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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.

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

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

The Field Partnership
Success of the field practicum requires forming and sustaining a partnership between the four key players: the Agency, the Field Instructor, the Faculty Liaison and the Student. This partnership begins during the placement process and is sustained throughout the field practicum. Without the commitment and the dedication of each in the system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and is capable of knowledge- and value-guided practice.

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

Fortunately, the Austin area has a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the School’s needs for field placements. The School is affiliated with a broad spectrum of these agencies enabling it to be selective in the choice of appropriate settings. Available agencies 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 a diversity of client populations including the elderly, children and adolescents, and families. Some student units may also be available, which allow students to work closely with an identified clinical faculty member.
Agencies utilized for the first field experience are generally located in the Austin area and surrounding communities to accommodate the concurrent field plan. This makes liaising manageable for the faculty and keeps commuting for the students to a minimum.

Agencies utilized for the final field experience are also generally located within Austin and surrounding areas. However, students may be placed out-of-town, state or internationally in the 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 either the hiring of personnel, the acceptance of students or clientele; including requiring a student to sign a statement of faith
6. The agency/organization is committed to the educational goals of the School as demonstrated by the Field Instructor’s participation in the School’s educational program. These activities might include: attendance/presenting at Field Instructor workshops, completion of online field instructor training, guest lectures, participation in Steve Hicks School of Social Work committees, etc.;
7. The agency/organization must support the placement and allow sufficient release time for the Field Instructor to provide educational supervision to the student;
8. A reasonable stipend for the services of the student is encouraged when possible. This will vary by organization and is based on similar programs for student internships within that organization, as well as on hours of service;
9. An agency must provide a Field Instructor with a Master’s in Social Work from an accredited University. For supervision of Master’s level students, a minimum of two years of postgraduate social work experience is also required;
10. The agency/organization must 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 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:

a. 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. 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.

b. 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.

c. The Field Instructor must agree with the learning goals of professional Social Work education and be committed to quality education for the student.

d. 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.
e. 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.

f. 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.

g. The Field Instructor for out of town or state placements must be on-site and licensed in accordance with that state’s requirements.

h. 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.

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 of 1996 (HIPAA) regulations, intake, referral, transfer and termination, special auspices, etc.;

2. To establish a learning contract with each student;

3. To provide the necessary experiences to meet the educational goals;

4. To teach the appropriate use of supervision including when and how it is utilized and to what purposes;

5. To serve as a professional role model;

6. To help the student understand and appropriately use the network of human services available to the agency and the clients;

7. To evaluate with the student and the Faculty Liaison the progress of the student throughout the internship;

8. To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student’s educational learning and practice skills;

9. To provide necessary training and monitoring of students’ compliance with safety policies and procedures;

10. To notify the Faculty Liaison as soon as possible should problems regarding the student arise in the field setting. The Faculty Liaison and Field Instructor will confer with the Assistant Dean for Field Education and make decisions regarding the student as needed;

11. To participate with the School in a continuing mutual effort to upgrade and enhance the Field Program and to attend School workshops for Field Instructors;

12. To participate in the School whenever possible by sharing expertise in specific areas; and

13. To communicate to the Field Office any planned or unexpected changes that would impact actual or future supervision of students.
The Faculty Liaison

It is the Faculty Liaison who attempts to make the fit among the school/agency/ and student work through continual communication and feedback. Students are assigned to a Faculty Liaison based upon agency placement, 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.

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

1. 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;
2. Participate with the Field Instructor and student in the assessment of the student’s learning needs and help identify goals and service giving assignments;
3. Help the Field Instructor deal with problems that are related to the educational progress of students;
4. Attempt to identify early possible problem areas with individual students and act to assist both student and agency to meet educational needs and resolve conflicts;
5. Aid in the growth and training of Field Instructors in their educational role;
6. Assign the grade for first field or course credit for final field students.

Faculty Liaisons and agency-based Field Instructors work jointly to foster individualized student learning and to monitor and evaluate student progress in meeting field objectives. Faculty Liaisons schedule and make visits with students and Field Instructors in the Austin area at least twice a full-length semester, with at least one additional visit in the summer semester for extended final field placements. Domestic long distance final field students – 60 miles or more outside Austin – typically receive one liaison visit over the course of their internship with additional phone and email contact. Visits are conducted to establish educational contracts, review progress, and evaluate student performance. If the format needs to be varied due to individual learning needs, that decision is made in consultation between the Faculty Liaison, the Field Instructor and the student. The University has a commitment to make 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 demonstrate the competencies of field as an active adult learner in the practice setting and in the field seminar. Since students are providing
services to clients who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge base and skills necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the Field Instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing this with the Faculty Liaison and Field Instructor.
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.

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. The student works with the same liaison for both semesters of the First Field experience.

