, based on research, evidence, and practice strategies, that will enhance planning for programs and services to improve human wellbeing
14. Work with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs
15. Collaborate with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life
16. Advocate for and support the most inclusive strategies to help all community members reach their full potential
17. Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes

18. Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions

III. TEACHING METHODS

Methods will be individualized to each agency setting.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

- Student Guide to Graduate Field available at <http://www.utexas.edu/ssw/field/forms/>
- MSSW Handbook 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 agency Field Instructor and/or Faculty Liaison.

V. COURSE REQUIREMENTS

HOURS. Students enrolled for **block placement** and placed either within or outside the Austin area must meet a minimum of 540 hours in their agencies. Students selecting block placement should register for SW694R/394S concurrently.

Students selecting to take **extended block** must be in field placement for a minimum of 540 hours (i.e., 16-20 hours a week for two semesters). A student choosing this option registers for each of the final field courses separately, and all work for SW694R must be completed before entering SW394S.

It is the student's responsibility to register for the required course(s) for field including the concurrent SW385T Capstone course, which is only offered in the spring.

ATTENDANCE. The student must complete the required 540 hours. If absences should occur, arrangements to fulfill missed hours should be made as quickly as possible with the agency-based Field Instructor in consultation with the Faculty Liaison. The plans and fulfillment of required make-up hours should be shared in writing with the Faculty Liaison. The classroom hours for the Capstone course do not count toward the 540 field hours.

LEARNING CONTRACT. A written learning contract is to be developed by the student, approved by the Field Instructor, and the Faculty Liaison in the early weeks of the internship. In general, this document should serve as a guide for (1) development of field assignments; (2) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared with the Faculty Liaison upon revision.

PROCESS RECORDING, AUDIO OR VIDEO RECORDING, COMPREHENSIVE

ASSESSMENTS. Any or all of these assignments may be assigned by the Field Instructor and/or the Faculty Liaison. More specific guidelines for the various types of recordings are available through the Field Office or may be developed by either the Field Instructor or the Faculty Liaison. All final field students are required to complete a minimum of two process recordings over the course of the

internship. The process recording guidelines can be found at <http://www.utexas.edu/ssw/field/forms/>. The Faculty Liaison and/or the Field Instructor may require additional written assignments, which can address professional accountability requirements as well as educational needs.

MIDTERM EVALUATION. The midterm evaluation enables students to self-evaluate and to receive feedback from their Field Instructor. This 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.

VI. CLASS POLICIES

Students are responsible for the content in the *MSSW Graduate Guide to Field* concerning field policies. The guide can be found at <http://www.utexas.edu/ssw/field/forms/>.

GRADING. The grades of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent performance in the field.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The 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.

SAFETY IN FIELD. 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 also notify instructors regarding any safety concerns.

USE OF 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.

Cell phone use in the field placement has ethical, legal, and liability implications. It also has implications regarding professional boundaries and self-care. Use of a personal cell phone for client communication is strongly discouraged, but if necessary, should be planned well and in advance with your Field Instructor.

VII. 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.

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/>.

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 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/>.

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.

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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.

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.

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.

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.

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>.

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.

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, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of 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>.

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.

VIII. 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 either 36-40 hours per week for full block over one semester, or 20-25 hours per week for extended over two semesters for a total of 540 hours.

IX. BIBLIOGRAPHY

No required texts. Readings as assigned in field.

SECTION EIGHT:

FORMS

Learning Contract

Intern:

Date:

My individualized learning goals/outcomes:

My tasks in achieving each of the specified goals/outcomes:

As Field Instructor, I will support the intern's learning by:

Intern's Signature _____ Date _____
Field Instructor's Signature _____ Date _____
Faculty Liaison's Signature _____ Date _____

PROCESS RECORDING # _____

Intern:

Client (de-identified / initials):

Specific location of interaction:

Date of interaction:

Date turned in to Field Instructor:

Date turned into Field Liaison:

Client description:

Presenting problem:

Intern goals for the interaction:

Client goals for the interaction:

What was happening just prior to this interaction?

