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SECTION ONE:

UNDERGRADUATE FIELD REQUIREMENTS
Section One: Undergraduate Field Requirements

Field Education
Social work is a multifaceted professional activity and thus requires students to develop a knowledge, skill, and value base that can support a complex configuration of activities across a diversity of settings. 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. It also provides students with an opportunity to build a repertoire of skills and enhance their sense of identification with the profession. 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.

Organization of Undergraduate Field Experience
Students are expected to complete 480 hours in field (approximately 35 hours a week). The main factors in determining the student's schedule should be the ability to access educationally focused assignments at the agency and the student's access to the Field Instructor. There are some general guidelines that can be helpful in determining schedules at the agency:

a. Students' hours should overlap the Field Instructors' schedules the majority of the time;
b. Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency;
c. Students must be willing to have some flexibility in their schedules if this is needed in the agency;
d. Students should not need to consistently stay beyond the estimated hours needed per week at the agency. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed;
e. 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 the more notice to the Field Instructor and Faculty Liaison, the better;
f. Students should take credit for the extra time spent on agency business. This may include longer hours spent in conferences, workshops, working late on projects, etc. This, however, needs to be cleared in advance with the Field Instructor;
g. Students should consult with their Faculty Liaisons if they have concerns about this issue;
h. Students should not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency "emergencies". Students should notify their Field Instructor and Faculty Liaison immediately if this happens.

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

A generalist approach is the underlying foundation of the undergraduate field sequence. This approach is seen as encompassing an eco-systems/developmental 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. The practicum occurs within the organizational context of an approved human service agency and includes both direct and indirect service assignments that are supervised by the Field Instructor.

The BSW Field Placement Process
The BSW field placement is determined in the following manner:

1. The folders of students approved by the BSW Program for field are reviewed by the Assistant Dean for Field Education.
2. Students receive a questionnaire the long academic semester prior to their planned internships requesting specific information regarding past work experiences, volunteer activities, limitations or specific problems 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 assigned to teach SW44$ and Field reviews all of the material.
3. Approved agencies are surveyed for the upcoming semester.
4. Students are oriented to the placement process, meet in small groups for advising with Clinical Faculty dedicated to the BSW field program and input their top seven choices for field agency placement online. The OFE works before and during the placement process to develop and secure appropriate BSW level internships at a variety of human service agencies.
5. BSW designated clinical faculty, the Field Education Associate and the Assistant Dean for Field Education meet to match students with their top choices based on input from students via the online agency selection, advising and the field questionnaire.
6. The student is assigned to an agency, Field Instructor, Faculty Liaison and corresponding seminar by the Assistant Dean for Field Education. In most cases the Faculty Liaison and seminar leader is the same person.
7. The placement is communicated with the agency by phone or email confirming the student’s name, weekly schedule, dates of placement, and Faculty Liaison. To finalize the placement, the student meets with their assigned Field Instructor the semester prior to interning and collects signed forms verifying placement expectations.
8. At orientation the student is assigned to a field seminar and the OFE collects malpractice insurance.
9. An orientation to field is conducted by Clinical Faculty generally the first week of classes.
10. Field typically begins the second week of classes.

Atypical Placement Process for BSW 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 at the BSW level domestic long distance, and international placements. BSW students are not typically allowed a work-based placement though the Assistant Dean for Field Education may consider a student initiated petition under compelling circumstances. Work-based placements at the BSW level follow the same procedures as those in the MSSW program.

Domestic Long Distance Field Placements
Students come to The University of Texas at Austin from all over the country and our graduates are employed around the globe. The 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 domestic long distance placement process and is addressed in a separate guide to field. Hawai‘i and Alaska’s placement process is more closely modeled after the international process and is subject to additional student fees. Students interested in placements in these non-contiguous states are expected to coordinate closely with the proposed agencies and the Assistant Dean for Field Education.

The School does proffer some domestic long distance placements through the pre-placement process and in the regular placement packets that lists agencies available. The term domestic long distance placement is inclusive of all placements beyond 65 miles from the UT-SSW and indicates that students in those sites are eligible for taking associated classes via long distance means and not required to attend classroom gatherings.

For placements in the central Texas area, students are required to work through the OFE to allow the OFE to explore new options. For domestic long distance placements, it is just the opposite. Students are required to take the initiative to set up their own placements in coordination with the OFE.