A generalist approach is the underlying foundation of the first field sequence. This approach is seen as encompassing an eco-systems/developmental framework where students learn the importance of the interaction between the person and the environment in order to understand and better enhance the developmental and problem-solving capacities of clients, especially vulnerable populations. Students learn to identify and prioritize a wide range of needs of their client systems and to link clients with appropriate resources when needed. Within the generalist approach the student is also encouraged to consider the broader implications of client problems, to work to contribute to the improvement of human service systems and policies, and to identify needed resources for clients in order for them to reach their potential. The problem-solving approach to intervention at the individual, family, group, organizational, and community levels is also emphasized. Students learn to apply the problem-solving approach including the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes. Students also learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice. 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**

The first field placement is determined in the following manner:

1. The application materials of incoming students are reviewed by the Assistant Dean for Field Education.
2. After acceptance into the program, a questionnaire is provided to the students requesting specific information regarding past work experiences, volunteer activities, limitations or specific problems regarding participation in field (transportation, personal factors, etc.), and areas of interest. A field file is established incorporating this data plus pertinent material from the admissions process. Clinical Faculty reviews all of the materials.
3. Approved agencies are surveyed for the upcoming semester.
4. Students are divided into class cohorts and a Faculty Liaison is assigned the students’ files. During the match process, the Assistant Dean for Field Education and Faculty Liaisons are responsible for reviewing the students’ materials and advocating for the best internship match and diverse cohort makeup allowable given the constraints of placements available and student body makeup.
5. A match is made with the agencies that best seems to meet individual student’s learning needs based on prior experience, interests and selected concentration.
6. The Faculty Liaison assigns the student to an agency and Field Instructor. The Faculty Liaison and seminar leader is the same person.
7. The Faculty Liaison Placement is finalized with the agency confirming the student’s name, weekly schedule, dates of placement, and Faculty Liaison.
8. At Field Engagement Seminar the students are introduced to their field seminar and receive written confirmation of the field assignment, with starting date, agency name, and contact person.
9. Field Engagement Seminar is conducted by the Clinical Faculty Liaisons generally the first week of classes.
10. Field may begin the first day of classes. Students may not begin accruing field hours until they have submitted their malpractice insurance payments.

**Required Responsibilities**

The following are minimal expectations for the first placement:

1. Each student, with the assistance of the Field Instructor, will create a learning contract that will be reviewed by the Faculty Liaison during the first visit.
2. Each student will carry approximately three to six individual ongoing cases each semester as the setting allows. This is intended as a guideline and may vary based on agency and internship structure, e.g., where primary responsibilities center around intake and assessment or crisis intervention.
3. The agency should provide opportunities for intake/assessment.
4. Each student must have a group experience. Although it is not always possible to implement this in the first semester, the student should begin the planning phase during that time. The student will 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.
5. Each student must have an APP (Administration and Policy Practice) macro assignment during the course of the year. This should be something that benefits the agency and is accomplished with the cooperation of the staff. That assignment has several phases, such as:
Supervision

All master’s placements require MSSW supervision. Generally, this is an on-site employee of the agency. Each student requires a minimum of one hour of individual supervision each week by the designated MSSW Field Instructor. Additional 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 a person with an MSSW degree from a Council on Social Work Accreditation (CSWE) accredited program. This person is designated by the School as the Field Instructor. Supervision is expected to be both administrative and educational in nature. Administrative supervision includes topics such as a description of policies of the agency, assignment of work and coordination of staff efforts. Educationally-focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. Both types of supervision are important and should be a part of the practicum experience.

Students are expected to play an active role in supervision. This includes being prepared and on time for the supervisory session. Although the Field Instructor will have topics selected for discussion, the expectation is that students will also have any topics identified that need to be covered. One of the most important areas for growth during field is 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.

**Liaison visits**

A liaison visit is a scheduled meeting with at least the faculty liaison, field instructor and intern for at least 20 minutes and may include additional staff/supervisors.

A liaison visit can happen in three different ways:
- **A. Site visit =** in person, face-to-face, any agreed upon location
- **B. Remote video conference visit**
- **C. Remote audio conference visit**

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

**Documentation and educational tools**

Learning contracts are mutually decided upon by the intern and the field instructor and help determine the processes and content for learning. Learning contracts are to be collected by the faculty liaison in the first third of the fall semester for MSSW first field internships.

Process recordings at their most basic consist of a transcripted section of an interaction in which the intern is involved, the intern’s authentic recounting of their cognitive and affective reaction to that interaction and the supervisor(s)’s written feedback. Process recordings should be submitted to the faculty liaison in accordance with the guidelines below but are to be spread out over the internship to allow comparison between different points in time and potentially student development.

Mid-term evaluations assess the intern’s progress toward the CSWE EPAS educational competencies and help determine priorities for the remainder of the semester. Electronic or signed hard-copy mid-term evaluations are to be submitted online or collected by the Faculty Liaison midway through the internship for the OFE. Mid-term evaluations serve as a first draft of the final evaluation.

Final evaluations assess the intern’s progress for the semester.

*All field forms are available online at [http://socialwork.utexas.edu/field/forms](http://socialwork.utexas.edu/field/forms).*

**Timing for required field liaison visits and documentation**

**Liaison Visits**

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

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

Spring semester: Two site visits, one each per half of the semester. Recommendation: one toward the beginning of the semester, one toward the end.

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

Process recordings

A. The intern must be an active party in the PR.
B. The intern submits the PR to the Field Instructor for comments in time to get that to the Faculty Liaison with comments for review. The Faculty Liaison returns the PR with their additional comments to the student and Field Instructor.
C. Total of six over the Fall and Spring semesters.
D. Fall two-four due to faculty liaison.
E. Spring two-four due to faculty liaison.
F. Field Instructor/Faculty liaison may choose to substitute a video role play in lieu of a PR.
G. May require additional PRs as needed.

