THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

1925 San Jacinto Blvd, D3500
Austin, Texas 78712

Administration
Luis H. Zayas, Dean
Allan Cole, Associate Dean for Academic Affairs

MSSW Program Administration
Jane A. Kretzschmar, Assistant Dean for Master’s Programs
Marian Mahaffey, Graduate Program Coordinator II
Andrea Montgomery, Admissions Director
Ramón Gómez, Recruitment Director

Field Education Program
Tanya Voss, Assistant Dean for Field Education
Monica Rosario, Field Education Associate
Barbara Anderson
Kathy Armenta
Cossy Hough
Chris Johnson
Tammy Linseisen
Mary Mulvaney
Sarah Sloan
Robin Smith
Dede Sparks
Sarah Swords

This manual is for information purposes only and is not an official publication of The University of Texas at Austin. For official rules and regulations, please refer to the School Bulletin and the General Information Bulletin, which can be obtained from the Main Building.

Revised October 2015
Field Program Contacts

School Of Social Work Office of Field Education

Tanya Voss, Assistant Dean for Field Education
(512) 471-0510 (tmvoss@mail.utexas.edu)

Monica Rosario, Field Education Associate
(512) 471-6207 (ssw-field@austin.utexas.edu)

Graduate Assistant
(512) 471-6207 (field-ta@austin.utexas.edu)

Clinical Faculty:

Barbara Anderson  (512) 232-7118  barbara.a@mail.utexas.edu
Kathy Armenta  (512) 471-8230  karmenta@mail.utexas.edu
Cossy Hough  (512) 471-8226  cossyhough@austin.utexas.edu
Chris Johnson  (512) 771-1016  cmj1230@mail.utexas.edu
Tammy Linseisen  (512) 471-9240  tlinseisen@mail.utexas.edu
Mary Mulvaney  (512) 471-9827  mmulvaney@austin.utexas.edu
Sarah Sloan  (512) 471-9107  ssloan@austin.utexas.edu
Robin Smith  (512) 471-3138  robinsmith@austin.utexas.edu
Dede Sparks  (512) 471-9063  dsparks@austin.utexas.edu
Sarah Swords  (512) 471-7231  saswords@mail.utexas.edu
TABLE OF CONTENTS

FIELD PROGRAM CONTACTS ................................................................................................................... 2

SECTION 1 GRADUATE FIELD REQUIREMENTS ................................................................................... 5
Field Education ........................................................................................................................................ 6
The Field Partnership ............................................................................................................................ 6
The Agency ............................................................................................................................................. 6
The Field Instructor ............................................................................................................................. 8
The Faculty Liaison ............................................................................................................................... 9
The Student ........................................................................................................................................... 11

SECTION 2 FIRST FIELD ......................................................................................................................... 12
Organization of the First Field Experience ......................................................................................... 13
The First Field Placement Process ..................................................................................................... 14
Required Assignments .......................................................................................................................... 14
Supervision ........................................................................................................................................... 15

SECTION 3 FINAL FIELD ........................................................................................................................ 17
Organization of the Final Field Experience .......................................................................................... 18
The Final Field Placement Process .................................................................................................... 18
Regular Placement Process ................................................................................................................ 19
Atypical Placement Processes ............................................................................................................. 19
Early Placements .................................................................................................................................. 19
Work-based Placements ........................................................................................................................ 20
Domestic Long Distance Placements ................................................................................................... 21
International Placements ...................................................................................................................... 24
Required Assignments .......................................................................................................................... 25
Supervision ........................................................................................................................................... 25

SECTION 4 GENERAL FIELD POLICIES ............................................................................................. 26
Arranging Hours in Field ....................................................................................................................... 27
Agency Documentation ........................................................................................................................ 27
Completion of Hours and Absence from Field ..................................................................................... 28
Change of Placement ........................................................................................................................... 28
Removal of a Student from Field ......................................................................................................... 29
When a Student is Not Making Satisfactory Progress in Field ............................................................ 30
Student Standards for Social Work Education .................................................................................. 31
Mileage Reimbursement ...................................................................................................................... 31
Malpractice Liability Insurance ........................................................................................................... 31
Grievance Process ............................................................................................................................... 31
Cultural Competence and Field Instruction ....................................................................................... 32
NASW Standards for Cultural Competence in Social Work Practice ............................................... 32
Teaching Methods .............................................................................................................................. 33
SECTION ONE:

GRADUATE FIELD REQUIREMENTS
Section One: Graduate 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.

Field has been deemed the “signature pedagogy” of social work education by the Council on Social Work Education (CSWE).

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

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

The Field Partnership
Success of the field practicum requires forming and sustaining a partnership between the four key players: the Agency, the Field Instructor, the Faculty Liaison and the Student. This partnership begins during the placement process and is sustained throughout the field practicum. Without the commitment and the dedication of each in the system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and 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 development of agency settings and Field Instructors is a crucial part of ensuring the educational focus of field and the overall success of the field program.

Fortunately, the Austin area has an abundant number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the School’s needs for field placements. The School is affiliated with a broad spectrum of these
agencies enabling it to be selective in the choice of appropriate settings. Available agencies 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 serve diverse client populations including but not limited to the older adults, families, children and adolescents. Some student units may also be available, which allow students to work closely within an intern team and its professional supervisor.

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

Agencies utilized for the final field experience are also generally located within Austin and surrounding areas. However, students may choose out-of-town, state or international internships in the full block, spring semester (January-May) or in extended block, spring/summer placements (January-August).

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 the hiring of personnel or 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 annual participation in the School’s educational program. These activities might include: attending or presenting at Field Instructor workshops, completion of online field instructor training, guest lectures, 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;
9. An agency must provide a Field Instructor who has a Master’s in Social Work from an accredited University. For supervision of Master’s level students, a minimum of two years of postgraduate social work experience is also required;
10. The agency/organization must 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 MSSW supervision to the Field Office as soon as possible in order to make the necessary arrangements for student supervision.

14. The student will be in a practice setting that will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.

15. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.

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

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

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

The MSSW final field placement for each student is chosen with the following goals:

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

The Field Instructor

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

1. The primary Field Instructor of record must have a Master’s degree from an accredited School of Social Work. Two years of post-graduate experience is necessary for supervision of MSSW students. In international settings, cultural competence and global realities require a broader understanding of professional social work preparation around the world, but comparable Field Instructor ability to support student education is always sustained.
2. The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Field Instructor in the educational role.
3. The Field Instructor must agree with the learning goals of professional Social Work education and be committed to quality education for the student.
4. The Field Instructor is required to work closely with the School in the assignment of case material and is responsible for providing timely feedback to the School on the progress of the individual student through the Faculty Liaison.
5. The Field Instructor is expected to participate in the ongoing mutual exchange of ideas with the faculty. One arena for this is in the seminars and workshops that are held during the year.
6. The Field Instructor is expected to attend orientation sessions, complete online training modules available through the School’s website and/or be available for individual orientation by the Faculty Liaison.
7. The Field Instructor for out of town or state placements should be on-site and licensed in accordance with that state’s requirements whenever possible.
8. The Field Instructor must be willing and able to contribute to the evaluation of the student through written documents including: process recordings, educational contract, and the student evaluation instrument.

9. The Field Instructor must be willing to engage in the level review process for the student as formally called for by the Faculty Liaison or Assistant Dean for Field Education.

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

1. To orient the student to the setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and Health Insurance Portability and Accountability Act (HIPAA) 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
The Faculty Liaison and Field Instructor use regular communication to work together to integrate the UT-SSW curriculum into the agency-based field experience. Students are assigned to a Faculty Liaison based upon student needs, agency and field instructor relationships, and the expertise and interests of the Faculty Liaison. In the first placement, graduate students have access to their Faculty Liaison on a weekly basis in the integrative seminar, during field visits, via phone and email and by scheduling office appointments as needed. In the final field placement, students have access to their Faculty Liaison over the course of the semester during field visits, via phone and email, and by scheduling appointments as needed.
An abbreviated list of Faculty Liaison responsibilities in monitoring and supporting 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. Communicate and work with the Field Instructor and student(s) to identify and address placement related concerns. Work toward resolution of conflicts in support of the student’s education and the agency’s service provision.

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

e. Assign the grade for first field or course credit for final field students.

Faculty Liaisons and agency-based Field Instructors work jointly to foster individualized student learning and to monitor and evaluate student progress toward meeting field objectives. For BSW and first field internships, Faculty Liaisons are expected to schedule and conduct in-person visits with students and Field Instructors twice a semester for the fall and spring semesters and to use technology for other routine communication.

For final field internships, Faculty Liaisons are expected to schedule and conduct in-person visits with students and Field Instructors once in the spring semester with one additional visit in the summer semester for extended final field placements. Faculty Liaisons should use technology for other routine communication.