Students considering a Domestic Long Distance field placement will need to:

1. **Attend the DLD orientation** the long-academic semester one year prior to the desired spring placement;
2. **Submit the required letters of reference and narrative application** and receive approval to move forward in this process from the Assistant Dean for Field Education by the advertised time frame (during the long academic semester prior);
3. **Select potential placement agencies** and determine their openness to hosting a UT-SSW intern. To be a viable placement site, agencies must provide educational opportunities specific to the student’s concentration in the program. BSW candidates are required to complete a generalist placement under the supervision of an approved, on-site BSW with two years post-graduate experience or an MSSW field instructor and students are to receive two hours of supervision a week. Students will need to meet the educational objectives outlined in their field syllabi in SW640/641. These syllabi are available on the Electronic Classroom website http://www.utexas.edu/ssw/current/eclassroom/ and it is the student’s responsibility to provide these to the agencies;
4. Once the potential agency contacts have been solidified, email the contacting information to the Field Education Associate who will follow up with the requisite paperwork to determine the agency and the placements’ ability to support the student in meeting his/her educational objectives. Please note that medical institutions often require additional legal contracts that can take up to five months to process;
5. Understand that placement choices will be limited based on available approved agencies in that location. Placements in some areas may not be feasible due to limited resources and availability of approved agencies; and
6. Understand that if the DLD placement option fails to solidify, the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit.
7. If a DLD placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with the faculty liaison and OFE.
8. In non-contiguous states (Alaska and Hawai‘i), pay the $1500 student fee associated with the use of these placements.
Generally speaking, students are encouraged to finalize DLD placements prior to the start of the interviewing phase of the regular placement process out of respect for the resources of the agencies, students and the School.

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 Assistant Dean for Field Education 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 visit the student once during the course of their internship.

Eligibility
At the bachelor’s level, technology currently limits the number of students able to complete a DLD placement to two per section of SW444. Two letters of reference are required in addition to a narrative and these are reviewed by members of the BSW Committee with final determination resting with the Assistant Dean for Field Education.

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 reference from UT-SSW faculty members as evidence of their potential to successfully complete a DLD placement.

Recommendations to students for finding potential domestic long distance placement agencies
The following is recommended procedure to assist students in finding a suitable out of town 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. To find agencies in the determined target area, students are encouraged to start broad. Use the United Way website for that community and other internet resources or contact members in professional networks in that area like the National Association of Social Work local branch. Students can email the Field Education Associate at ssw-field@austin.utexas.edu and s/he will provide a list of agencies in that area that OFE has used before if UT-SSW students have interned in that area. Please know that these are not active placement sites, but leads to get students started. Contacts often change and the School’s relationships with long distance agencies are often less current than local ones. The Director for the DiNitto Center for Career Services can also be a good resource to help students get started due to that office’s extensive social service agency connections around the nation.

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

Students should narrow down agency options to a reasonable number. Students should not interview at a large number of agencies since this takes agency resources and can erroneously lead agencies to expect the interns’ services when the student may still be in the "shopping" phase of the search. Interviews should be reserved for serious inquiries only. Many students set up interviews or meetings over the summer prior to their spring internship while they are visiting the area.
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 can 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 an international placement. Due to technological constraints, the School can support no more than two long distance (DLD and international combined) placements per section of SW444. BSW students must meet the same screening criteria as the MSSW candidates.

All international internships take place in the spring semester.

Prerequisites

1. All coursework must be completed by Spring Semester excluding: SW444 for BSW students or the Capstone course, Field Education III and IV for MSSW students. The exception to this is for MSSW candidates whose regular program of study requires completion of an elective and a selective the summer following the spring block placement;
2. Commitment to attend required weekly Fall Semester Seminars in preparation for International Field Placement;
3. Submit the required letters of reference and narrative application and receive approval to move forward in this process from the Assistant Dean for Field Education by the advertised time frame (during the long academic semester prior);
4. Positive survey results of instructors in the School;
5. Positive recommendation by the International Committee; and
6. Each student in an international placement is required to pay a $1500 non-refundable fee to the School at registration for the spring semester of international field.

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 his/her field class qualitatively and quantitatively.

2. Benefit to the School and the Agency
   The student’s placement provides 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 includes responsible use of the School’s fiscal resources, i.e., placing multiple students at one site or clustering locations/travel.
   - Language requirements of the population
   - Reliable internet access
   - Fiscal responsibility/Resource allocation

4. Safety
Recognizing that 100% safety is never a guarantee, the School through the International Committee and in collaboration with the University’s Study Abroad 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.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country.

The School offers a variable slate of international placement options built on years of international collaboration. Students seeking to propose new and/or secure established international placement options should attend a mid-fall semester meeting at least 14 months prior to their potential final field internship to learn more about those processes and to receive the Guide to International Field which is not available on the web.

The School values its established international relationships and the limited number of approved new placement sites requires significant diligence on the part of the proposing students. All placement proposals and student candidate applications are decided by the International Committee the summer prior to the spring final field experience. Details of this process are provided in information sessions that begin as early as 14 months prior to the placement.

**Integrative Seminar**

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

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

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

Some students may be placed in units. For these students, the seminar class will be smaller, usually consisting of the unit students and Clinical faculty. This model provides increased opportunities for integration of issues that affect the workers and clients in that unit's population.