Dialogue	Intern's Feelings	Analysis	Field Instructor Comments

PROCESS RECORDING page:

Dialogue	Intern's Feelings	Analysis	Field Instructor Comments

PROCESS RECORDING page:

Client and mezzo system strengths:

What I learned about myself through this process recording:

How my assessment and intervention planning will be impacted by this interaction:

Specific questions for supervision with Field Instructor:

Process Recording Instructions/Example

Intern:

Client (de-identified / initials):

Specific location of interaction:

Date of interaction:

Date turned in to Field Instructor:

Date turned into Field Liaison:

Client description: Demographic information such as age, gender, ethnicity, etc. as appropriate. Include important members of client system.

Presenting problem: Description of problem from client's perspective. Reason for client referral.

Intern goals for the interaction: Specific purpose for meeting with client.

Client goals for the interaction: What client hoped to accomplish in meeting with worker.

What was happening just prior to this interaction? Description of events or worker or client thoughts/feelings prior to the action interaction that provides helpful information in understanding the context of the interaction.

Dialogue	Intern's Feelings	Analysis	Field Instructor Comments
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<p>Verbatim dialogue of all persons involved in interaction. Should cover approximately 15 minutes of the most significant part of the interaction. Face to face interactions are preferred.</p>	<p>Specific identification of emotions along with brief explanations where appropriate.</p>	<p>Include any of the following:</p>	<p>Include any of the following:</p>
<p>Intern:</p>	<p>Write your feelings/emotions as this dialogue is taking place and align your comments with corresponding dialogue.</p>	<p>Skill identification and evaluation</p>	<p>Specific strengths based constructive feedback</p>
<p>Client:</p>	<p>Example: “I was feeling anxious because...”</p>	<p>Assessment information</p>	<p>Alternative responses, techniques, interventions and roles</p>
<p>Intern:</p>	<p>“I am frustrated because we had set a doctor appointment for today...”</p>	<p>Theories or models being utilized and rationale for selection</p>	<p>Comments on possible meanings of client responses</p>
<p>Client:</p>	<p>Statement such as, “I feel the client is...” Is not a statement of your feeling. It is what you think about the client and needs to be a part of your analysis.</p>	<p>Identification and explanation of intervention</p>	<p>Questions for further reflection</p>
		<p>Cultural context</p>	<p>Suggestions for further skill development and learning</p>
		<p>Developmental consideration</p>	
		<p>Values and ethical considerations</p>	
		<p>Social justice issues</p>	
		<p>Identification of social work roles</p>	
		<p>Observations and questions that may be emerging regarding content, process and professional use of self</p>	
		<p>Comments about the intern’s experience of the session or</p>	

		internal process distinct from column 2	
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PROCESS RECORDING page:

Client and mezzo system strengths: Students are encouraged to list several strengths.

What I learned about myself through this process recording: What skills come naturally to me and what skills do I need to improve upon? What client issues/behaviors seem to be “triggers” for me?

How my assessment and intervention planning will be impacted by this interaction: Actual outcome in reference to previously identified presenting problem and worker/client goals. Were the goals achieved? What factors contributed to the outcome? Specific identification of next steps in context of overall plan.

Specific questions for supervision with Field Instructor: Students must ALWAYS have questions. Over time their questions should grow more specific and sophisticated. Questions are to be reviewed in supervision.

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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 384R: Field Instruction I (Graduate First Field, Fall Semester)

**SW 384R:
Evaluation for Field Instruction I**

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 Field Instruction I

Course Description

The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems—i.e., individuals, families, groups, 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. This course includes an educationally supervised practicum in a human services organization serving a variety of client populations and a weekly seminar. A total of 240 clock hours (16 to 20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I 383R is a co-requisite for this course.

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Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

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 as a first-semester graduate intern
- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern
- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern
- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

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	Std	FI	Std
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

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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.