Across the BSW and MSSW first and final field internships, special priority is required for the mid-semester in-person liaison visit and written evaluation since this is an important opportunity to address concerns or issues that might impact the student’s learning and subsequently the internship outcome. Faculty Liaisons are required to initiate contact early in the semester to establish channels of communication and to collect educational documents over the course of the internship including the learning contract, written mid-term evaluation, process recordings, final evaluation and self-reflective narrative as appropriate.

Students and Field Instructors may request or require more than the minimum number of contacts and Faculty Liaisons may choose more contacts based on but not limited to the need for additional:

1) Monitoring of educational progress based on previous events;
2) Student development, especially for students with special needs;
3) Field Instructor development, especially new UT-SSW partners;
4) Agency development, especially new or complex organizations; and/or
5) Other needs as assessed by the Faculty Liaison.

Domestic long distance and international final field students – 65 miles or more outside Austin – typically receive one liaison visit over the course of their internship with additional phone and email contact. Visits are conducted to monitor and support individual student’s educational experience by establishing educational contracts, reviewing progress, addressing concerns, and evaluating student performance. Visits are also conducted to develop the Field Instructor and placement site in service of current and future UT-SSW student cohorts. The Faculty Liaison may vary the frequency and format of the visits and communication as determined by learning needs and in consultation with the Field Instructor, student and Assistant Dean for Field.
Education. The University has a commitment to make additional field visits on an as needed basis.

In addition, students may be required to continue in an agency for additional hours in order to obtain a satisfactory level of performance. This arrangement may be in lieu of an unsatisfactory or failing grade (i.e., less than a C is not passing) if it is felt that additional time will add significantly to the student’s ability to master the material. 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 may make 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 and demonstrate the required competencies of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients who are often vulnerable and in need of assistance, 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 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.
SECTION TWO:

FIRST FIELD
Section Two: First Field

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

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

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

In the field placement, student assignments revolve around service-giving responsibilities and opportunities to develop and demonstrate competencies. Assignments are structured to allow students to apply theory as they develop practice skills. All students receive supervision from the designated agency-based supervisor, the Field Instructor, who holds an MSSW degree from a Council on Social Work Education accredited program. 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 first field sequence. This approach encompasses an eco-systems/developmental framework wherein 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 as needed.

Within the generalist approach the student is encouraged to consider the broader implications of client problems, improve human service systems and policies, and to identify and advocate for needed resources to enhance human well-being. Field emphasizes problem-solving and evidence-based interventions at the individual, family, group, organizational, and community levels. Students practice data collection, problem identification, assessment, planning, implementation, and evaluation of systems of various sizes.

Students also learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice. Additionally, students learn evidence-based practice at the micro, mezzo and macro levels. The practicum occurs within the organizational context of an approved human service agency and includes both direct and indirect service assignments that are supervised by the Field Instructor, in consultation with the Faculty Liaison.
The First Field Placement Process

In all regular or atypical placements, the Assistant Dean for Field Education reserves the right to decline or interrupt placements or student matches where issues of dual roles, insufficient educational substance, lack of commitment to educational supports including supervision, or other conflicts may prove problematic.

The first field placement is determined in the following manner:

1. The Assistant Dean for Field Education reviews the application materials of potential post-BSW students to determine their readiness for first or final field based on the strength of their social service practice and internship experience.
2. Once an applicant is accepted to the program, the Office of Field Education sends a questionnaire to the students requesting specific information regarding work experiences, volunteer activities, limitations or specific challenges regarding participation in field (transportation, personal factors, etc.), and areas of interest. A field file is established incorporating this data plus pertinent material from the admissions process. The Assistant Dean for Field Education reviews and assigns students to a Faculty Liaison who reviews the materials in preparation for matching them to an agency-based internship.
3. The Office of Field Education collects requests for interns from approved placement sites and Field Instructors.
4. The Assistant Dean for Field Education, the Field Education Associate and Faculty Liaisons meet to match students with available internships based on information available on the students, primarily provided in the application materials and field questionnaires.
5. The Faculty Liaison confirms the placement match with the agency and/or student prior to the first day of Field Engagement Seminar.
6. Students receive written confirmation of the field assignment, with starting date, agency name, and Field Instructor at the Field Engagement Seminar, typically conducted the first week of classes.
7. Students attend the mandatory Field Engagement Seminar in the two days prior to the first day of class. The assigned Faculty Liaison is also the student’s Practice Instructor.
8. Students are required to pay for malpractice insurance before beginning field and will receive specifics regarding this typically $14.00 payment from the Office of Field Education mid-summer as well as leading up to the start of classes. Once paid, malpractice coverage goes into effect the first day of classes.

Required Assignments

The following are minimal expectations for the first placement:

1. Each student is responsible for submitting a weekly journal entry to the Faculty Liaison.
2. Each student, with the assistance of the Field Instructor, will write an educational contract that will be reviewed by the Faculty Liaison during the first visit.
3. Each student will be responsible for at least three to six individual cases each semester. Shadowing is a useful training tool but insufficient in itself for an academic internship.
4. The agency should provide opportunities for intake/assessment.
5. Each student must facilitate or co-facilitate a group experience during the course of the year. Although it is not always possible to implement this in the first semester, the student should begin the planning phase during that time. The student will plan, implement, and co-facilitate a group during their placement. Students should bring and/or receive adequate support from the Field Instructor and training to facilitate or co-facilitate at least one multi-session group.
If an agency does not have a group opportunity, the student should work with the Faculty Liaison and Field Instructor to arrange a group experience at another agency.

6. Each student must complete a CAL/APP (Community and Administrative Leadership/Administration and Policy Practice) macro assignment during the course of the year. Although it is not always possible to implement this in the first semester, the student should begin the planning phase during that time. This should be something that benefits the agency and is accomplished with the cooperation of the staff. That assignment has several phases, such as:
   a. identification of a need within the agency or community;
   b. consideration of policy implications of the project;
   c. consideration of alternative approaches;
   d. delineation of a plan, including methods and resources;
   e. implementation of the plan;
   f. coordination of the systems involved; and/or
   g. evaluation of the process and outcomes.

7. Each student must complete at least two process recordings each semester. The Faculty Liaison and/or Field Instructor may require more.

8. Each student must take part in completing the mid-semester and final evaluation with the Field Instructor and Faculty Liaison.

Supervision

All master’s placements require MSSW supervision. Generally, this is an on-site employee of the agency. According to the Council on Social Work Education (CSWE), each student requires a minimum of one hour of individual supervision each week by the designated MSSW Field Instructor. The additional hour of CSWE-required supervision may be offered in a group setting (e.g. with other workers or students), or by other agency personnel.

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

Students are supervised in the field by an OFE-approved Field Instructor with an MSSW degree from a CSWE-accredited program. The Field Instructor should provide administrative and educational supervision within the hour. 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 the student’s understanding of the need for a commitment to life-long learning and self-evaluation as a beginning practitioner.
Learning how to prepare for and use supervision may be a new experience for students. Planning is very important in making productive use of supervision. Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the educational contract. The goals stated in the contract may be used as a guide for the supervisory session.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps 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.
SECTION THREE:

FINAL FIELD
Organization of the Final Field Experience
The final field practicum consists of two courses, SW 694R and SW 394S. The field sequence is based on a block field plan which requires that students be in field approximately 36-40 hours a week, for a total of 540 clock hours in one semester. These courses provide six and three credit hours respectively, for a total of nine credit hours. Students remain in the same agency for the duration of the field practicum. Students may also elect to take an extended block plan that requires approximately 18-20 hours per week for two semesters. The final practicum experience is more individualized than the first field placement and based on the student’s chosen concentration, needs, and interests.

Students study within one of two concentrations – either Clinical or Community and Administrative Leadership/Administration and Policy Practice (CAL/APP). The final field experience is advanced and concentration specific.

In all regular and/or atypical placements, the Assistant Dean for Field Education reserves the right to decline or interrupt placements or student matches where issues of dual roles, insufficient educational substance, lack of commitment to educational supports including supervision or other conflicts may prove problematic.

The Final Field Placement Process
One of the benefits of a one semester block structure is that it provides for the different learning and employment transition needs of a concentration placement for a student approaching graduation. Also, the different timeframe from the concurrent semester model typical of the first year placement cycle allows students to balance out the benefits and costs of both models. Of course, students may choose an extended placement (spring into summer) for a variety of reasons. The advantages of the typical full block arrangement are:

1. The use of block placement enables the student to access long distance field settings that are particularly appropriate to individual learning needs;
2. It allows for a more intense experience with week-long immersion in the workings of an agency and provides a more in-depth experience; and
3. It facilitates the transition from social work student to social work professional.

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

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

Regular Placement Process for Final Field
The following procedures are used in the final placement process primarily for central Texas:

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

The students are given a packet during the informational meeting which outlines the above procedures, giving deadline dates for each activity.