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

The seminar leader is also the Faculty Liaison and thus familiar with the students' agencies and service-giving assignments. This arrangement facilitates the linkage between the classroom and field and allows the liaison to have extensive contact with the student.

**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 action 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 is capable of knowledge- and value-guided practice.

**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 insuring the educational focus of field and the overall success of the field program.

Fortunately, Austin 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 which enables it to be selective in the choice of appropriate settings. Available agencies may differ from year to year due to changes in staffing or ability to work with students. A variety of agencies are utilized in areas of service such as mental health, health, schools, and child welfare, and serving a diversity of client populations including the elderly, children and adolescents, and families. Some student units may also be available, which allow students to work closely with an identified clinical faculty member.

Agencies utilized for the undergraduate field experience are generally located within Austin and surrounding areas to accommodate the concurrent field plan. This makes liaisoning manageable for the faculty and keeps commuting for the students to a minimum.
Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the School;
3. The availability of appropriate supervision;
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele;
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: guest lectures, attendance at Field Instructor workshops, participation in 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 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 at least a BSW in Social Work from an accredited University;
10. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, 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 undergraduate supervision to the Field Office as soon as possible in order to make the necessary arrangements for student supervision.

These criteria represent the basic elements for safeguarding the educational nature of the field experience.

In addition, the undergraduate field placement for each student is chosen with the following goals:

1. The placement will support the generalist model of social work.
2. The agency will be able to provide the student with four basic requirements: individual cases, intake/assessment, a group experience and an administration and/or planning experience.
3. The student will be in a practice setting which will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.
The Field Instructor

The Field Instructor remains at the center of field education and is the key to the quality of the undergraduate 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.
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 throughout the year.
6. New Field Instructors are expected to attend orientation sessions and/or be available for individual orientation by Clinical Faculty where attendance would provide undue hardship. An online orientation for new Field Instructors is available on the School’s website.

The agency-based Field Instructor’s primary role, in relation to the student and the School, is 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 HIPPA regulations, intake, referral, transfer and termination, special auspices, etc.;
2. To establish an educational 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 semester;
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. To notify the Faculty Liaison as soon as possible should problems regarding the student arise in the field setting. If necessary, the Faculty Liaison and Field Instructor might then confer with the Assistant Dean for Field Education and make decisions regarding the student;
11. 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;
12. To participate in the School whenever possible by sharing expertise in specific areas; and
13. To communicate to the Field Office any planned or unexpected changes that would impact actual or future supervision of students.

**The Faculty Liaison**

It is the Faculty Liaison who attempts to make the fit among the school/agency/ and student work through regular communication and feedback. Students are assigned to a Faculty Liaison based upon agency placement, and the expertise and interests of the Faculty Liaison. Undergraduate students have access to their Faculty Liaison on a weekly basis in the integrative seminar, during field visits, and by scheduling office appointments.

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

a. Visit the agency 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;

b. Participate with the Field Instructor and student in the assessment of the student’s learning needs and help identify goals and service giving assignments;

c. Help the Field Instructor deal with problems that are related to educational progress of students;

d. Attempt to identify early possible problem areas with individual students and move in to assist both student and agency to meet educational needs and resolve conflicts;

e. Aid in the growth and training of Field Instructors in their educational role; and

f. Assign the grade for 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. At least two liaison visits are made to the field setting at designated times during the semester. Visits are conducted to establish educational contracts, review progress, and evaluate student performance. If the format needs to be varied due to individual learning needs, that decision is made in consultation between the Faculty Liaison, the Field Instructor and the student. The University has a commitment to make as many additional field visits as may be necessary when either a student or agency is having difficulties.

In addition, students may be required to continue in an agency for additional hours in order to obtain a satisfactory level of performance. These situations are carefully reviewed to insure that the student has a chance to correct deficiencies within an allotted time frame. During the visits to the agency, the Faculty Liaison also focuses on the fit between Field Instructor’s teaching style and student’s learning pattern and adjustments in the identification of assignments that might enhance student learning.

**The Student**

The primary responsibility of the student in field is to meet the educational objectives of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge base and skills 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.
Field Requirements

Field Objectives
The educational objectives for field (SW640/SW641) are contained in Section Five of this manual. These provide a guide for structuring the field assignments and represent minimal expectations to be achieved by the end of the semester. These also serve as a guide for the evaluation of the student's performance.

Service-Giving Assignments
The service-giving assignments of field provide the experiential base on which a student realistically moves toward completion of the objectives of the field sequence and towards 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. Students are given a minimum set of assignments, regardless of agency setting, but these are individualized for every student. Specific assignments are identified within the educational contract that links the assignments to the 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 helping the student meet the educational objectives of the field experience and 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 knowledge and skills 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. 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 within their agency. 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 educationally-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 during state legislative sessions to observe and participate in the legislative process.