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

Timesheets to be collected by the faculty liaisons but not submitted to the OFE.
SECTION THREE:

FINAL FIELD
Section Three: Final Field

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

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

The Final Field Placement Process
The benefit 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. Students may choose an extended placement (spring into summer) for a variety of reasons including school/life balance or agency-based need. 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 between classroom/education and field practice/professional identification.
2. The student should take a very active part in determining their educational and professional goals and this should be reflected in the selection of a field setting.
3. The student should accept professional responsibility for the interview process in affiliating with an agency/organization.
4. The School accepts a more advisory/broker role in this placement.
5. The School helps both the student and the agency clarify what is expected from this final placement.
6. Placement is an interactive process between student, school and agency, with agency and student taking more active roles than in the first placement.

**Regular Placement Process for Final Field**

The following procedures are used in the final placement:

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

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

**Atypical Placement 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.

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

It is important to note that students are allowed one work-based placement per program of study and that either the first or final placement but not both may be work-based in order to provide varied experience in field.

**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 and have attached the proposed Field Instructor’s resume:

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.

If the agency is new to the OFE, the agency will need to complete the regular placement approval process. The field instructor will need to complete the requisite field instructor training either in person prior to the semester’s start or online as directed by the OFE.

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

See Appendix for Work-based placement form.

**Domestic Long Distance Field Placements**

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

The School does proffer some DLD placements through the pre-placement process and in the regular placement packets that lists agencies available. The term DLD placement is inclusive of all placements beyond 60 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 traditional 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 in the year prior to the desired spring placement.
2. **Submit the required three letters of reference** found in the back of the MSSW Graduate Guide to Field and receive approval to move forward in this process from the Assistant Dean for Field Education by the advertised time frame (during the summer);
3. **Select potential placement agencies** and determine their openness to hosting a UT-SSW intern. To be a viable placement site, agencies must provide educational opportunities specific to the student’s specialization in the program. MSSW candidates are required to complete a specialization specific placement (Clinical or 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. These syllabi 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 been solidified, students need to email their contact information to the Assistant Dean for Field Education who will follow up with the requisite paperwork to determine the agency and the placements’ ability to support the student in meeting their educational objectives. 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; and
6. Understand that if the DLD placement option fails to solidify, the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit.
7. If a DLD placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with the Faculty Liaison and OFE.

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

The OFE may consult with students and agency contacts via phone or in person and will communicate decisions via email with both the student and the agency. The 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 typically visit the student once during the course of their internship.

Eligibility
At the master’s level, 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 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.

The additional standard of proof is because the student will be further beyond many of the School’s resources in case the need for additional support arises. The three required letters of reference are in place to support that assertion.

Recommendations for finding potential domestic long distance placement agencies
The following is recommended procedure to assist students in finding a suitable DLD agency placement.

First, students should select a target area that matches their interest. This may be an area of practice, i.e., wilderness camps, or a geographic area, i.e., a student’s home state. To find agencies in the determined target area, students are encouraged to start broad. Use the United Way website for that community and other internet resources or contact members in professional networks in that area like the National Association of Social Work local branch. Students may email the Field Education Associate at ssw-field@austin.utexas.edu and 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 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 a large number of agencies since this takes agency resources and can erroneously lead agencies to expect the interns’ services when the student may still be in the "shopping" phase.
of the search. Interviews should be reserved for serious inquiries only. Many students set up interviews or meetings over the summer prior to their spring internship while they are home, (visiting family).

**International Placements**

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

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

**Prerequisites**

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

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

1. **Educational soundness**
   The student is able to meet the objectives for 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.

4. Safety
Recognizing that 100% safety is never a guarantee, the School, through the International Committee and in collaboration with the University’s International office seeks to identify risks and ameliorating factors by assessing the site(s)/city/region/country’s: security, crime, infrastructure, medical issues/resources and transportation issues. Some international locations may therefore be considered too risky for placement of students.

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

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

The International Committee decides all placement proposals and student candidate applications the summer prior to the spring final field experience. Details of this process are provided in information sessions that begin as early as 10 months prior to the placement.

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

Supervision
Every student in Final Field requires a minimum of two hours of supervision a week. One hour of this must be individual educational 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 20-25 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:

1. Students’ hours should overlap the Field Instructors’ schedules the majority of the time;
2. Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency. For first field interns, this generally means either a Monday/Wednesday or Tuesday/Thursday schedule;
3. Students must be willing to have some flexibility in their schedules if this is needed in the agency. Some evening or weekend hours may be required;
4. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the learning contract needs to be renegotiated or that time management techniques need to be reviewed;
5. 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;
6. 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;
7. Students must not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency “emergencies.” If this happens, students should notify their Field Instructor and Faculty Liaison immediately; and
8. Students must not transport clients in the student’s or client’s vehicle, nor are they allowed to transport clients in agency vehicles. This is to protect students because they are not covered by University insurance for transportation in any way.

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
Completion of Hours and Absence from Field

1. All students are expected to complete the requisite number of hours in field. If this is not possible within the timeframe of the fall/spring semester, arrangements must be made to complete the hours before the start of the spring/summer semester. A student will receive an “Incomplete” for their grade. Incompletes are determined by the Faculty Liaison and should reflect the student’s need for additional time due to circumstances beyond their control.
   a. A student cannot begin accruing field hours in the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student must postpone field until eligible for matriculation into second semester field.