Atypical Placement Process for Final Field
The majority of students will be placed using the regular placement procedures. A significant minority, however, will find placements using the atypical placement process, which includes early placement opportunities, work-based, out-of-town, and international placements. In all regular or atypical placements, the Assistant Dean for Field Education reserves the right to decline or interrupt placements or student matches where issues of dual roles, insufficient educational substance, lack of commitment to educational supports including supervision or other conflicts may prove problematic.

Early Placement Opportunities
Early Placement Opportunities
The School partners with several agencies that initiate an early placement process due to a variety of agency-based reasons including but not limited to out of town status, competitive placement
settings and/or the needs of the population, i.e., long-term counseling. Students will have the opportunity to attend informational meetings about these specific placements, their timetables, opportunities and expectations in early spring of the year prior to what would otherwise be their regular spring placement. Agencies must present compelling reasons of the benefit to the students to be eligible for the early placement process.

Work-based Placements

Rationale for Policy

With decreasing financial aid for students and increasing educational costs, the need to utilize the work setting as a field placement may become an option to be considered on an individual basis. The Council on Social Work Education’s (CSWE) standards address the need to maintain the educational focus of the field experience, to differentiate between job and practicum activities, and to ensure the uniformity of administration and utilization of field placements throughout the Bachelor’s and Master’s programs. In addition, the Council’s standards stress that such agencies commit the necessary resources to facilitate the student’s progress in the educational program even though the student may also be an employee. CSWE standards also require that coverage of educational objectives for field be the foundation of decisions around a student’s practicum experience.

Policy Statement

The criteria for the utilization of the regular work setting as a field placement has been established by The University of Texas at Austin School of Social Work and includes the following:

1. The proposed field activities must represent new and different experiences for the student. This “change” in field assignments might be accomplished by changing to a different client population from the work duties and/or changing to a different department within the agency. Differing roles and responsibilities, which fulfill the educational objectives of field, must be a part of this change. The intent is to establish a new and unique assignment that would contribute to the student’s learning something new.

2. The agency must be sufficiently large and/or flexible enough to place a student for the required number of field hours in a sufficiently different section/program other than the current employment; or,

3. If the student has been employed for less than three months, the employment/job duties may be considered as a practicum if they meet the educational objectives of field and all other criteria.

4. The agency must provide a Field Instructor who is not the regular administrative/job supervisor. This person must meet all of the criteria of a Field Instructor.

5. Like all the School’s Field Instructors, the work-based Field Instructor must have a Master’s degree in Social Work and two years of post-graduate experience. In addition, s/he must meet the requirements for the selection of Field Instructors and follow the selection process.

6. The agency must facilitate activities that address the educational objectives of the practicum.

7. The agency must assure the availability of release time for the student for course work and field activities.

8. Agencies must meet all of the other criteria for agency practicum sites or be willing to meet those and go through the process to become an approved site.

9. First field work-based placements are strongly discouraged and will only be considered in strongly compelling circumstances.
10. Students are only allowed one work-based placement per program of study unless strongly compelling circumstances are presented.

11. There exists a related field policy that states that the agency in which a student is placed for the final field placement must be a different agency from the agency they were placed in for their first field placement. However, if an agency is large and offers a variety of programs to clients, it is possible for a student to use the same agency for first and final placements. Under this provision, a student must be assigned to a program that is different from the first placement. The student must have a supervisor, client population, and educational experience that are different from the first placement to satisfy the conditions for use of an agency for first and final placements.

**Processing the Request**

The student interested in this alternative should submit a written request to the Assistant Dean for Field Education at least one full semester before entering field, or in the case of a request to use new employment, as soon as possible.

The written request must contain the following information:

- a. Student name, email and phone contact, concentration, intent for full or extended placement
- b. Description of present and potential job responsibilities;
- c. How at least 75% of the concentration-specific competencies will be connected to the potential responsibilities;
- d. Beginning date of employment with agency;
- e. Present and potential job supervisor;
- f. Intended Field Instructor;
- g. Description of proposed field assignments and how these meet the above criteria; and
- h. Plan for release time for coursework and field work, if appropriate.

The student should submit this draft to the Assistant Dean for Field Education for review and feedback. Once the feedback is incorporated, then and only then should the student obtain formal approval within the agency as evidenced by signatures on the proposal of the student, current and future supervisor, the intended Field Instructor, and the program director.

Once the proposal is turned in to the Office of Field Education, the AD for Field Education or one of the Clinical Faculty will explore the proposal with the agency staff. The OFE will need at least 30 days to consider and rule on the proposal. This process is time-consuming for the student, for the agency considering such a proposal, and for the OFE. Every effort should be made to initiate work on the proposal as early as possible.

Students will be expected to follow the steps in the placement process, including attendance at informational and orientation meetings. Students are also expected to consider other placement options, should the use of the employing agency not be possible.

**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. UT-SSW 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 (DLD) placements. The international placement process is completely separate and distinct from the DLD placement process and is addressed immediately following this subsection. Hawai’i and Alaska’s placement process is a hybrid of the DLD and international processes and is subject to additional fees. Students interested in placements in these non-contiguous states need to notify and seek advisement from the Assistant Dean for Field Education.

The School does proffer some out of town placements through the early selection and in the regular placement packets that lists agencies available. These are considered a part of the regular placement process because they have already been vetted and approved by the OFE. The term DLD placement is inclusive of all student initiated 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 DLD placements, it is just the opposite. Students are required to take the initiative to set up their own placements in coordination with the OFE. In fact, student’s ability to do so is in itself a screening tool for student appropriateness for a DLD placement.

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

1. **Attend the DLD orientation**
   - The spring semester one year prior to the desired spring placement or, for post-BSW students, in the summer prior to the fall placement process and spring placement.

2. **Submit the required three letters of reference**
   - Found in this guide, on the UT-SSW’s website and in the OFE’s database. Students must receive approval to move forward in this process from the Assistant Dean for Field Education by the advertised time frame (during the summer), typically the middle of July;

3. **Select potential placement agencies**
   - To be a viable placement site, agencies must provide educational opportunities specific to the student’s concentration in the program. MSSW candidates are required to complete a concentration specific placement (Clinical or CAL/APP) under the supervision of an on-site MSSW with two years post graduate experience 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 SW694R/394S and demonstrate the competencies outlined in the concentration specific evaluations. These syllabi and evaluation forms are available on the School website [http://www.utexas.edu/ssw/](http://www.utexas.edu/ssw/) and it is the student’s responsibility to provide these to the agencies.

4. Once the potential agency contacts have solidified, students should email their contact information to the OFE at ssw-field@austin.utexas.edu who will follow up with the requisite agency application and introductory information 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 locality.**
   - Placements in some areas may not be feasible due to limited resources and availability of approved agencies;

6. **Understand that if the DLD placement option fails to solidify,** the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit; and
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. The student’s graduation may be delayed as a result. If the student fails to successfully complete a placement, the Faculty Liaison and Assistant Dean for Field Education will assess the student’s culpability and the student may earn no credit which may lead to dismissal from the program.

Generally speaking, students are encouraged to finalize DLD placements prior to the start of the interviewing phase of the regular placement process.

The OFE may consult with students and agency contacts via phone or in person and will communicate decisions via email with both the student and the agency. The 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

Only final field students are eligible to set up DLD placements. Students must be in good standing with the School in order to be approved for DLD placements. Students cannot be in the midst of an unresolved official level review process unless they have the explicit permission of their review members. Students must be in good academic standing. 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. Reference forms can be found in section eight of this guide, on the UT-SSW and in the OFE database.

The additional standard of proof is because the student will be further beyond the School’s resources in case the need for additional support arises. These required letters of reference are in place to provide this evidence and approval or not is at the discretion of the Assistant Dean for Field Education with input from administration, faculty and staff of the School.

Recommendations for finding potential domestic long distance placement agencies

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

First, students should select a target area that matches their interest. This may be a practice area, 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 such as the National Association of Social Work local branch. Students may 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 assist students getting started. Contacts often change and the School’s relationships with long distance agencies are typically less current than local ones. The OFE will conduct one database search per student using up to three search criteria, i.e., children and Colorado. The Director of 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 more than one or two agencies to start with 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’re home, (visiting family).

**International Placements**

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

Only final field students are eligible for international placements. Students must be in good standing with the School in order to be approved for international internships and beyond that must be deemed by the International Committee to be a good ambassador on behalf of the School, the United States and the Social Work profession. International internships are a privilege, not a right, for students. The School retains the right at all stages of the placement process to deny a student access to, or continuation of, an international placement.