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.

**Supervision**

Students are supervised in the field by a Field Instructor with a social work degree from an accredited program. As a rule this is an on-site employee of the agency. Each student requires a minimum of one hour of individual supervision each week by the designated undergraduate Field Instructor. Additional supervision may be offered in a group setting (e.g. with other workers or students), or by other agency personnel.

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

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. 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 understanding 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
Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps in knowledge and skills;
2. Discussing process recordings in supervision;
3. Reflecting on values, feelings, and attitudes;
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 his/her 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 play
8. Discussion of events and experiences
9. Field trips
10. Visits to other service providers for comparison/contrast
11. Group discussion with other students/staff
12. Pertinent videos
13. Additional reading in a specific area

Cultural Competence and Field Instruction
The 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.

The NASW Standards for Cultural Competence in Social Work Practice can be found in Section 5 of this manual.
SECTION TWO:

GENERAL FIELD POLICIES
Section Two: General Field Policies

Arranging Hours in Field
Students are required to complete 480 hours in field. Field agencies are for the most part open to negotiating students’ hours in field at both the convenience of the student and the needs of the agency and its clients. There are some general guidelines:

- a. Students’ hours should overlap the Field Instructors’ schedules the majority of the time;
- b. Students must be willing to have some flexibility in their schedules if this is needed in the agency;
- c. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed;
- d. 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;
- e. 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;
- f. 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.

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. The content of client records often follows a certain format to protect both the client and the agency. Initially, students may write drafts of client documentation to be reviewed and signed by the Field Instructor before being entered into the client file. Some Field Instructors may continue to sign all documentation. Students must be clear on this process and should continue to seek supervision as new situations arise. Students should not write anything in a client file without learning the proper agency procedures.

Completion of Hours and Absence from Field

1. All students are expected to complete the requisite number of hours in field.
2. It is the student’s responsibility to inform the Field Instructor regarding any absence from field. The Field Instructor should inform the Faculty Liaison of any concerns regarding student absence.
3. If a student is absent for a 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 Assistant Dean for Field Education 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. Holidays: Students may take all School holidays and whatever holidays are observed 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 do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not.
Change of Placement

The following policies address changing field placements:

1. If the student views the agency match as unworkable:
   a. The student must first talk with the Faculty Liaison about the proposed move. If the Faculty Liaison agrees with the student’s concerns, the Faculty Liaison, student and Field Instructor will then discuss the issues involved. If they can be resolved to everyone’s satisfaction, the student remains in the agency, and nothing further is done.
   b. Should the issue remain unresolved, the Faculty Liaison will discuss the situation with the Assistant Dean for Field Education in order to clarify the status of the student and agency, and a joint conference is scheduled, including the Assistant Dean for Field Education, Faculty Liaison and student. The agency Field Instructor may or may not be involved at this point.
   c. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin.
   d. 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, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours.

2. If an agency requests the removal of a student, for whatever reason:
   a. The School will remove the student within a time frame that is agreeable to the agency.
   b. If the agency simply wishes to explore whether a student should be removed, the Faculty Liaison will immediately respond with a conference. Should further clarification be necessary, the Assistant Dean for Field Education may be involved.
   c. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin.
   d. 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, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours.

3. If the School finds it necessary to move a student:
   a. The request will probably originate from the Faculty Liaison, who will notify the Assistant Dean for Field Education.
   b. This will be discussed with the student and the Field Instructor.
   c. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin.
   d. 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, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours.

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 from the Faculty Liaison and approval from the Assistant Dean for Field Education.
2. Decision of the Assistant Dean for Field Education, in consultation with the Faculty Liaison. 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.

The final decision regarding removal from field will be made by the Assistant Dean for Field Education, with documentation from the Field Instructor, agency, and Faculty Liaison. The student may appeal the decision following the guidelines in the official UT 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. The Assistant Dean for Field Education will have the responsibility to work with the student around the issues and may specify conditions for a return to field.

When a Student is Not Making Satisfactory Progress in Field

1. When a student is not progressing at a satisfactory rate:
   a. The Field Instructor must notify the Faculty Liaison as soon as a problem arises.
   b. The Faculty Liaison will arrange a conference with the Field Instructor as soon as possible.
   c. The student, Field Instructor and Faculty Liaison are involved in an analysis of the problem.
   d. The student is given formal notification that the performance is substandard.
   e. Guidelines are developed for the student to follow in raising the standard of performance. These are given to the student in writing.
   f. If the student does not meet the requirements, a failing grade is earned.