Outcome Measure	Mid		End	
	FI	Stdt	FI	Stdt
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	Stdt	FI	Stdt
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				

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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	
	FI	Stdt	FI	Stdt
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,

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environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Outcome Measure	Mid		End	
	FI	Stdt	FI	Stdt
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, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Outcome Measure	Mid		End	
	FI	Stdt	FI	Stdt
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:

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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:

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

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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
a. Student selects and uses appropriate methods for evaluation of outcomes.				

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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 _____

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Faculty Liaison's Signature _____ Date _____

Self-Reflection for SW 384R: Field Instruction I (Graduate First Field, Fall Semester)

SW 384 R: Student Self-Reflection for Field Instruction I

Stop, think, and reflect on your semester field experience. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your personal and professional growth as well as new and 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 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. Since this is a self-evaluation for a professional experience, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. Your 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. Reflect briefly on your reasons for selecting social work as a profession. How has this semester and your field experience affirmed and/or prompted you to question your “goodness of fit” for the profession?**
- 2. Highlight your areas of significant growth and awareness, both professionally and personally. Provide examples. Include some of the things that clients have taught you and what it means to be a part of a social service delivery system.**
- 3. What areas of personal and professional development do you want to target for second semester? Give specific examples of how you want to grow.**
- 4. a. As an adult learner in this field internship, what would you like to continue in the learning experience and what would you like to change next semester?**
b. In what specific ways could your Field Instructor and/or Field Liaison support your developing professional use of self for next semester?

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Evaluation for SW 384S: Field Instruction II (Graduate First Field, Spring Semester)

**SW 384S:
Evaluation for Field Instruction II**

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 Field Instruction II

Course Description

Field Instruction II is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. Students are further expected to integrate learning related to leadership skills, advocacy and the application of theory. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the continued expectations for the second semester of foundation field. Building on Field I competency levels, they serve as a guide to learning, teaching, and evaluation of the students’ competence.

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Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384S. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

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 as a first-semester graduate intern
- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern
- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern
- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

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	Std	FI	Std
f. 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.				
g. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
h. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
i. Student uses technology ethically and appropriately to facilitate practice outcomes.				
j. 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,

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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.

Outcome Measure	Mid		End	
	FI	Stdt	FI	Stdt
d. 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.				
e. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.				
f. 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	Stdt	FI	Stdt
c. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				
d. Student engages in practices that advance social, economic, and environmental justice.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

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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	
	FI	Std	FI	Std
d. Student uses practice experience and theory to inform scientific inquiry and research.				
e. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
f. 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,

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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
d. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
e. Student assesses how social welfare and economic policies impact the delivery of and access to social services.				
f. 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, 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
c. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
d. 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:

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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
e. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.				
f. 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.				
g. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
h. 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:

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

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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
f. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.				
g. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
h. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
i. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.				
j. 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
e. Student selects and uses appropriate methods for evaluation of outcomes.				
f. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				

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g. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.				
h. 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 (complete at mid-term and update at final):

Student’s ability to integrate learning from curriculum into field including leadership skills, advocacy and application of theory:

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 _____

Self-Reflection for SW 384S: Field Instruction II (Graduate First Field, Spring Semester)

SW 384S Student Self-Reflection for Field Instruction II

As you did at the end of Field I, 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 4-6 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 Field II (see your Field II syllabus), identify and discuss THREE competencies that 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?**

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Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

**SW 694R/394S:
Evaluation for Final Field – Clinical Concentration**

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 Concentration in Clinical Social Work

Course Description

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (Clinical) must be taken concurrently.

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).

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to the student and field instructor at the beginning of each evaluation period.

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For more information, please contact: field-ta@austin.utexas.edu.

Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

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 as an emerging professional.
- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional.
- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as an emerging professional.
- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional.