**Prerequisites**

1. All coursework must be completed by Spring Semester excluding: the Capstone course, Field Education III and IV;
2. Commitment to attend required weekly Fall Semester Seminars in preparation for International Field Placement;
3. Completed letters of recommendation by Faculty Liaison, Field Instructor and UT-SSW faculty other than the Liaison;
4. A survey of SSW faculty and staff;
5. A positive recommendation by the International Committee; and
6. Payment of a $1500 non-refundable fee, which is required toward administrative costs to the School for international placement.

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

1. **Educational soundness**
   The student is able to meet the objectives for 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 also includes responsible allocation of the School’s fiscal resources, i.e., placing multiple students at one site or clustering locations/travel.

- Language requirements of the population
- Reliable, safe and affordable 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. Some international locations may therefore be considered too risky for placement of students.

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

The International Committee decides all placement proposals and student candidate applications the summer prior to the spring final field experience. Details of this process are provided in information sessions that begin as early as 14 months prior to the placement.

Required Assignments
Placements reflect the student’s Clinical or CAL/APP concentration. In the placement process, the interests/needs of the student and the task/needs of the agency are the primary criteria for selection. Therefore, the assignments vary from agency to agency, student to student. Course objectives that must be met for this placement are contained in the course syllabi in Section Seven of this guide. The assignments will be structured in such a way that the student will have the opportunity to meet all of the educational objectives.

Supervision
Every student in Final Field requires a minimum of two hours of supervision a week. One hour of this must be individual supervision with the Field Instructor. The additional hour may include individual supervision, group supervision (with other students and/or staff), or specialized supervision by an expert in the agency or a consultant, e.g., a skilled fellow staff member, administrator, or professional from another discipline. Although an onsite MSSW provides the preferred method of supervision, due to the movement of social work into non-traditional settings, this is not always feasible. When an approved agency is unable to provide a full time MSSW to work with the student, the following options are available with final approval resting with the UT Office of Field Education:

1. Supervision by a part-time MSSW employee.
2. Supervision by an MSSW in another division of the same agency, with approval of the administrators in each division.
3. Supervision by an MSSW hired by the agency for the specific purpose of providing student supervision. This must be supplemented by an administrative supervisor who is onsite and can oversee the day-to-day work of the student. The MSSW and administrative supervisor need to work closely together in the matter of assignments, agency policy and other matters that would impact on the student’s achievement of the course objectives. In rare cases an MSSW who is either on the board of the agency, connected with the agency in some other way, or in practice somewhere else in the community may volunteer the time necessary for supervision. In those cases, the School
will need to ascertain the level of commitment on the part of the volunteer, in order to assure the student will receive the time commitment necessary to achieve quality supervision.
SECTION FOUR:

GENERAL FIELD POLICIES
Section Four: General Field Policies

Arranging Hours in Field
Students are expected to complete the requisite 480 hours in field for their first field placement, 240 hours in the fall semester and an additional 240 in the spring. On average, this works out to 16-20 hours per week.

Final field students are expected to complete the requisite 540 hours in field. Typically, final field is completed full block in the spring semester at an average of 36-40 hours per week. Some students and/or agencies may opt for extended block placements that run in the spring and summer semesters at approximately 16-20 hours per week.

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

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. Generally this means either a Monday/Wednesday or Tuesday/Thursday schedule;
c. Students must be willing to have some flexibility in their schedules if this is needed in the agency. Some evening or weekend hours may at times be required;
d. 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;
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, notice should be given in advance to the Field Instructor and Faculty Liaison;
f. 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;
g. 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;
h. Students are not allowed to transport clients.
i. Students are not allowed to consume alcohol or drugs unless and as prescribed during their internship shifts.

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. Confidentiality of documentation is discussed later in this section.

**Completion of Hours and Absence from Field**

1. All students are expected to complete the requisite number of hours in field each semester. If this cannot be accomplished within the timeframe of the Fall semester, the student may petition the Faculty Liaison for an incomplete. The Faculty Liaison may choose to proffer an incomplete as an option if exceptional circumstances beyond the student’s control all for it. For example, if the student misses some field hours due to health concerns or a loss in his/her close relational circles. The Faculty Liaison should not assign an incomplete if the shortfall of hours is due to unimproved time management or other performance related issues. A student cannot begin the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student must postpone field until eligible for matriculation into second semester field.

2. It is the student’s responsibility to inform the Field Instructor regarding any absences from field as early as the absences are foreseeable. The Field Instructor should inform the Faculty Liaison of any concerns regarding student absences.

3. If a student is absent for significant period of time, there are four options:
   a. Withdraw from field, with the consent of the Faculty Liaison and the Assistant Dean for Field Education;
   b. Be assigned by the 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; or
   d. Earn a failing grade in first field or fail to receive credit for final field. No credit in final field may result in dismissal from the program.

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 are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not. Students are entitled to religious holy days in compliance with the procedures outlined in the field syllabus.

**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 concerns. If the Faculty Liaison agrees with the student’s concerns, the Faculty Liaison, student and Field Instructor will then discuss the issues involved. If the concerns are resolved, 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 may be scheduled, including the Field Instructor, Faculty Liaison, student and, on occasion, the Assistant Dean for Field Education.
   c. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin. This can take time but every effort will be made by the Faculty Liaison and the OFE to move quickly.
d. At a minimum, the issues of concern will be included in the student’s educational contract in the next setting.

2. If an agency requests the removal of a student, for whatever reason:
   a. The School will remove the student within a timeframe that is agreeable to the agency.
   b. If the Field Instructor wants to discuss 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. At a minimum, the issues of concern will be included in the student’s educational contract in the next setting.
   e. The student’s grade may be impacted if the Faculty Liaison deems that the cause for the move was based on the student’s subpar performance.

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.

**Removal of a Student from Field**

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

1. Supported claim by the student that the placement is not meeting his/her educational needs, 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 and Field Instructor. The following are grounds to remove the student from field:
   a. Failure to maintain confidentiality about a client as mandated by agency policy and/or the National Association of Social Workers Code of Ethics and Texas Board of Social Work Examiners Code of Conduct.
   b. Failure to abide by the NASW Code of Ethics and TBSWE Code of Conduct.
   c. Failure to meet student standards as outlined in the MSSW Handbook.
   d. Failure to follow agency protocol.
   e. An attempt to harm oneself.
   f. An attempt to harm someone else.
   g. Repeated tardiness at the agency and/or tardiness without notification.
   h. Repeated absences from the agency and/or absence without notification.
   i. Repeated change in scheduled field hours without prior approval.
   j. Inappropriate behavior in connection with the field placement.
   k. Use of alcohol or use of drugs other than as prescribed in field.

The Assistant Dean for Field Education will make the final decision regarding removal from field, with documentation from the Field Instructor, agency, and Faculty Liaison. The student may appeal the decision following the guidelines in the official UT School of Social Work catalog. Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident and/or the ability of the student to work through the
problem. Students who are not allowed to return to field will receive a failing grade for the course and/or a level review. 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 4 to 6 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.
   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 and behavior in field
   b. client records and documentation
   c. process recordings and journals
   d. feedback from other agency staff or other professionals
   e. written work
   f. use of supervision
Student Standards for Social Work Education

Because of 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 Code of Ethics and the TBSWE Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students’ files. The Student Standards and complete NASW Code of Ethics can be found in the MSSW 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. Agencies do not reimburse for travel to and from the internship.

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 Wortham Insurance & Risk Mgmt. The limits of liability under this policy are $2,000,000 each claim/$6,000,000 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 MSSW Student Handbook applies to the termination of a student from field. The process is designed to give the student further channels for appeal of the decision made regarding termination from field. Although a student will be involved in the decision-making process, should the student wish to appeal a decision made, the first step is with the Graduate Advisor, the Graduate Studies Committee and the Dean of the School. If the student wishes a further appeal, the formal procedures are outlined in the MSSW Student Handbook.
Cultural Competence and Field Education
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.

A resource for increasing cultural competence is the following NASW Standards for Cultural Competence in Social Work Practice adopted by NASW in June, 2001.

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.
The complete standards with specific skill competencies can be found on the NASW website at http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf

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 plays
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 readings in appropriate areas
14. Attendance at relevant trainings and/or conferences
15. Online training and webinars
SECTION FIVE:

EVALUATIONS AND GRADING
Section Five: Evaluations and Grading

Evaluation of Student Performance and Grading in Field
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;
- identifying areas where growth is needed including what the student has already accomplished and not accomplished in these areas; and
- determining specifically what must be done in the future to address any concerns.

Grades are assigned by the Faculty Liaison, based on input obtained from the Field Instructor during the liaison visits and liaison assessment of student progress. First field is graded on a letter grade basis and students must earn a C or better in order to receive credit. Final field is graded as credit/no credit.

Student progress may be reflected in verbal presentation of material, interaction with clients and collateral contacts, discussion of assignments with the Field Instructor and Faculty Liaison, journal entries, student recording and case documentation, and interaction with other personnel within the setting. The field objectives represent the minimum expectations of performance at the completion of each semester. 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 corrective plan of action to achieve the course objectives.