2. It is the student’s responsibility to inform the Field Instructor as soon as possible and prior to any absence from field. The Field Instructor should inform the Faculty Liaison of any concerns regarding student absence.

3. If a student is absent for significant period of time, there are four options:
   a. Withdraw from field, with the consent of the Faculty Liaison and the Assistant Dean for Field Education;
   b. Be assigned by the Assistant Dean for Field Education to repeat the semester either in the same or a different agency.
   c. Take an “incomplete” and finish the next time that field semester is offered; or
   d. Earn a failing grade in first field or fail to receive credit for final field.

4. Holidays: Students may take all University holidays and whatever holidays are observed by the by the agency. If the student elects to work through a holiday, such as spring break, it will count toward the required field hours. Students are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not.

5. Inclement weather days: Students do not accrue hours when not in field and will need to make up hours missed due to inclement weather.

Change of Placement due to Educational Environment

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

1. The student and/or Field Instructor should begin to address the concerns in supervision. If this is not immediately possible, the Faculty Liaison may be a resource and can problem solve with the student or Field Instructor and encourage and support addressing the concerns in the supervisory relationship.
2. The student and/or Field Instructor must communicate with the Faculty Liaison about the concerns if they remain unresolved and are threatening the educational experience of the student.

3. If the concerns are determined unable to be reconciled and the result of the environment, e.g., a change in agency leadership or reduction in supervisory staff, then, in consultation with the student, the Faculty Liaison or Field Instructor may decide a student should be moved.

4. If the decision is made to move the student, the Faculty Liaison will identify a suitable agency and make arrangements for a different internship. This can take time and may delay a student completing the requisite hours for the semester or internship.

5. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, beyond two weeks, the student may need to negotiate an appropriate number of approved hours to ensure sufficient time in the new placement.

6. As a representative of the agency, the Field Instructor retains the right to terminate a student’s placement in their organization or program. The UTSSW expects conference around the issues whether to explore continuation at the agency or in seeking understanding about the reasons for the change as they relate to the placement or the student.

7. It is assumed that the Faculty Liaison will be in consultation with the ADFE as needed throughout this process.

When a Student is Not Making Satisfactory Progress in Field

1. When a student is not progressing at a satisfactory rate: The Field Instructor must notify the Faculty Liaison as soon as a significant problem or pattern of problems becomes evident.
   a. The Faculty Liaison will arrange a conference with the Field Instructor as soon as possible.
   b. The student, Field Instructor and Faculty Liaison are involved in an analysis of the problem.
   c. The student is given formal notification that the performance is substandard and the concerns are tied to the Student Standards through a level review if appropriate.
   d. Guidelines are developed for the student to follow in raising the standard of performance. These are given to the student in writing.
   e. If the student does not meet the requirements, a failing grade may be earned and the level review process may escalate as appropriate.

2. When it is possible that a student may demonstrate the competencies if provided extra time:
   a. The Field Instructor, Faculty Liaison, and student will discuss the student’s rate of progress. If the student can demonstrate the field competencies given extra time and attention, then a plan will be developed. This must be a joint decision, based on the following: the student’s work to date, the agency’s willingness to commit continued
resources, the Field Instructor’s willingness to commit extra time, and the student’s commitment to the identified plan.

b. If the agency is unwilling to continue to host the student, the Faculty Liaison will work with the student to replace the student in a new field agency. The student is expected to share concerns and conditions from the foreshortened field experience with the new Field Instructor in supervision and on the learning contract in the new setting.

c. A specific amount of extra time, usually 4 to 6 weeks, may be allotted at the end of the semester for the student to continue in field. This does not represent an absolute date for the end of field, but is a target that will be reevaluated as the end of that period is reached.

d. If the student has not demonstrated the competencies of field by the end of the extra period, then the following options exist and will be determined by the Faculty Liaison:
   i. the student may repeat the semester providing the availability of a current practice seminar; or
   ii. the student may earn a failing grade.

3. If a student does not wish to spend the extra time necessary to successfully complete that field assignment, the options are as follows:
   a. Withdraw from field, with the consent of the Faculty Liaison and the 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 may be assessed using the following tools:
   a. direct observation of skills and behavior in field;
   b. client records and documentation;
   c. process recordings and journals;
   d. feedback from other agency staff or other professionals;
   e. written work; and
   f. use of supervision.

**Removal of a Student from Field**
A student may be removed from field under the following circumstances:

1. Request of the student, with the consultation with the Faculty Liaison, Field Instructor and approval from the 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. An attempt to harm oneself.
d. An attempt to harm someone else.

e. Repeated tardiness at the agency and/or tardiness without notification.

f. Repeated absences from the agency and/or absence without notification.

g. Repeated change in scheduled field hours without prior approval.

h. Inappropriate behavior in connection with the field placement.

i. Unresolved student standard violations whether or not they are addressed in a level review.

The 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 Steve Hicks School of Social Work catalog. Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident and/or the ability of the student to work through the problem. Students who are not allowed to return to field will receive a failing grade for the course and a level review. The 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.