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

Practitioners in clinical social work have an obligation to conduct themselves ethically and to engage in ethical decision-making. They are knowledgeable about the values of the profession, pertinent laws and its ethical standards. Practitioners in clinical social work are also knowledgeable about ethical issues, legal parameters, technological advances, and shifting societal mores that affect the working relationship. They commit themselves to the profession's enhancement and to their own professional conduct and growth. They also practice personal reflection and self-correction to assure continual professional development.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
k. Student applies ethical decision-making skills to issues specific to clinical social work				
l. Student recognizes and actively engages in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients' well-being				
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

Practitioners in clinical social work identify and utilize culturally relevant perspectives to define, design, implement and evaluate interventions for effective practice with persons from diverse backgrounds and community contexts. They also recognize diversity through multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation in order to analyze the needs, values, and strengths of diverse client systems and effectively support their client's power to act on their own behalf and/or collaborate with others.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
g. Student utilizes needs, values, and strengths in applying appropriate interventions for diverse client systems				
h. Student identifies and utilizes practitioner/client differences from a strengths perspective				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 2:

Strategies to increase competence:

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3. Advance Human Rights and Social, Economic, and Environmental Justice

Practitioners in clinical social work incorporate social justice practices equitably and without prejudice. They integrate environmental, social, and economic justice by applying familiar social work knowledge, skills, and methods to new substantive areas, and learning new applications for substantive expertise. Practitioners of clinical social work also engage in practices that advance human rights, and social, economic, and environmental justice.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
e. Student utilizes knowledge of the effects of oppression, discrimination, and trauma on clients and client systems to guide treatment planning and intervention				
f. Student advocates at multiple levels for mental health parity and elimination of health disparities for diverse populations				
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

Practitioners in clinical social work use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and use quantitative and qualitative research findings to improve practice, policy, and social service delivery. Practitioners in clinical social work are knowledgeable about and able to apply critical thinking and evidence-based interventions, best practices, and the evidence-based research process.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
g. Student utilizes research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice				
h. Student utilizes critical thinking and the evidence-based practice processes in clinical assessment and intervention with clients				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 4:

Strategies to increase competence:

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.

5. Engage in Policy Practice

Practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Practitioners understand that policy affects service delivery, and they actively engage in policy practice. Practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
g. Student identifies and evaluates agency programs and/or practices in relation to client needs				
h. Student communicates to stakeholders the implication of policies and policy change in the lives of clients				
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

Clinical social work practice involves the dynamic and shared processes of engagement. Practitioners in clinical social work substantively and affectively prepare for culturally responsive action with individuals, families, groups, organizations, and communities. They integrate empathy, professional use of self, collaboration, and other interpersonal skills and establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
e. Student integrates theory-based relational skills in all areas of client engagement				
f. Student recognizes and addresses the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 6:

Strategies to increase competence:

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7. Assess Individuals, Families, Groups, Organizations, and Communities

Practitioners in clinical social work collect, organize, and interpret client data; assess client strengths and limitations; and demonstrate the ability to select from multiple perspectives in order to effectively leverage client's strengths, needs, opportunities and challenges.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
i. Student utilizes multidimensional bio-psycho-social-spiritual assessment skills and tools				
j. Student conducts a multi-level case assessment based on a systematic and conceptually driven process				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 7:

Strategies to increase competence:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Practitioners in clinical social work prioritize selective target systems for intervention. They also use multiple theoretical perspectives that are informed by best practices and empirically-based studies to identify, critique, and apply strengths-based interventions to the problems and unique characteristics of diverse populations.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
k. Student critically evaluates, selects, and applies best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns				
l. Student collaborates with other professionals to coordinate treatment interventions				
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

Practitioners in clinical social work evaluate interventions in all practice areas to best meet client's needs. This includes evaluation of both practices and programs that contribute to the knowledge base of the profession. Practitioners in clinical social work also demonstrate the ability to initiate evaluation of their individual practice effectiveness.

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to the student and field instructor at the beginning of each evaluation period.

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For more information, please contact: field-ta@austin.utexas.edu.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
i. Student identifies and evaluates agency programs and services in relation to client needs				
j. Student demonstrates the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs				
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 694R/394S

Student Self-Reflection for FINAL FIELD – CLINICAL CONCENTRATION

As you did at the end of Field I, stop, think, and reflect on your field experience.