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

The evaluation forms for all semesters of the student internships are available in section three. The Office of Field Education recommends that the student and Field Instructor share the task of completing the evaluation forms to promote ongoing dialogue and understanding about achievement of the educational objectives.

Grading for the First Practice Courses
First field and the practice courses are taken concurrently. Therefore, satisfactory progress in both class and field is expected. Students may not carry an incomplete in either course into the next semester. Students must receive a C or better in first semester to continue. Syllabi for the practice courses are provided to the student at the beginning of the semester for specific details.
Procedures for Evaluation of Field

Student Evaluation of the Field Experience
Each student is expected to provide feedback on an ongoing basis directly to their field instructor regarding maximizing student learning in the agency setting. Recognizing that this can be a challenge in some situations, students are expected to provide feedback to their faculty liaison regarding the strength of educational opportunities, supervisory experience and overall internship. Students are surveyed upon exiting the program regarding their field experience with the 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. Students should bring concerns about their placement to the attention of their liaison as soon as possible so that concerns may be addressed promptly.

Field Instructor Evaluation of the Field Program
Field Instructors are also given an opportunity to provide feedback regarding the placement process, the 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 SIX:

TIPS FOR MAXIMIZING THE FIELD EXPERIENCE
Section Six: Tips for Maximizing the Field Experience

Safety/Infection Control
The School has a number of placements where student interns work directly with people who have a history of violent behavior. Some student interns also travel to various neighborhoods to conduct home visits as part of the learning process. As in the work place, the internship setting may pose its own risks from limited lighting in the parking lot to the presence of sharps, devices with sharp points or edges that can puncture or cut skin.

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 ensure the physical health and safety of student interns, the following is recommended for agencies, students, and Faculty Liaisons.

Agencies Should
1. Inform students of potential safety risks related to the population and/or setting(s) in which the student may intern.
2. Provide safety training equal to or beyond that provided to employees. 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 a incident of physical violence and/or aggression perpetrated by a client.
4. Notify the field office in the event that a student is physically harmed or potentially harmed by elements in the environment including possible exposure to communicable diseases such as tuberculosis.
5. 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.
6. Inform students of potential health risks that exist in the field setting.
7. Provide training and education on universal precautions designed to reduce the risk of infection.
8. Provide immediate medical assistance when called for.
9. Follow agency protocol for documentation and intervention on behalf of the student.
10. 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 Should
1. Participate in training on infection control and safety, if provided by the agency.
2. Request training on infection control and safety if not provided by the agency.
3. Follow guidelines for safety and infection control in place at the agency.
4. Report incidents of safety and infection concerns or exposure to the agency and to the Field Instructor, Faculty Liaison and Field Office.

**Faculty Liaison/Office of Field Education Should**

1. Provide safety and infection control training at field orientation.
2. Monitor risk factors during agency liaison visits, agency workshops, in seminars, and journals.
3. Discuss issues related to health and safety with Field Instructors and students as they inform, consult with and document any incidents in coordination with the Assistant Dean for Field Education.
4. Refer the student to appropriate resources including the UT Counseling and Mental Health Center.
5. Follow up with the agency to assess and address the potential for recurring harm.
6. Work with the student to assess his/her desire to remain in the placement setting and move the student to a new setting if s/he desires or the Faculty Liaison deems it to be in the student’s best educational interest.
7. As much as possible, minimize the impact of any safety incidents on the student’s grade or internship completion date.

**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,
Students should request a copy of the agency’s policy on client confidentiality during the agency orientation.

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

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

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 and the federal Title IX, 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 regular basis, preventative steps should be taken to ensure that sexual harassment does not become part of the student’s field experience; or, if it should occur, that the student has sufficient information to be able to deal effectively with it.

The Equal Employment Opportunity Commission has defined sexual harassment as follows:

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

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

Toward that end, The University has formulated policies that address the Prohibition of Sexual Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence and Stalking, available in the Handbook of Operating Procedures 3-3031 at http://www.utexas.edu/policies/hoppm/04.B.02.html.

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

GUIDES
First Field Instruction Course Description and Objectives

Field I - SW 384R - Graduate Field Instruction I

Course Description
The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems—i.e., individuals, families, groups, organizations, and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. This course includes an educationally supervised practicum in a human services organization serving a variety of client populations and a weekly seminar. A total of 240 clock hours (16 to 20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I is a co-requisite for this course.

Standardized Course Objectives
Within the MSSW Graduate Guide to Field, each major objective is broken down into more specific behavioral components to assist the student and field instructor in understanding the intent of the objective. These provide a guide for the evaluation of the student's performance and represent expectations to be achieved by the end of the semester. At mid-term, area(s) in which the student is not expected to perform and the reasons(s) why must be identified in writing.

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 Field II. The following course objectives additionally specify the EPAS Practice Behaviors (PB) that are assessed in this course. Identified Practice Behaviors will be assessed in the comprehensive field evaluation. The complete EPAS can be opened from your online MSSW Student Guide.

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

1. Understand 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 14, 18, 28, 37)
2. Examine personal values and attitudes (including biases and stereotypes) in relation to professional self-awareness. (PB 2, 7, 15)
3. Identify value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)
4. Identify and understand appropriate boundaries and to apply the differential use of self in
professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (PB 3)

5. Understand and adhere to agency protocol. (PB 4)

6. Use communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40)

7. Apply knowledge of human behavior and development to client situations. (PB 16, 24)

8. Understand the expectations of educational supervision and fully participate in the process. (PB 5, 6)

9. Begin 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 1, 10, 14, 19, 29, 32)

10. Use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. (PB 11, 20)

11. Apply beginning assessment skills with client systems and situations, including motivation, capacity, and opportunity, and begin the formulation of goals. (PB 16, 23, 34)

12. Construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. (PB 17, 20, 33, 38, 41)

13. Identify community resources related to client needs and understand the process for effective referral. (PB 1)

14. Effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. (PB 11, 27)

15. Examine agency's function, service delivery, policies, and formal/informal decision-making. (PB 21, 25)

16. Examine the relationship between individual client situations and macro issues in the context of the community. (PB 14, 18, 27)
Course Description

Field instruction II is a three-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include 240 hours at the agency/organization (e.g., 16-20 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery.

Standardized Course Objectives

Within the MSSW Graduate Guide to Field, each major objective is broken down into more specific behavioral components to assist the student and field instructor in understanding the intent of the objective. These provide a guide for the evaluation of the student's performance and represent expectations to be achieved by the end of the semester. At mid-term, area(s) in which the student is not expected to perform and the reasons(s) why must be identified in writing.

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 Field II. The following course objectives additionally specify the EPAS Practice Behaviors (PB) that are assessed in this course. Identified Practice Behaviors will be assessed in the comprehensive field evaluation. The complete EPAS can be optioned from your online MSSW Student Guide.

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

1. Utilize 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 14, 18, 28, 37).
2. Examine personal values and attitudes (including biases and stereotypes) to enhance professional self-awareness (PB 2, 7, 15).
3. Manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics (PB 8, 9, 10).
4. Establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with client systems, colleagues, staff and/or representatives of other organizations or communities (PB 3).
5. Be professionally accountable by adhering to agency protocol (PB 4, 36).
6. Use supervision to examine risk-taking and the evaluation of own work, while maintaining an openness to constructive feedback (PB 6).
7. Effectively use and evaluate communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation (PB 4, 13, 30, 40, 41).

8. 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 1, 10, 14, 19, 29, 31, 32, 33, 39).

9. Build upon the ecological model, the problem solving framework, the strengths perspective and developmental theory by demonstrating knowledge of empirically based theories and group practice (PB 11, 12, 20, 22, 23).

10. Utilize assessment skills and formulate goals with the client systems (PB 34).


12. Identify, utilize and evaluate community resources (PB 1).

13. Effectively utilize and evaluate various social work roles within the context of the agency and community (PB 11, 26, 27).

14. Critically assess the agency’s function, service delivery, policies, and formal/informal decision-making (PB 11, 26, 27, 36).

15. Critically examine the relationship between individual client situations and macro issues in the context of community and social policy (PB 14, 18, 23, 24, 27).

16. Gain administrative skills and knowledge related to an identified agency need.

17. Gain group planning, facilitation and process skills (PB 13, 41).
Final Field Instruction Course Description and Objectives

Field III & IV - SW 694R/394S – Graduate Field Instruction III & IV
Clinical Concentration

Course Description
Building on Field Instruction II, this nine credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related clinical practice in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course, which is taken concurrently.