**Grievance Process**

The grievance process as stated in the Steve Hicks School of Social Work MSSW Student Handbook applies to the termination of a student from field. The process is designed to give the student further channels for appeal of the decision made regarding termination from field. Although a student will be involved in the decision-making process, should the student wish to appeal a decision made, the first step is with the Graduate Advisor, the Graduate Studies Committee and the Dean of the School. If the student wishes a further appeal, the formal procedures are outlined in the MSSW Student Handbook.

**Student Standards for Social Work Education**

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

All social work students will be provided with and expected to read the Student Standards and NASW Code of Ethics and the TBSWE Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students’ files. The Student Standards and complete NASW Code of Ethics can be found in the MSSW 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 mileage to their site.
Malpractice Liability Insurance
Both the University and field agencies require that all social work students in field placement be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. All graduate social work students in field courses must obtain this coverage prior to entering field placement and must be covered for the duration of their field placement.

Students are able to meet this professional malpractice liability insurance requirement by participating in the School’s blanket liability program underwritten by the Chicago Insurance Company through Bill Beatty Insurance Agency, Inc., of Dallas. The limits of liability under this policy are $1,000,000 each claim/$3,000,000 aggregate, the policy period is from September 1st to August 31st, and coverage is only while the student is in field. Specific information as to how students obtain this coverage is made available to students in the field placement process.

Under this insurance policy students are not covered for any claims relating to the operation of motor vehicles, whether personal or agency vehicle. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, students may not transport clients within field as part of their internship program. Agencies should not ask or allow students to transport clients while in field placement.

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

At its most basic level, cultural competence consists of knowledge, skills, and attitudes. Knowledge includes an understanding of oneself, information about cultural customs and practices of various groups, and an awareness of the dynamics of oppression. Skills include various elements, such as bilingualism, interpersonal skills, behavior consistent with cultural norms, social advocacy skills, etc. Attitude includes components such as genuine openness/curiosity, willingness to risk, generosity, and forgiveness. Field Instructors are encouraged to use the supervisory relationship to both challenge and support the knowledge, skills, and attitudes demonstrated by students.

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

NASDAQ 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. Students who do not receive credit for final field are not allowed to repeat and therefore cannot complete the master’s program at the Steve Hicks School of Social Work.

Student progress may be reflected in verbal presentation of material, interaction with clients and collateral contacts, discussion of assignments with the Field Instructor and Faculty Liaison, journal entries, 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 forms are provided as an educational tool and actual evaluations should be completed online using the evaluation link provided by the Office of Field Education. The OFE recommends that the student and Field Instructor share the task of completing the evaluation forms to promote ongoing dialogue and understanding about achievement of the educational objectives.

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 potentially violent populations. Some student interns also travel to various neighborhoods to conduct home visits as part of the learning process.

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

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

**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 exposure to the agency and to the 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. Communicate incidents with the field office.
4. Discuss issues related to health and safety with Field Instructors and students as they arise.
The Code of Ethics
The National Association of Social Workers Code of Ethics is the most widely used statement of the profession’s expectations for the conduct of social workers. The Code provides statements about what social workers should and should not do. The code is based on the fundamental values embodied in the profession and serves as a guide for our behavior in the following areas: our conduct as social workers; our responsibilities to clients; our ethical responsibility to employers and employing agencies; our ethical responsibilities to the profession; and our ethical responsibility to society. An abridged copy of the Code, as well as the Texas State Code of Conduct, is in the final section of this manual, and the complete Code can be found in the MSSW Student Handbook.

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

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

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

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

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

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

e. Audio and/or video recordings of clients require informed consent releases by clients following the agency guidelines. Students should discuss this with their Field Instructors prior to seeking client approval;

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

**Sexual Harassment**

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

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

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

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

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

*The complete policy on sexual harassment can be found at:*  

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

In addition, many field agencies have agency policies that deal with sexual harassment. Students should obtain a copy of their agencies’ personnel policy manual and be familiar with this information. Students should notify their Faculty Liaison immediately should they wish to explore any issue or situation that appears to involve sexual harassment.
Title IX reporting
The University is committed to providing an educational and working environment for its students, faculty, and staff that is free from sex and gender discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence (including domestic violence and dating violence), and stalking (https://titleix.utexas.edu/educate/).

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

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

In service of the students’ education, the University’s goals are to:
• support the student regarding resources, rights, and accommodations available to them;
• assess and intervene with due process regarding potential threats to the student and/or university community; and
• document the prevalence of Title IX related occurrences and accountable university response.

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

GUIDES
Section Seven: Guides

First Field Instruction Course Description and Objectives

SW 384R: FIELD INSTRUCTION I

I. Standardized Course Description
Field Instruction I is a three-credit course including supervised practice experience in an organization providing human services for a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery.