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 4-6 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 Final Field Clinical (see your Field Syllabus), identify and discuss THREE competencies that reflect significant personal and professional growth this semester.**
- 2. Describe at least one of your clinical cases from this internship. Discuss the clinical challenges you encountered and how you addressed those challenges.**
- 3. How has your professional use of self developed this semester? What changes have you noticed about yourself?**
- 4. How would you assess the learning environment and educational supervision at your placement?**
- 5. Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans**

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to the student and field instructor at the beginning of each evaluation period.
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Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

**SW 694R/394S:
Evaluation for Final Field –
Administration and Policy Practice (APP) Concentration**

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 Concentration in Administration and Policy Practice Social Work

Course Description

Building on Field Instruction I and II, this 9 credit hour course is a 540 hour supervised practicum within an organization that provides macro social work services. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (APP) must be taken concurrently.

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).

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Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

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 as an emerging professional

- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional

- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as an emerging professional

- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional

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

Practitioners in macro social work recognize the importance of professional conduct and personal/professional development for practicing in community and organizational settings. They adhere to the values and ethics advanced by NASW for professional conduct, engage in ethical decision-making in working with communities and organizations, and understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
m. Student identifies as a social work professional, demonstrates professional use of self, and articulates the social work role.				
n. Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics				
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 in macro practice recognize diversity through multiple factors (such as age, race, class, color, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, and sexual orientation) and how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege and power in communities and organizations. They analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems

Outcome Measure	Mid		End	
	Std	FI	Std	FI
i. Student utilizes strengths of differing life experiences to build inclusive communities and multicultural organizations				

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j. Student engages with and ensures participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and, access for disabilities in assessing, planning and implementing interventions				
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 in macro practice understand the global interconnections of oppression and evaluate, differentiate, and apply professional roles, functions and strategies to address the needs of vulnerable populations, enhance human well-being, reduce social problems, and promote social and economic justice.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
g. Student advocates for human and civil rights individually and collectively				
h. Student demonstrates understanding of indicators that show improved well-being for communities and organizations, and, where possible incorporates evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms				
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

Macro social workers utilize quantitative and qualitative research to understand the nature of communities and organizations, use evidence-informed practices to improve well-being in these macro systems, and integrate members of communities and organizations in the process and outcome evaluations of macro system interventions.

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Outcome Measure	Mid		End	
	Std	FI	Std	FI
i. Student utilizes theories of community and organizational behavior in assessment and analysis of macro interventions				
j. Student constructs and utilizes best practice and evidence-informed research to develop and implement community and organizational interventions				
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 in macro practice recognize that political processes and policies affect the social, economic and environmental well-being of individuals, families, communities and organization, as well as social work practice itself. They analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
i. Student analyzes policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups				
j. Student actively engages in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 5:

Strategies to increase competence:

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6. Engage with Individuals, Families, Groups, Organizations, and Communities

Macro social workers engage with organizations and communities and the groups, families and individuals that are part of those macro systems. They value self-determination and promote active engagement of these client systems through appropriate participatory methods and seek to advance the worth and dignity of clients in all engagement efforts.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
g. Student uses participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them				
h. Student uses the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice				
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

Macro social workers use multiple theories and assessment methods to understand the social, economic and political dimensions of social problems facing micro and macro systems.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
k. Student assesses the range of information, based on research, evidence, and practice strategies, that will enhance planning for programs and services to improve human well-being				
l. Student works with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 7:

Strategies to increase competence:

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8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Macro social workers plan with communities and organizations to apply interventions through a variety of models, methods, strategies, and tactics identified as appropriate to the local, regional, national and international contexts and needs for change.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
m. Student collaborates with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life				
n. Student advocates for and supports the most inclusive strategies to help all community members reach their full potential				
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

Macro social workers use rigorous evaluation methods to evaluate interventions and incorporate participatory methods to involve community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions.