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 MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

Students of both concentrations will be expected to satisfy the following overarching field objectives:

1. Social Justice: Students will evaluate, differentiate, and apply 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. (CL/APB 5)

2. Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB 2)

3. Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB 1)

4. Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional
competence through skill building, accountability, and professional development. (CL/APB 2, 10d)

5. Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB 2, 4)

**Clinical Concentration Field Objectives**

6. Relational Skills: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB 10a)

7. Self-Disclosure: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship. (CL/APB 1)

8. Monitor Triggers: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations. (CL/APB 1)

9. Theory and Practice Frameworks: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. (CL/APB 3, 6, 7)

10. Assessment: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. (CL/APB 3, 10b)

11. Intervention Planning: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. (CL/APB 4, 10c)

12. Termination: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources. (CL/APB 10d)

13. Practice Evaluation: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. (CL/APB 6, 10c)

14. Program Evaluation: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. (CL/APB 8, 9)

15. Critical Thinking: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. (CL/APB 6, 8, 10d)

16. Leadership Skills: Student demonstrates the ability to utilize leadership skills. (CL/APB 9)
Field III & IV - SW 694R/394S – Graduate Field Instruction III & IV
Community and Administrative Leadership Concentration

Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised practicum within an organization that provides social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related Community and Administrative Leadership in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

Standardized Course Objectives
Students of both concentrations will be expected to satisfy the following overarching field 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 MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

1. Social Justice: Students will evaluate, differentiate, and apply 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. (CAL/APB 5)

2. Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CAL/APB 2)

3. Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CAL/APB 1)

4. Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CAL/APB 2, 10a)
5. **Cultural Competence:** Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CAL/APB 2, 4)

**CAL Concentration Field Objectives**

6. **Leadership:** Student demonstrates the ability to critique and apply leadership styles and management processes from an eco-systems perspective, taking into account social work values and ethics. (CAL/APB 2, 7)

7. **Advocacy:** Student demonstrates knowledge and understanding of advocacy for the resolution of human service issues and to advocate for policies that promote individual and collective well-being. (CAL/APB 3)

8. **Organizational Structure for Resource Utilization:** Student demonstrates the ability to understand and utilize organizational structures in a way that supports mobilizing people and resources to address staff, agency and community needs. (CAL/APB 3)

9. **Human Resources:** Student demonstrates the ability to identify barriers to employment and job satisfaction due to discrimination. (CAL/APB 10a)

10. **Change Processes:** Student demonstrates the ability to use evidence-based practice approaches to assess opportunities for change in single organizations or multi-organizational service delivery systems. (CAL/APB 5, 6, 10b)

11. **Impact Analysis:** Student demonstrates the ability to analyze the impact of policies, funding, norms, and power on human service systems, communities, practitioners, and consumers. (CAL/APB 5, 10d)

12. **Policy Analysis:** Student demonstrates the ability to analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries. (CAL/APB 8, 10d)

13. **Management/Program Evaluation or Policy/Operations Analysis:** Student demonstrates knowledge and understanding of the process for conducting management audits, program evaluations or policy/operations analyses of human service agencies and programs with an emphasis on strengths, assets, and empowerment. (CAL/APB 7, 8, 10c)

14. **Budgeting and Funding Resources:** Student demonstrates the ability to understand and utilize budgeting and funding resources to achieve service effectiveness. (CAL/APB 10c)

15. **Strategic Planning Process:** Student demonstrates the knowledge and understanding of the strategic planning process to ensure system integrity with internal and external environments. (CAL/APB 9)

16. **Advanced Technology:** Student demonstrates the ability to use advanced technology in
bringing about service improvements and planned change in organizations and/or communities. (CAL/APB 9, 10b)
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 work practice. 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 ranked 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.

Texas State Board of Social Worker Examiners Code of Conduct

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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
Section Eight:

FORMS
**Intern Time Sheet**
This electronic form is available online at [https://socialwork.utexas.edu/field/forms/](https://socialwork.utexas.edu/field/forms/)

UT School of Social Work  
Office of Field Education

Student: ____________________________________
Supervisor: ____________________________________
Placement: ____________________________________

<table>
<thead>
<tr>
<th>Month Date/Day</th>
<th>Activities</th>
<th>Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Learning Contract

This electronic form is available online at [https://socialwork.utexas.edu/field/forms/](https://socialwork.utexas.edu/field/forms/)

<table>
<thead>
<tr>
<th>Intern:</th>
<th>My individualized learning goals/outcomes:</th>
<th>My tasks to achieve each of the specified goals/outcomes:</th>
<th>Date: As Field Instructor, I will support the intern’s learning by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intern’s Signature ______________________ Date __________
Field Instructor's Signature ______________ Date __________
Faculty Liaison’s Signature _______________ Date __________
<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Intern’s Feelings</th>
<th>Analysis</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
</table>

**PROCESS RECORDING # ________**
This electronic form is available online at [https://socialwork.utexas.edu/field/forms/](https://socialwork.utexas.edu/field/forms/)

**Intern:**
Client (de-identified / initials):
Specific location of interaction:
Date of interaction:
Date turned in to Field Instructor:
Date turned into Field Liaison:

**Client description:**
Presenting problem:
Intern goals for the interaction:
Client goals for the interaction:
What was happening just prior to this interaction?
<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Intern’s Feelings</th>
<th>Analysis</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
</table>


PROCESS RECORDING  page:

Client and mezzo system strengths:

What I learned about myself through this process recording:

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

Specific questions for supervision with Field Instructor:
PROCESS RECORDING INSTRUCTIONS

PROCESS RECORDING # ____

Intern:
Client: Use first name, or use initials only
Specific location of interaction:
Date of interaction:
Date turned in to Field instructor:
Date turned into Faculty Liaison:

Client description: Demographic information such as age, gender, race, ethnicity, etc. as appropriate. Include important members of client system.
Intern goals for the interaction: Specific purpose for meeting with client.
Client goals for the interaction: What client hoped to accomplish in meeting with worker.
What was happening just prior to this interaction: Description of events or worker or client thoughts/feelings prior to the actual interaction that provides helpful information in understanding the context of the interaction.

<table>
<thead>
<tr>
<th>Content</th>
<th>Worker's Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbatim dialogue of all persons involved in interaction. Should cover approximately 15 minutes of the most significant part of the interaction. Face to face interactions are preferred.</td>
<td>Specific identification of emotions along with brief explanations where appropriate.</td>
<td>Include any of the following: Skill identification and evaluation</td>
<td>Include any of the following: Specific strengths based constructive feedback</td>
</tr>
<tr>
<td>Intern:</td>
<td>Write your feelings/emotions as this dialogue is taking place and align your comments with corresponding dialogue.</td>
<td>Assessment information</td>
<td>Alternative responses, techniques, interventions, and roles</td>
</tr>
<tr>
<td>Client:</td>
<td>Example: &quot;I was feeling anxious&quot;</td>
<td>Theories or models being utilized and rationale for selection</td>
<td>Comments on possible meanings of client responses</td>
</tr>
<tr>
<td>Intern:</td>
<td></td>
<td>Identification and explanation of intervention</td>
<td></td>
</tr>
</tbody>
</table>

Student Guide to Graduate Field
<table>
<thead>
<tr>
<th>Client:</th>
<th>Cultural context</th>
<th>Questions for further reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>because…”</td>
<td>Developmental consideration</td>
<td>Suggestions for further skill development and learning</td>
</tr>
<tr>
<td>“I am frustrated because we had set a doctor appointment for today…”</td>
<td>Values and ethical considerations</td>
<td></td>
</tr>
<tr>
<td>Statement such as, “I feel the client is…” is not a statement of your feeling. It is what you think about the client and needs to be a part of your analysis</td>
<td>Social justice issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identification of social work roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observations and questions that may be emerging regarding content, process, and professional use of self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments about the intern’s experience of the session or internal process distinct from column 2</td>
<td></td>
</tr>
</tbody>
</table>
Client and mezzo system strengths: Students are encouraged to list several strengths

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

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

Specific questions for supervision with Field Instructor: Students must ALWAYS have questions. Over time their questions should grow more specific and sophisticated. Questions are to be reviewed in supervision.
Evaluation for SW 384R: Field Instruction I (Graduate First Field, Fall Semester)

SW 384R:
Evaluation for Field Instruction I

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Faculty Liaison:</td>
</tr>
<tr>
<td>Semester/Year:</td>
<td></td>
</tr>
</tbody>
</table>

WORKLOAD DESCRIPTION
Briefly describe the student’s 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 Field Instruction I

Course Description
The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems—i.e., individuals, families, groups, organizations, and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. This course includes an educationally supervised practicum in a human services organization serving a variety of client populations and a weekly seminar. A total of 240 clock hours (16 to 20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I 383R is a co-requisite for this course.
Evaluation Instrument

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

<table>
<thead>
<tr>
<th>AC</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EC</th>
<th>Emerging Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates beginning awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IP</th>
<th>Insufficient Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UP</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