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

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

1. Demonstrate ethical and professional behavior.

2. Engage diversity and difference in practice.

3. Advance human rights and social, economic, and environmental justice.

4. Engage in practice-informed research and research-informed practice.

5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
SW 384S – FIELD INSTRUCTION II

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

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

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

1. Demonstrate ethical and professional behavior.

2. Engage diversity and difference in practice.

3. Advance human rights and social, economic, and environmental justice.

4. Engage in practice-informed research and research-informed practice.

5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
Final Field Instruction Course Description and Objectives

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

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

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

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

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

11. Integrate theory-based relational skills in all areas of client engagement

12. Recognize and address the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance

13. Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools

14. Conduct a multi-level case assessment based on a systematic and conceptually driven process

15. Critically evaluate, select, and apply best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns

16. Collaborate with other professionals to coordinate treatment interventions

17. Identify and evaluate agency programs and services in relation to client needs

18. Demonstrate the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs
SW 694R/394S – FIELD III/IV APP CONCENTRATION

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

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

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

1. Identify as social work professionals, demonstrate professional use of self, and articulate the social work role

2. Critically examine personal values, attitudes and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics

3. Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations

4. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions

5. Advocate for human and civil rights individually and collectively

6. Demonstrate understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms

7. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions

8. Construct and utilize best practice and evidence-informed research to develop and implement community and organizational interventions
9. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation and the implications for less powerful and oppressed groups

10. Actively engage in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people

11. Use participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them

12. Use the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice

13. Assess the range of information, based on research, evidence, and practice strategies that will enhance planning for programs and services to improve human wellbeing

14. Work with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs

15. Collaborate with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life

16. Advocate for and support the most inclusive strategies to help all community members reach their full potential

17. Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes

18. Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions
Code of Ethics of the National Association of Social Workers

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

1For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.
The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

Ethical Principle: *Social workers challenge social injustice.*

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

**Value: Dignity and Worth of the Person**

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

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

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

The complete NASW Code of Ethics can be found in the MSSW Student Handbook and at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Texas State Board of Social Worker Examiners Code of Conduct

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

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

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

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

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

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

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

(7) A social worker shall safeguard the client’s rights to confidentiality within the limits of the law.
(8) A social worker shall be responsible for setting and maintaining professional boundaries.

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

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

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

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

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

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

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

FORMS
# Intern Time Sheet

**UT School of Social Work**  
**Office of Field Education**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-2-14</td>
<td><em>Orientation, Shadowed 2 staff, read manual</em></td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Monthly Total:**

**Total Hours to Date:**

**Field Instructor Signature:**

---

---
## Learning Contract

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My individualized learning goals/outcomes:</strong></td>
<td><strong>My tasks in achieving each of the specified goals/outcomes:</strong></td>
</tr>
<tr>
<td>Intern’s Signature</td>
<td>Field Instructor’s Signature</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>_________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Instructor’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>_________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Liaison’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>_________</td>
</tr>
</tbody>
</table>
## PROCESS RECORDING # ______

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

---

**Client description:**
**Presenting problem:**
**Intern goals for the interaction:**
**Client goals for the interaction:**
**What was happening just prior to this interaction?**

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Intern’s Feelings</th>
<th>Analysis</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td>Intern’s Feelings</td>
<td>Analysis</td>
<td>Field Instructor Comments</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>----------</td>
<td>--------------------------</td>
</tr>
</tbody>
</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/Example

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

**Client description:** Demographic information such as age, gender, ethnicity, etc. as appropriate. Include important members of client system.
**Presenting problem:** Description of problem from client’s perspective. Reason for client referral.
**Intern goals for the interaction:** Specific purpose for meeting with client.
**Client goals for the interaction:** What client hoped to accomplish in meeting with worker.
**What was happening just prior to this interaction?** Description of events or worker or client thoughts/feelings prior to the action interaction that provides helpful information in understanding the context of the interaction.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Intern’s Feelings</th>
<th>Analysis</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
</table>

Student Guide to Graduate Field 63
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.

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Specific identification of emotions along with brief explanations where appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client:</td>
<td>Write your feelings/emotions as this dialogue is taking place and align your comments with corresponding dialogue.</td>
</tr>
<tr>
<td>Intern:</td>
<td>Example: “I was feeling anxious because…”</td>
</tr>
<tr>
<td>Client:</td>
<td>“I am frustrated because we had set a doctor appointment for today…”</td>
</tr>
</tbody>
</table>

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.

Include any of the following:

- Skill identification and evaluation
- Assessment information
- Theories or models being utilized and rationale for selection
- Identification and explanation of intervention
- Cultural context
- Developmental consideration
- Values and ethical considerations
- Social justice issues
- Identification of social work roles
- Observations and questions that may be emerging regarding content, process and professional use of self
- Comments about the intern’s experience of the session or

Include any of the following:

- Specific strengths based constructive feedback
- Alternative responses, techniques, interventions and roles
- Comments on possible meanings of client responses
- Questions for further reflection
- Suggestions for further skill development and learning
<table>
<thead>
<tr>
<th>internal process distinct from column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<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 direct practice, group work, and indirect/macro practice learning opportunities and work assignments during the internship.