2. When it is possible that a student may meet the objectives if given extra time:
   a. The Field Instructor, Faculty Liaison, and student will discuss the student’s rate of progress. If the student can meet the field objectives 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. A specific amount of extra time, usually four to six weeks, is 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. Students may not take in incomplete in their final semester of school.
   c. If the student has not accomplished the objectives of field by the end of the extra period, then the following options exist:
      • the student may repeat the semester providing the availability of a current practice seminar; or
      • 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 Assistant Dean for Field Education;
   b. Be assigned by the Assistant Dean for Field Education 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 can be assessed using the following tools:
a. direct observation of skills
b. client records
c. process recordings
d. feedback from other agency staff or other professionals
e. written work
f. use of supervision

Student Standards for Social Work Education
Due to the nature of professional social work practice, the 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 School of Social Work.

All social work students will be provided with and expected to read the Student Standards and NASW Codes of Ethics and the Texas State Board of Social Work Examiners 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 Undergraduate Student Handbook.

Mileage Reimbursement
Agencies should 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.

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 the Chicago Insurance Company through Bill Beatty Insurance Agency, Inc., of Dallas. The limits of liability under this policy are $1,000,000 each claim/$3,000,000 aggregate, the policy period is from September 1st to August 31st, 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.

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 should not ask or allow students to transport clients while in field placement.
Grievance Process
The grievance process as stated in the School of Social Work Undergraduate 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 decisions made regarding termination from field. Although a student will be involved in the decision-making process, should the student wish to appeal a decision made, the first step is with the Assistant Dean for Undergraduate Programs, and finally the Dean of the School. If the student wishes a further appeal the formal procedures are explicated in the Undergraduate Student Handbook.
SECTION THREE:

EVALUATIONS AND GRADING
Section Three: 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 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, and skill development;
- areas where growth is needed including what the student has already accomplished and not accomplished in these areas; and
- what specifically must be done in the future to address any concerns.

Grades are assigned by the Faculty Liaison, not by the agency based Field Instructor. Input is obtained from the Field Instructor in the agency during the liaison visits. Undergraduate field is graded on a pass/fail basis, meaning that the student must perform at a C level or better in order to obtain credit.

Guidelines and procedures for evaluation of student performance are standardized throughout the field sequence. The evaluation instruments are designed to measure the performance of each student as assessed against course objectives and the goals of the educational contract.

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, entries in the log, student recording and case documentation, and interaction with other personnel within the setting. The field objectives represent the minimum expectations of performance. If a student is not performing at an acceptable level, the Faculty Liaison works with the Field Instructor to specify in writing the concerns and a plan of action to achieve the course objectives.

Evaluation of student performance in field is an ongoing process throughout the placement, with the student participating as an integral part of this process. Field Instructors are encouraged to give ongoing regular feedback to their students. The purpose of the evaluation process is to help the student examine her/his educational progress in meeting the objectives of field instruction. Through the student's own self-assessment, it is intended that the student will develop an ongoing self awareness which will serve as the foundation for future learning and development.

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

Faculty Liaison Evaluation of the Agency Setting
In addition to ongoing monitoring of the field settings, the Assistant Dean for Field Education 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 Office of Field Education 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.
SECTION FOUR:

TIPS FOR MAXIMIZING THE FIELD EXPERIENCE
Section Four: Tips 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:

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

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

Faculty Liaison/Office of Field Education
1. Provide safety and infection control training at field orientation.
2. Monitor risk factors during agency liaison visits, agency workshops, in seminars, and logs.
3. Collect incident reports.
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 supervision. Therefore, although standard precautions should be taken to de-identify information concerning clients, these discussions are covered under the NASW Code of Ethics. Agencies and Field Instructors are also aware that students must utilize client and agency information in order to complete classroom assignments and in field seminar discussions. However, students within the seminar are bound by the Code to keep this information confidential.

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

a. 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;
b. Information that is highly personal and detailed should be reviewed to see if it need be used at all;
c. Process recordings should not become part of the client’s file;
d. Materials on clients in which a court case is pending or suspected to be imminent should not be used to meet assignments;

e. 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;

f. Supervision regarding confidentiality should be scheduled early during the orientation period.

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

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

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

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

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

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

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

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

GUIDES
Section Five: Guides

SW 640/641-BSW Field Practicum

Standardized Course Description
SW 640/641, Social Work Practicum, is a twelve credit hour course, which provides students with experience in applying knowledge and theory from the professional foundation and developing practice skills. The practicum assists in producing a professionally reflective, self-evaluating beginning level practitioner. This is accomplished through a 480-hour practicum in a human service agency under the supervision of an agency-based field instructor and faculty from the School of Social Work.

Standardized Course Objectives
The 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 School engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online BSW Handbook for Social Work Pre-Majors and Majors. All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

The educational objectives for field represent the expectations for the semester. They serve as a guide to learning, teaching, and evaluation of the students’ competence.