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 understand 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 18, 19, 20)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Cultural Competence**: Student demonstrates the ability to begin 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, 15, 16, 17)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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) in relation to professional self-awareness. (PB 7)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 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 relationship enhances practice effectiveness with clients, colleagues, staff, and/or representatives of other organizations and communities. (PB 2, 3)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Supervision**: Student demonstrates the ability to understand the expectations of educational supervision and to fully participate in the process. (PB 5, 6)

Evidence to support ratings for Competencies 5 & 6:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to increase competence:

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

Evidence to support ratings for Competency 7:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Multiple Accountability**: Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession. (PB 41)

Evidence to support ratings for Competencies 7 & 8:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 11, 12, 13)

Evidence to support ratings for Competency 9:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategies to increase competence:

10. **Relational Skills:** Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. *(PB 30, 31)*

   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)*

   Evidence to support ratings for Competencies 11, 12, & 13:

12. **Theory and Practice:** Student demonstrates the ability to use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. *(PB 21, 22)*

13. **Assessment:** Student demonstrates the beginning ability to assess situations (including motivation, capacity, and opportunity) and formulate goals with the client. *(PB 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 needs and the strengths perspective. *(PB 36, 37, 38, 39, 40)*
15. **Resources**: Student demonstrates the ability to identify community resources related to client needs and understands the process for effective referral. *(PB 1)*

![Table](image)

Evidence to support ratings for Competencies 14 & 15:

Strategies to increase competence:

---

16. **Organizational Dynamics**: Student demonstrates the ability to examine agency’s function, service delivery, policies, and formal/informal decision-making.

![Table](image)

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

![Table](image)

Evidence to support ratings for Competencies 16 & 17:

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 384 R:  
Student Self-Reflection for Field Instruction I

Stop, think, and reflect on your semester field experience. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your personal and professional growth as well as new and developing self-awareness. Please address each of the following questions. Suggested length is \( \frac{1}{2} \) to 1 page per question. Length of the completed assignment will vary individually, but consider 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. Since this is a self-evaluation for a professional experience, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. Your self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

1. **Reflect briefly on your reasons for selecting social work as a profession.** How has this semester and your field experience affirmed and/or prompted you to question your “goodness of fit” for the profession?

2. **Highlight your areas of significant growth and awareness, both professionally and personally.** Provide examples. Include some of the things that clients have taught you and what it means to be a part of a social service delivery system.

3. **What areas of personal and professional development do you want to target for second semester?** Give specific examples of how you want to grow.

4. a. **As an adult learner in this field internship, what would you like to continue in the learning experience and what would you like to change next semester?**

        b. **In what specific ways could your Field Instructor and/or Field Liaison support your developing professional use of self for next semester?**
### Evaluation for SW 384S: Field Instruction II (Graduate First Field, Spring Semester)

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Faculty Liaison:</td>
</tr>
<tr>
<td>Semester/Year:</td>
<td></td>
</tr>
</tbody>
</table>

**WORKLOAD DESCRIPTION**
Briefly describe the student’s 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 Field Instruction II**

**Course Description**
Field instruction II is a three-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include 240 hours at the agency/ organization (e.g., 16-20 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior,
organizational and community dynamics and policy in the context of service planning and service delivery.

**Evaluation Instrument**

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of 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 a graduate social work intern

**C**  **Competence**
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

**EC**  **Emerging Competence**
Demonstrates beginning awareness, knowledge and skills as a graduate social work intern

**IP**  **Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

**UP**  **Unacceptable Progress**
Never demonstrates awareness, knowledge and skills as a graduate social work intern

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

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.
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 18, 19, 20)

   
<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 15, 16, 17)

   
<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, in relation to professional self-awareness. (PB 7)

   
<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

   
<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 and communities. *(PB 2, 3)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Supervision**: Student demonstrates the ability to understand the expectations of educational supervision and to fully participate in the process. *(PB 5, 6)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competencies 5 & 6:

Strategies to increase competence:

7. **Accountability and Commitment to Professional Development**: Student demonstrates the ability to professionally adhere to agency protocol and to explore additional learning opportunities. *(PB 4)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Multiple Accountability**: Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession. *(PB 41)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competencies 7 & 8:

Strategies to increase competence:
9. **Social Work Roles**: Student demonstrates the ability to effectively utilize and evaluate various social work roles within the context of the agency and community. (PB 11, 12, 13)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competency 9:

Strategies to increase competence:

10. **Relational Skills**: Student demonstrates the ability to use and evaluate the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 30, 31)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competency 10:

Strategies to increase competence:

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

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 11:

Strategies to increase competence:

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

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. **Theory and Practice**: Student demonstrates the ability to build upon the ecological model, the problem solving framework, and the strengths perspective by effectively applying various theories, i.e. cognitive behavioral theory, narrative, existential, relational-cultural, attachment, etc. as part of the helping process. *(PB 21, 22)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. **Assessment**: Student demonstrates the beginning ability to assess client situations, including motivation, capacity, and opportunity, and formulate goals with the client. *(PB 32, 33, 34, 35)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competencies 12, 13, & 14:

Strategies to increase competence:

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

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. **Resources**: Student demonstrates the ability to identify, utilize, and evaluate community resources, and understands the process for effective referral. *(PB 1)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competencies 15 & 16:

Strategies to increase competence:
17. **Organizational Dynamics:** Student demonstrates the ability to critically assess agency’s function, service delivery, policies, and formal/informal decision-making.

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. **Macro Project:** Student demonstrates the ability to plan, implement, and evaluate an administrative project within the agency. *(PB 27, 28)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support ratings for Competencies 17, 18, & 19:

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 384S
Student Self-Reflection for Field Instruction II

As you did at the end of Field I, stop, think, and reflect on your field experience this semester. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness. Please address each of the following questions. Suggested length is ½ to 1 page per question. Length of the completed assignment will vary individually, but consider 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. As in all professional writing, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. This self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

1. Reviewing the course objectives for Field II (see your Field II syllabus), identify and discuss THREE competencies which reflect significant personal and professional growth this semester.

2. What were your biggest learning opportunities or “a-ha” moments this semester in field?

3. Discuss at least two barriers that you experienced in field this semester. What professional skills did you utilize to manage or overcome these challenges?

4. What have you learned about yourself as a “social worker in training” from this internship?

5. How would you assess the learning environment and educational supervision at your placement?
Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Faculty Liaison:</td>
</tr>
<tr>
<td>Semester/Year:</td>
<td></td>
</tr>
</tbody>
</table>

WORKLOAD DESCRIPTION
Briefly describe the student’s 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 Concentration in Clinical Social Work

Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised internship within a human service organization. A major purpose of field education is to develop advanced competence and proficiency in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. The internship addresses the continued application of theory to practice at an advanced level as related to clinical social work.
Core Curriculum
The Clinical Social Work Concentration is built on social work knowledge, values, ethics, and purposes developed in the foundation curriculum. Core educational competencies must be addressed in all placements, both Clinical and CAL.

**Evaluation Instrument**

This evaluation instrument addresses the minimum competencies for SW 694R/394S. 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 as well as providing constructive feedback. The “Strategies to increase competence” should include ways in which the specific competency can be developed.

On the scale provided, please indicate level of competence for each item 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, and assigns the grade at the end of each term in the case of extended block, or two identical grades for each of the courses at the end of block placement. Emphasis is placed upon quality and consistency of work, not quantity. The intent of this course is to achieve competency in advanced social work practice. Any IP or UP ratings on the final evaluation might result in a No Credit grade for the course. The Faculty Liaison is responsible for determining the final grade.
Core Competencies

1. **Social Justice**: Student evaluates, differentiates, and applies 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. (CL/APB5)

   Evidence to support ratings for Competencies 1 and 2:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Strategies to increase competence:

2. **Ethics and Values**: Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB2)

   Evidence to support ratings for Competencies 1 and 2:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Strategies to increase competence:

3. **Professional Use of Self**: Student demonstrates the ability to establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB1)

   Evidence to support ratings for Competencies 3 and 4:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Strategies to increase competence:

4. **Accountability and Commitment to Professional Development**: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CL/APB7)

   Evidence to support ratings for Competencies 3 and 4:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Strategies to increase competence:
5. **Cultural Competence**: Student analyzes the needs, values, and strengths of diverse client systems and effectively supports their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB4)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 5:

Strategies to increase competence:

**Concentration Specific Competencies**

In addition to the five Program Core Objectives, the field instructor evaluates the student in the following areas related to the concentration in Clinical Social Work.

6. **Relational Skills**: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB10a)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 6:

Strategies to increase competence:

7. **Self-Disclosure**: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship.