Outcome Measure	Mid		End	
	Std	FI	Std	FI
k. Student applies appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes				
l. Student uses participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 9:

Strategies to increase competence:

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For more information, please contact: field-ta@austin.utexas.edu.*

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 694R/394S

Student Self-Reflection for FINAL FIELD –APP CONCENTRATION

As you did at the end of Field I, stop, think, and reflect on your field experience.

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 4-6 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 Final Field APP (see your Field Syllabus), identify and discuss THREE competencies that reflect significant personal and professional growth this semester.**
- 2. Describe at least one of the major projects you worked on in field this semester and discuss the social work learning involved.**
- 3. How has your professional use of self developed this semester? What changes have you noticed about yourself?**
- 4. How would you assess the learning environment and educational supervision at your placement?**
- 5. Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans.**

Work-Based Proposal Request

Name:

Specialization: Clinical or APP

Additional field requirements (e.g. Dual Degree, St. David's Bilingual Scholar, Military SW 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-SSW 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-SSW 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 UTSWSSW Assistant Dean for Field Education: <name>

Letters of Recommendation for Domestic Long Distance and International Placements

Classroom Faculty Assessment

Please check all that might apply:

DOMESTIC LONG DISTANCE FIELD PLACEMENT

INTERNATIONAL FIELD PLACEMENT

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 Completing Assessment: _____

Phone & Email: _____

Name of School: _____

Date: _____

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A PLACEMENT
BEYOND THE AUSTIN AREA

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 placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended

First Field Placement Faculty Liaison Assessment

Please check all that might apply:

DOMESTIC LONG DISTANCE FIELD PLACEMENT

INTERNATIONAL FIELD PLACEMENT

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 & Email: _____

Name of School: _____

Date: _____ Field Agency _____

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A PLACEMENT BEYOND THE AUSTIN AREA

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 placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended

First Field Placement Field Instructor Assessment

Please check all that might apply:

DOMESTIC LONG DISTANCE FIELD PLACEMENT

INTERNATIONAL FIELD PLACEMENT

Name of Student: _____

Name of Field Instructor: _____

Phone & Email: _____

Name of School: _____

Date: _____ Field Agency _____

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A PLACEMENT BEYOND THE AUSTIN AREA

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 placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended

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
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Agency name	Program name
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Expectativas de la pasantía

Lo que sigue son las expectativas básicas para las pasantías generalistas BSW y MSSW, así como las pasantías especializadas avanzadas del MSSW final. Más información, incluyendo los formularios requerido,s se puede encontrar en la Universidad de Texas en Austin Escuela de Trabajo Social Steve Hicks guías de pasantías, disponible en <https://socialwork.utexas.edu/field/forms/>.

1. Todas las partes acuerdan apoyar las necesidades educativas del pasante y la misión de la agencia en servicio a sus clientes o constituyentes durante la pasantía académica.
2. La agencia tiene un sistema de rendición de cuentas y responsabilidad, ya sea ante juntas nombradas, organismos de acreditación, u otras medidas.
3. La agencia proporcionará acceso suficiente a sus recursos, incluyendo pero no limitado al espacio de oficina y los sistemas de comunicación como bases de datos y/o sistemas de registros electrónicos.
4. La agencia orientará al pasante al entorno de aprendizaje y proporcionará capacitación específica relativa a las políticas de la agencia, incluyendo pero no limitado a la seguridad y el acoso sexual.
5. El supervisor de un pasante de BSW debe tener un título BSW de una escuela acreditada de trabajo social y por lo menos dos años de experiencia de posgrado, o un MSSW. El supervisor de un pasante de MSSW debe tener un título de MSW/MSSW de una escuela acreditada de trabajo social y por lo menos dos años de experiencia de posgrado. Se prefiere posesión de licencia, pero no se requiere.
6. El supervisor proporcionará al menos una hora de supervisión individualizada semanal con el pasante. Para estudiantes que trabajan un mínimo de 32 horas por semana: el supervisor proporcionará una hora adicional de supervisión semanal, a través de grupos pequeños, reuniones de equipo, consultas de casos, etc.
7. El supervisor también es responsable de crear un entorno educativo dentro de la agencia, incluyendo la facilitación de apoyo del personal para los esfuerzos académicos del pasante, la obtención de espacios y recursos, y la promoción de oportunidades educativas más allá del rol correspondiente a un empleado.
8. El supervisor y el pasante entienden que la supervisión apoya tanto las prioridades administrativas de la agencia como los objetivos educativos y reflexión estudiantil.
9. El pasante completará y proporcionará documentación de 480 horas de trabajo para la pasantía generalista de BSW y MSSW, y 540 horas de trabajo para la pasantía avanzada de MSSW.
10. El pasante tiene derecho a vacaciones universitarias, incluyendo vacaciones de invierno, vacaciones de primavera, y una semana de descanso alrededor de la graduación si la pasantía se extiende más allá de esa fecha. El pasante es responsable de iniciar la comunicación profesional con la agencia con respecto al planificar vacaciones que respeten sus responsabilidades como pasante.
11. El pasante no puede transportar clientes en ninguna circunstancia.