1. Student examines practice dilemmas from the perspective of personal values, client system values, agency and society values, and professional values. (PB 7, 8, 9 10, 14, 15, 16)
2. Student carries out professional social work role(s) within the agency setting and community. (PB 3, 26)
3. Student utilizes the principles of professional relationship, effective communication, and accountability in his/her interactions with client systems, the agency, other organizations, and communities. (PB 4, 5, 13, 17, 27, 28, 30, 36)
4. Student demonstrates skill in use of supervision and consultation for professional development and practice evaluation. (PB 2, 5, 6, 17)
5. Student utilizes the principles of a systematic approach to problem solving and client involvement in study, assessment, goal formulation, implementation, and evaluation in intervention at the individual, family, group, organization, and community levels. (PB 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)
6. Student utilizes community resources relevant to client systems. (PB 1, 29)
7. Student demonstrates knowledge of behavioral and practice theories in understanding human behavior, interactions between the individual and the environment, and adaptation of approaches with respect to diverse populations at the individual, family group, organizational, and community levels. (PB 11, 16,18, 21, 22, 23, 24, 38)
8. Student examines organizational performance in relation to stated mandate, demonstrates understanding of the agency as part of a system and as a system itself and identifies ways in which agencies can be responsive to their constituencies. (PB 12, 27, 28, 29, 36)
9. Student demonstrates understanding of basic concepts of research as it relates to evaluating own practice and assignments within the agency. (PB 22)
10. Student utilizes knowledge of the scope of social welfare policies and services at the local, state, and national levels in work with clients and, with assistance, plans interventions that can be used to improve policies and services to the agency's constituency. (PB 18, 19, 20, 25, 28, 36)
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. There are many instances in social work where simple answers are not available to resolve complex ethical issues. 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.
**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.
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 profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

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

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

Texas State Board of Social Worker Examiners Code of Conduct

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

   (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client’s age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

   (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.

   (3) A social worker shall only offer those services that are within his or her professional competency, and the services provided shall be within accepted professional standards of practice and appropriate to the needs of the client.

   (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

   (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

   (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

   (7) A social worker shall safeguard the client’s rights to confidentiality within the limits of the law.

   (8) A social worker shall be responsible for setting and maintaining professional boundaries.

   (9) A social worker shall not have sexual contact with a client or a person who has been a client.

   (10) A social worker shall refrain from providing service while impaired due to the social worker’s physical or mental health or the use of medication, drugs or alcohol.

   (11) A social worker shall not exploit his or her position of trust with a client or former client.

   (12) A social worker shall evaluate a client’s progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client’s needs.

   (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client’s best interest.

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

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

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SECTION SIX:

FORMS
**Intern Time Sheet**

This electronic form is available online at http://www.utexas.edu/ssw/dl/files/academic-programs/field/field-time-sheet.doc

UT School of Social Work  
Office of Field Education

<table>
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<th>Student:</th>
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<tr>
<td>Supervisor:</td>
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<td>Placement:</td>
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<th>Activities</th>
<th>Hours Worked</th>
<th>Monthly Total:</th>
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Supervisor Approval:  
_____________________

Comments:  
_____________________

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Student Guide to Undergraduate Field  51
# Educational Contract

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

Name: | Date:  
---|---

<table>
<thead>
<tr>
<th>Individualized learning goals:</th>
<th>My efforts in achieving each of the specified goals will be as follows:</th>
<th>The Field Instructor will support the student’s learning by:</th>
</tr>
</thead>
</table>

Student's Signature: _________________________________ Date: _____________ Field Instructor's Signature: _________________________________
### PROCESS RECORDING

**Worker:**
**Client:**
**Specific Location of Interaction:**
**Date of Session:**
**Date turned in:**

**Client System:**
**Presenting Problem:**
**Worker Goals for the Session:**
**Client Goals for the Session:**
**What was going on just prior to this interaction:**

<table>
<thead>
<tr>
<th>Content</th>
<th>Worker’s Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
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<tbody>
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**PROCESS RECORDING** page:
<table>
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<tr>
<th>Content</th>
<th>Worker's Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
</tr>
</thead>
</table>

**PROCESS RECORDING**  page:
Observations of Client system strengths:

Outcomes of Interaction:

Subsequent plans with this case:

Specific questions for supervision with field instructor:
**PROCESS RECORDING INSTRUCTIONS**

**Worker:**

**Client:** Use first name, or use initials only

**Specific Location of Interaction:**

**Date of Session:**

**Date turned in:**

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

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

**Worker Goals for the Session:**

**Client Goals for the Session:**

What was going on immediately prior to this interaction:

<table>
<thead>
<tr>
<th>Content</th>
<th>Worker’s Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
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</thead>
</table>
| This should be a challenging portion of the interview. A face-to-face interaction is preferred. This section should be verbatim, what was said by each person involved in this session; including non-verbal observations. This should be 10 – 15 minutes of the most significant part of the interview. | Document your emotions & explain them briefly. Examples include: anxious, angry, shocked, nervous, hopeful, pleased. | * Include which interviewing or relational skills you are utilizing, and identify times you could have used a specific skill. Examples include: rapport, empathy, clarification, summarization, probing, exploration & validation  
* Include your assessment of the process content.  
* Include the social work roles you are filling & explain briefly. Examples include: broker, mediator, educator, advocate | • Feedback for student should be strengths oriented & corrective.  
• Identify alternative techniques & roles.  
• Comment on meaning of client responses.  
• Suggest alternate responses & techniques. |
### Other things to consider:

#### Theory or model are you utilizing:

Identify & explain why you are using this theory or model. Examples include: ecological model, problem solving framework, intervention, brief therapy, reality therapy, task centered, crisis intervention, cognitive restructuring, resilience theory, developmental theory, psychoanalytic theory, behavioral theory, social learning theory, systems theory, psychosocial developmental theory, strengths perspective, ecological model.

#### Intervention you are using:

Explain why it is effective in this situation. Examples include: crisis intervention, brief therapy, cognitive restructuring, solution focused, reality therapy, task centered, crisis intervention, resilience theory.

#### Cultural competence:

Identify & assess needs, values & strengths of diverse client systems, if present in this situation. Example: identity & assess needs.

#### Values, ethics & social justice issues:

Identify & examine personal values. Examine personal values.

#### Other things to consider:

Identify & explain why you are using: ecological theory, developmental theory, psychoanalytic theory, behavioral theory, social learning theory, cognitive restructuring theory.
dilemmas & adapt roles, functions & strategies to address the needs of vulnerable populations, if present in this situation. Human Behavior in the Social Environment: Apply your knowledge of human behavior & development to the client system

| Observations of Client system strengths: |
| Outcomes of Interaction: Explain how the goals were met or why they were not. How did the outcome change during your interaction? |
| Subsequent plans with this case: This can read like a "to do" list, but should also include the overall plan for the case. |
| Specific questions for supervision with field instructor: This applies to the use of supervision & there should always be questions. |
**Evaluation for SW 640/641: Undergraduate Field Instruction**

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

<table>
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<th>Student:</th>
<th>Agency:</th>
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<td>Field Instructor:</td>
<td>Faculty Liaison:</td>
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<td>Semester/Year:</td>
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**WORKLOAD DESCRIPTION**
Briefly describe the student’s direct practice, group work, and indirect practice learning opportunities and work assignments during the internship.

**DESCRIPTION OF SUPERVISION**
Briefly describe the supervisory structure provided for the student.

**PROGRESS ON EDUCATIONAL CONTRACT**
Briefly describe the progress student has made toward educational contract objectives and goals.

**Evaluation for Undergraduate Field Instruction**

**Course Description**
SW 640/641, Social Work Practicum, is a twelve credit hour course, which provides students with experience in applying knowledge and theory from the professional foundation and developing practice skills. The practicum assists in producing a professionally reflective, self-evaluating beginning level practitioner. This is accomplished through a 480-hour practicum in a human service agency under the supervision of an agency-based field instructor and faculty from the School of Social Work.
Evaluation Instrument

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

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
     Expertly demonstrates awareness, knowledge and skills as an emerging professional

C   Competence
     Consistently demonstrates awareness, knowledge and skills as an emerging professional

EC  Emerging Competence
     Demonstrates beginning awareness, knowledge and skills as an emerging professional

IP  Insufficient Progress
     Rarely demonstrates awareness, knowledge and skills as an emerging professional

UP  Unacceptable Progress
     Never demonstrates awareness, knowledge and skills 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.

Competencies
1. **Social Justice**: Student demonstrates the ability to adapt professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(PB 19, 20)*

2. **Cultural Competence**: Student demonstrates the ability to identify and assess 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. *(PB 14, 16, 17)*

Evidence to support ratings for Competencies 1 & 2:

Strategies to increase competence:

3. **Values**: Student demonstrates the ability to examine personal values and attitudes, including biases and stereotypes, to enhance professional self-awareness. *(PB 7, 15)*

4. **Ethics**: Student demonstrates the ability to manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. *(PB 8, 9, 10)*

Evidence to support ratings for Competencies 3 & 4:

Strategies to increase competence:

5. **Professional Use of Self**: Student demonstrates the ability to develop and utilize personal and professional self awareness while establishing and maintaining appropriate professional boundaries. This
differential use of self in professional relationships enhances practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (PB 2, 3, 4, 5)

6. **Supervision**: Student engages in the educational supervision process by exploring the balance between the personal and professional, evaluating own work, and accepting constructive feedback. (PB 5, 6)