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Monitor Triggers**: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations.
Evidence to support ratings for Competencies 7 and 8:

Strategies to increase competence:

9. **Theory and Practice Frameworks**: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. *(CL/APB6)*

Evidence to support rating for Competency 9:

Strategies to increase competence:

10. **Assessment**: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. *(CL/APB10b)*

11. **Intervention Planning**: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. *(CL/APB10c)*

Evidence to support ratings for Competencies 10 and 11:

Strategies to increase competence:

12. **Termination**: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources.
Evidence to support rating for Competency 12:

Strategies to increase competence:

13. **Practice Evaluation**: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. *(CL/APB9)*

14. **Program Evaluation**: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. *(CL/APB10d)*

Evidence to support ratings for Competencies 13 and 14:

Strategies to increase competence:

15. **Critical Thinking**: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. *(CL/APB3)*

Evidence to support rating for Competency 15:

Strategies to increase competence:
16. **Leadership Skills**: Student demonstrates the ability to utilize leadership skills. (CL/APB8)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
</table>

Evidence to support rating for Competency 16:

Strategies to increase competence:
Field Instructors: Please address each of the following areas.

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**STUDENT’S READING & SIGNATURE ARE REQUIRED**

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

Student’s Signature _______________________________ Date _____________

Field Instructor’s Signature ________________________ Date _____________

Faculty Liaison’s Signature _________________________ Date _____________
SW 694R/394S
Student Self-Reflection for FINAL FIELD – CLINICAL CONCENTRATION

As you did at the end of Field I, stop, think, and reflect on your field experience.
Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness.
Please address each of the following questions. Suggested length is ½ to 1 page per question. Length of the completed assignment will vary individually, but consider 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. As in all professional writing, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. This self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

1. **Reviewing the course objectives for Final Field Clinical (see your Field Syllabus), identify and discuss THREE competencies which reflect significant personal and professional growth this semester.**

2. **Describe at least one of your clinical cases from this internship. Discuss the clinical challenges you encountered and how you addressed those challenges.**

3. **How has your professional use of self-developed this semester? What changes have you noticed about yourself?**

4. **How would you assess the learning environment and educational supervision at your placement?**

5. **Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans.**
Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

SW 694R/394S:
Evaluation for Final Field –
Community and Administrative Leadership (CAL) Concentration

WORKLOAD DESCRIPTION
Briefly describe the student’s 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 Concentration in Community and Administrative Leadership

Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised internship within a human service organization. A major purpose of field education is to develop advanced competence and proficiency in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. The internship addresses the continued application of theory to practice at an advanced level as related to community and administrative leadership in human service organizations.

Core Curriculum
The Community and Administrative Leadership (CAL) Concentration is built on social work knowledge, values, ethics, and purposes developed in the foundation curriculum. Core educational competencies must be addressed in all placements, both Clinical and CAL.
Evaluation Instrument

This evaluation instrument addresses the minimum competencies for SW 694R/394S. 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

NA  Not Applicable
   Student had no opportunity to demonstrate competency in this area

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, and assigns the grade at the end of each term in the case of extended block, or two identical grades for each of the courses at the end of block placement. Emphasis is placed upon quality and consistency of work, not quantity. The intent of this course is to achieve competency in advanced social work practice. Any IP or UP ratings on the final evaluation might result in a No Credit grade for the course. The Faculty Liaison is responsible for determining the final grade.
Core Competencies

1. **Social Justice**: Student evaluates, differentiates, and applies 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. *(CAL/APB5)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Ethics and Values**: Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. *(CAL/APB2)*

   Evidence to support ratings for Competencies 1 and 2:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to increase competence:

3. **Professional Use of Self**: Student demonstrates the ability to establish and maintain appropriate boundaries and to integrate and apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(CAL/APB1)*

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Accountability and Commitment to Professional Development**: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. *(CAL/APB10a)*

   Evidence to support ratings for Competencies 3 and 4:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to increase competence:
5. **Cultural Competence**: Student analyzes the needs, values, and strengths of diverse client systems and effectively supports their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(CAL/APB4)*

Evidence to support rating for Competency 5:

Strategies to increase competence:

---

### Concentration Specific Competencies

**In addition to the five Program Core Competencies, the field instructor evaluates the student in the following areas related to the concentration in Community and Administrative Leadership.**

6. **Leadership**: Student demonstrates the ability to critique and apply leadership styles and management processes from an eco-systems perspective, taking into account social work values and ethics.

Evidence to support ratings for Competencies 6 and 7:

Strategies to increase competence:

---

7. **Advocacy**: Student demonstrates knowledge and understanding of advocacy for the resolution of human service issues and to advocate for policies that promote individual and collective well-being. *(CAL/APB3)*

Evidence to support ratings for Competencies 6 and 7:

Strategies to increase competence:
8. **Organizational Structure for Resource Utilization**: Student demonstrates the ability to understand and utilize organizational structures in a way that supports mobilizing people and resources to address staff, agency and community needs. (CAL/APB6)

Evidence to support rating for Competency 8:

Strategies to increase competence:

9. **Human Resources**: Student demonstrates the ability to identify barriers to employment and job satisfaction due to discrimination.

Evidence to support rating for Competency 9:

Strategies to increase competence:

10. **Change Processes**: Student demonstrates the ability to use evidence-based practice approaches to assess opportunities for change in single organizations or multi-organizational service delivery systems. (CAL/APB10b)

Evidence to support rating for Competency 10:

Strategies to increase competence:

11. **Impact Analysis**: Student demonstrates the ability to analyze the impact of policies, funding, norms, and power on human service systems, communities, practitioners, and consumers. (CAL/APB7)

Evidence to support rating for Competency 11:
Strategies to increase competence:

12. **Policy Analysis**: Student demonstrates the ability to analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries. (CAL/APB8)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 12:

Strategies to increase competence:

13. **Management/Program Evaluation or Policy/Operations Analysis**: Student demonstrates knowledge and understanding of the process for conducting management audits, program evaluations or policy/operations analyses of human service agencies and programs with an emphasis on strengths, assets, and empowerment. (CAL/APB10d)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 13:

Strategies to increase competence:

14. **Budgeting and Funding Resources**: Student demonstrates the ability to understand and utilize budgeting and funding resources to achieve service effectiveness. (CAL/APB10c)

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating for Competency 14:

Strategies to increase competence:
15. **Strategic Planning Process**: Student demonstrates the knowledge and understanding of the strategic planning process to ensure system integrity with internal and external environments. (CAL/APB9)

Evidence to support rating for Competency 15:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to increase competence:

16. **Advanced Technology**: Student demonstrates the ability to use advanced technology in bringing about service improvements and planned change in organizations and/or communities.

Evidence to support rating for Competency 16:

<table>
<thead>
<tr>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to increase competence:
Field Instructors: Please address each of the following areas.

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**STUDENT’S READING & SIGNATURE ARE REQUIRED**

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

Student’s Signature ___________________________ Date ____________

Field Instructor’s Signature ___________________________ Date ____________

Faculty Liaison’s Signature ___________________________ Date ____________
SW 694R/394S
Student Self-Reflection for FINAL FIELD –CAL CONCENTRATION

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

Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness.

Please address each of the following questions. Suggested length is ½ to 1 page per question. Length of the completed assignment will vary individually, but consider 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. As in all professional writing, be mindful of spelling, punctuation and sentence structure as you type and double-space the document. This self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

1. **Reviewing the course objectives for Final Field CAL (see your Field Syllabus), identify and discuss THREE competencies which reflect significant personal and professional growth this semester.**

2. **Describe at least one of the major projects you worked on in field this semester and discuss the social work learning involved.**

3. **How has your professional use of self-developed this semester? What changes have you noticed about yourself?**

4. **How would you assess the learning environment and educational supervision at your placement?**

5. **Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans.**
First Field Placement Field Instructor Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT

Students seeking domestic long distance placements for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu or place a hard copy in Ms. Monica Rosario’s box in the mailroom.

Name of Student: __________________________________________________________

Name of Field Instructor: ___________________________________________________

Phone & Email: _____________________________________________________________

Name of School: ___________________________________________________________

Date: __________________ Field Agency _______________________________________

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A 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
Classroom Faculty Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT

Students seeking domestic long distance placements for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu or place a hard copy in Ms. Monica Rosario’s box in the mailroom.

Name of Student: __________________________________________________________

Name of Faculty Completing Assessment: ______________________________________

Phone & Email: _____________________________________________________________

Name of School: _____________________________________________________________

Date: _____________________________________________________________________

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A 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:
<table>
<thead>
<tr>
<th>Cultural Sensitivity</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Attitude</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses feedback constructively</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional use of self</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work ethics and values</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Yes without reservation
- Yes with reservation
- Not recommended
First Field Placement Faculty Liaison Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT

Students seeking domestic long distance placements for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu or place a hard copy in Ms. Monica Rosario’s box in the mailroom.

Name of Student: __________________________________________________________

Name of Faculty Liaison: __________________________________________________

Phone & Email: __________________________________________________________

Name of School: _________________________________________________________

Date: ______________________ Field Agency________________________________

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A 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