12. No se permite que el pasante sea el único representante o anfitrión de la agencia en el edificio.
13. Se alienta a las agencias a proporcionar un estipendio y/o cubrir costos de kilometraje incurridos por el estudiante.
14. El pasante y el supervisor trabajarán juntos para desarrollar un contrato de aprendizaje, presentar las grabaciones del proceso según lo asignado, iniciar los formularios de evaluación intermedia y final. El supervisor es responsable del contenido de la evaluación final. El estudiante completa una narrativa auto-reflexiva cada semestre y la envía al supervisor y al profesor. Todos los materiales serán enviados al profesor para su revisión.
15. Para las pasantías generalistas de BSW y MSSW: el pasante será responsable de práctica directa, no simplemente de observación. El pasante tendrá contacto personal con clientes y/o constituyentes. El pasante será responsable de facilitar o co-facilitar un grupo aprobado por su profesor. El pasante también será responsable de un trabajo significativo a nivel macro.
16. Para las pasantías avanzadas de MSSW especializadas: la mayoría de las responsabilidades del pasante estarán dentro de su especialización, ya sea clínica o de administración y práctica de políticas. El pasante tendrá contacto en persona con clientes y/o constituyentes. Los responsables por pasante proporcionarán desafíos acordes con su preparación más avanzada, incluyendo responsabilidades con casos más complejos y trabajo a nivel macro.
17. El profesor es un recurso para el supervisor y para el pasante. Se espera que los supervisores y pasantes inicien la resolución de problemas y la creación de capacidad dentro de la pasantía con frecuentes aportes del profesor.
18. El supervisor y el pasante se comprometen a mantener y promover las 10 Normas e Indicadores de Competencia Cultural de la Asociación Nacional de Trabajadores Sociales, disponible en <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>.
19. El supervisor entiende y reconoce la responsabilidad de proteger la información confidencial del estudiante según lo definido por la ley de Derechos de Educación de la Familia y Privacidad (FERPA). El supervisor se compromete a compartir la información relacionada con FERPA con el personal de la agencias relacionado a la pasantía con el único propósito de administrar las pasantías estudiantiles, proteger el bienestar de los clientes y evaluar el desempeño estudiantil. El pasante y el supervisor entienden y reconocen la necesidad de compartir información relacionada a la educación del pasante con el profesor.
20. El supervisor y el profesor son denunciantes obligatorios de cualquier información relacionada con el Título IX revelada por el pasante. Las infracciones del Título IX incluyen cualquier tipo de discriminación o incidente de acoso o violencia en la experiencia del pasante relacionada con el género, la orientación sexual o la identidad (<https://titleix.utexas.edu/>). Los informes se deben hacer llegar al Decano Auxiliar para la Pasantías en la Escuela de Trabajo Social Steve Hicks, quien también es el coordinador del Título IX.
21. El supervisor y/o el profesor pueden terminar la pasantía en cualquier momento. Se espera que ambas partes compartan sus preocupaciones o reservas tan pronto como surjan a fin de evitar ese resultado siempre que sea posible.