Evidence to support ratings for Competencies 5 & 6:

Strategies to increase competence:

7. **Accountability**: Student demonstrates the ability to adhere to agency protocol. (PB 4)

8. **Multiple Accountability**: Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession. (PB 5, 27, 36)

Evidence to support ratings for Competencies 7 & 8:

Strategies to increase competence:

9. **Social Work Roles**: Student demonstrates the ability to effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. (PB 3, 26)
Evidence to support ratings for Competency 9:

Strategies to increase competence:

10. **Relational Skills**: Student utilizes empathy and mindful engagement to establish effective working relationships with clients. Skills to be demonstrated include reflection, paraphrasing, exploration, clarification, probing, elaboration, summarization, and validation. *(PB 13, 30, 41)*

Evidence to support ratings for Competency 10:

Strategies to increase competence:

11. **Human Development**: Student demonstrates the ability to apply knowledge of human behavior and development to client situations. *(PB 23, 24)*

12. **Theory and Practice**: Student demonstrates the ability to use the ecological model, the problem solving framework, and the strengths perspective. *(PB 11, 21, 22, 23, 24, 38)*

13. **Assessment**: Student demonstrates the ability to assess situations (including motivation, capacity, and opportunity) and formulate goals with the client. *(PB 31, 32, 33, 34, 35)*
Evidence to support ratings for Competencies 11, 12, & 13:

Strategies to increase competence:

14. **Intervention Planning**: Student demonstrates the ability to construct intervention plans that recognize the importance of using methods and strategies based on client system needs utilizing the strengths perspective. *(PB 34, 35, 36, 37, 38, 39, 40, 41)*

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15. **Resources**: Student demonstrates the ability to identify community resources related to client needs and understands the process for effective referral. *(PB 1, 29)*

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Evidence to support ratings for Competencies 14 & 15:

Strategies to increase competence:

16. **Groups**: Student demonstrates the ability to plan, facilitate, and evaluate a group. *(PB 29, 38, 41)*

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Evidence to support ratings for Competency 16:

Strategies to increase competence:
17. **Research**: Student demonstrates understanding of basic concepts of research as it relates to evaluating own practice and assignments within the agency. *(PB 22)*

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Evidence to support rating for Competency 17:

Strategies to increase competence:

18. **Organizational Dynamics**: Student demonstrates the ability to examine agency’s function, service delivery, policies, and formal/informal decision-making. *(PB 12, 27, 29, 36)*

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19. **Macro**: Student demonstrates the ability to examine the relationship between individual client situations and macro issues in the context of the community. *(PB 18, 24, 25, 26)*

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20. **Macro Project**: Student demonstrates the ability to plan, implement, and evaluate an administrative project within the agency. *(PB 28, 36)*

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Evidence to support ratings for Competencies 18, 19, & 20:

Strategies to increase competence:
Please address each of the following:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

*STUDENT'S READING & SIGNATURE ARE REQUIRED**

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

Student’s Signature _______________________________ Date ____________
Field Instructor’s Signature ___________________________ Date ____________
Faculty Liaison’s Signature ___________________________ Date ____________
SW 640/641:
Student Self-Reflection for BSW Field

Stop, think, and reflect on your 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. What were your biggest “a-ha” moments this semester in field?

2. Discuss at least two barriers that you experienced in field this semester. How did you manage or overcome them?

3. What did you learn about yourself as a developing social worker from this placement?

4. Overall, how would you assess the learning environment and educational supervision at your placement?

5. What areas of personal and professional development do you want to target for growth after graduation, through professional, volunteer and/or educational experiences?
BSW Classroom Faculty Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT
The UT School of Social Work
1 University Station, D3500
Austin, TX 78712

Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu.

Name of Student:___________________________________________________

Name of Faculty Liaison:____________________________________________

Phone or Email: ____________________________________________________

Name of University: _________________________________________________

Date:_______________________  Field Agency___________________________

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

Maturity

Low  1  2  3  4  5  6  7  High

Comments:

Self Awareness

Low  1  2  3  4  5  6  7  High

Comments:

Problem Solving Ability

Low  1  2  3  4  5  6  7  High

Comments:
Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:

Positive Attitude

Low 1 2 3 4 5 6 7 High

Comments:

Uses feedback constructively

Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self

Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values

Low 1 2 3 4 5 6 7 High

Comments:

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

Yes without reservation

Yes with reservation

Not recommended
BSW Volunteer or Employment Supervisor Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT
The UT School of Social Work
1 University Station, D3500
Austin, TX  78712

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Name of University: _________________________________________________

Date:_______________________  Field Agency___________________________

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

Maturity

| Low  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | High |

Comments:

Self Awareness

| Low  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | High |

Comments:

Problem Solving Ability

| Low  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | High |

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

- Yes without reservation
- Yes with reservation
- Not recommended