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

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

Evaluation for Field Instruction I

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

**Evaluation Instrument**

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Evaluation Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AC</strong></td>
<td><strong>Advanced Competence</strong></td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>Competence</strong></td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern</td>
</tr>
<tr>
<td><strong>EC</strong></td>
<td><strong>Emerging Competence</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern</td>
</tr>
<tr>
<td><strong>IP</strong></td>
<td><strong>Insufficient Progress</strong></td>
</tr>
<tr>
<td></td>
<td>Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate 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. Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student makes ethical decisions by applying the standards of the NASW Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Ethics, relevant laws and regulations, models for ethical decision-making,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ethical conduct of research, and additional codes of ethics as appropriate to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Student uses reflection and self-regulation to manage personal values and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain professionalism in practice situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Student demonstrates professional demeanor in behavior; appearance; and oral,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>written, and electronic communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Student uses technology ethically and appropriately to facilitate practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Student uses supervision and consultation to guide professional judgment and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

**Evidence to support ratings for Competency 1:**

**Strategies to increase competence:**

### 2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the
intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>FI Stdt</td>
<td>FI Stdt</td>
</tr>
<tr>
<td>b. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.</td>
<td>FI Stdt</td>
<td>FI Stdt</td>
</tr>
<tr>
<td>c. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>FI Stdt</td>
<td>FI Stdt</td>
</tr>
</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 2:

Strategies to increase competence:

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>FI Stdt</td>
<td>FI Stdt</td>
</tr>
<tr>
<td>b. Student engages in practices that advance social, economic, and environmental justice.</td>
<td>FI Stdt</td>
<td>FI Stdt</td>
</tr>
</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress
Evidence to support ratings for Competency 3:

Strategies to increase competence:

4. **Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student uses practice experience and theory to inform scientific inquiry and research.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
<tr>
<td>b. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
<tr>
<td>c. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
</tbody>
</table>

AC = Advanced Competence  | C = Competence  | EC = Emerging Competence  | IP = Insufficient Progress

Evidence to support ratings for Competency 4:

Strategies to increase competence:

5. **Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Evidence to support ratings for Competency 5:

Strategies to increase competence:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
<tr>
<td>b. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 6:

Strategies to increase competence:
7. **Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FI</td>
<td>Stdt</td>
</tr>
<tr>
<td>a. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
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<tr>
<td>c. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
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</tr>
<tr>
<td>d. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

**Evidence to support ratings for Competency 7:**

**Strategies to increase competence:**

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and
implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>a. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
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<tr>
<td>b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
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<tr>
<td>c. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
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<tr>
<td>d. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.</td>
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<tr>
<td>e. Student facilitates effective transitions and endings that advance mutually agreed-on goals.</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 8:

Strategies to increase competence:

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>a. Student selects and uses appropriate methods for evaluation of outcomes.</td>
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<tr>
<td>b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
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<tr>
<td>c. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.</td>
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</table>
d. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

| AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress |

Evidence to support ratings for Competency 9:

Strategies to increase competence:

PLEASE ADRESS 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 ______________
Stop, think, and reflect on your semester field experience. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your personal and professional growth as well as new and developing self-awareness. Please address each of the following questions. Suggested length is ½ to 1 page per question. Length of the completed assignment will vary individually, but consider 4-6 pages as a general guideline. Your thoughtful reflection is more critical than the issue of length. Since this is a self-evaluation for a professional experience, be mindful of spelling, punctuation and sentence structure as you type and double-space the document.

Your self-reflection will be reviewed by both your agency Field Instructor and Faculty Liaison. Due date for completion will be provided by your Faculty Liaison.

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

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

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

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

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

SW 384S: Evaluation for Field Instruction II

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

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

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

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

Evaluation for Field Instruction II

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

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

**Evaluation Instrument**

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

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

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

- **AC** Advanced Competence
  Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

- **C** Competence
  Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

- **EC** Emerging Competence
  Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

- **IP** Insufficient Progress
  Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as a first-semester graduate intern

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

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

**Competencies**

1. **Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
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<tbody>
<tr>
<td>f. Student makes ethical decisions by applying the standards of the NASW Code</td>
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<tr>
<td>of Ethics, relevant laws and regulations, models for ethical decision-making,</td>
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<tr>
<td>ethical conduct of research, and additional codes of ethics as appropriate to</td>
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<tr>
<td>context.</td>
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<tr>
<td>g. Student uses reflection and self-regulation to manage personal values and</td>
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<td>maintain professionalism in practice situations.</td>
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<tr>
<td>h. Student demonstrates professional demeanor in behavior; appearance; and oral,</td>
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<tr>
<td>written, and electronic communication.</td>
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<tr>
<td>i. Student uses technology ethically and appropriately to facilitate practice</td>
<td></td>
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<tr>
<td>outcomes.</td>
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<tr>
<td>j. Student uses supervision and consultation to guide professional judgment and</td>
<td></td>
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<tr>
<td>behavior.</td>
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</table>

Evidence to support ratings for Competency 1:

**Strategies to increase competence:**

2. **Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the
intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Mid</th>
<th>End</th>
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<tbody>
<tr>
<td>d. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<td>FI Stdt</td>
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<tr>
<td>e. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.</td>
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<tr>
<td>f. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</tbody>
</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 2:

Strategies to increase competence:

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>c. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>d. Student engages in practices that advance social, economic, and environmental justice.</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress
Evidence to support ratings for Competency 3:

Strategies to increase competence:

4. **Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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<tr>
<th>Outcome Measure</th>
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<th>End</th>
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<tbody>
<tr>
<td>d. Student uses practice experience and theory to inform scientific inquiry and research.</td>
<td>FI</td>
<td>Stdt</td>
</tr>
<tr>
<td>e. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<td>Stdt</td>
</tr>
<tr>
<td>f. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.</td>
<td>FI</td>
<td>Stdt</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 4:

Strategies to increase competence:

5. **Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

| Mid | End |
### Evidence to support ratings for Competency 5:

**Strategies to increase competence:**

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>d. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<tr>
<td>e. Student assesses how social welfare and economic policies impact the delivery of and access to social services.</td>
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<tr>
<td>f. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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<thead>
<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>c. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
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<tr>
<td>d. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

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### Evidence to support ratings for Competency 6:

**Strategies to increase competence:**
7. **Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>e. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.</td>
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<tr>
<td>f. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
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<tr>
<td>g. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<tr>
<td>h. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</table>

**Evidence to support ratings for Competency 7:**

**Strategies to increase competence:**

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions,
recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

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<th>Outcome Measure</th>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 8:

Strategies to increase competence:

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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<th>Outcome Measure</th>
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<td>g.</td>
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<td>h.</td>
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</table>
Evidence to support ratings for Competency 9:

Strategies to increase competence:

Please address each of the following (complete at mid-term and update at final):

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

OUTSTANDING ABILITIES:

AREAS WHERE GROWTH WAS MOST OBVIOUS:

FUTURE LEARNING NEEDS AND RECOMMENDATIONS:

*STUDENT’S READING & SIGNATURE ARE REQUIRED*

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

Student’s Signature ___________________________ Date ________________

Field Instructor’s Signature ___________________________ Date ________________

Faculty Liaison’s Signature ___________________________ Date ________________
Self-Reflection for SW 384S: Field Instruction II (Graduate First Field, Spring Semester)

SW 384S
Student Self-Reflection for Field Instruction II

As you did at the end of Field I, stop, think, and reflect on your field experience this semester. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness. Please address each of the following questions.

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

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

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

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

4. What have you learned about yourself as a “social worker in training” from this internship?
5. How would you assess the learning environment and educational supervision at your placement?
Forms for SW 394S: Field Instruction III and IV (Graduate Final Field, Spring Semester)

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

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

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

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

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

Evaluation for Concentration in Clinical Social Work

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

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

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

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

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

- **AC** Advanced Competence
  Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as an emerging professional.

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

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

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

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

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

10. Demonstrate Ethical and Professional Behavior

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

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<tr>
<td>Stdt</td>
<td>FI</td>
<td>Stdt</td>
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<tr>
<td>k. Student applies ethical decision-making skills to issues specific to clinical social work</td>
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<tr>
<td>l. Student recognizes and actively engages in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients’ well-being</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 1:

Strategies to increase competence:

11. Engage Diversity and Difference in Practice

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

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<tr>
<td>Stdt</td>
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<td>Stdt</td>
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<tr>
<td>g. Student utilizes needs, values, and strengths in applying appropriate interventions for diverse client systems</td>
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<tr>
<td>h. Student identifies and utilizes practitioner/client differences from a strengths perspective</td>
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</table>

AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress
Evidence to support ratings for Competency 2:

Strategies to increase competence:

12. *Advance Human Rights and Social, Economic, and Environmental Justice*

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

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>e. Student utilizes knowledge of the effects of oppression, discrimination, and</td>
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<tr>
<td>trauma on clients and client systems to guide treatment planning and intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Student advocates at multiple levels for mental health parity and elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of health disparities for diverse populations</td>
<td></td>
<td></td>
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<tr>
<td>AC = Advanced Competence</td>
<td>C = Competence</td>
<td>EC = Emerging Competence</td>
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</table>

Evidence to support ratings for Competency 3:

Strategies to increase competence:

13. *Engage In Practice-informed Research and Research-informed Practice*

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

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<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>g. Student utilizes research methodology to evaluate clinical practice</td>
<td></td>
<td></td>
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<tr>
<td>effectiveness and/or outcome and apply empirically supported evidence for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice</td>
<td></td>
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</tbody>
</table>
h. Student utilizes critical thinking and the evidence-based practice processes in
clinical assessment and intervention with clients

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<tr>
<th>AC = Advanced Competence</th>
<th>C = Competence</th>
<th>EC = Emerging Competence</th>
<th>IP = Insufficient Progress</th>
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</table>

Evidence to support ratings for Competency 4:

Strategies to increase competence:

14. *Engage in Policy Practice*

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

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<th>Mid FI</th>
<th>End Stdt</th>
<th>End FI</th>
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<tbody>
<tr>
<td>g. Student identifies and evaluates agency programs and/or practices in relation to client needs</td>
<td></td>
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<tr>
<td>h. Student communicates to stakeholders the implication of policies and policy change in the lives of clients</td>
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</table>

Evidence to support ratings for Competency 5:

Strategies to increase competence:

15. *Engage with Individuals, Families, Groups, Organizations, and Communities*

Clinical social work practice involves the dynamic and shared processes of engagement. Practitioners in clinical social work substantively and affectively prepare for culturally responsive action with individuals, families, groups, organizations, and communities. They integrate empathy, professional use of self, collaboration, and other interpersonal skills and establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
### Evidence to support ratings for Competency 6:

#### Strategies to increase competence:

16. **Assess Individuals, Families, Groups, Organizations, and Communities**

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

### Evidence to support ratings for Competency 7:

#### Strategies to increase competence:

17. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

Practitioners in clinical social work prioritize selective target systems for intervention. They also use multiple theoretical perspectives that are informed by best practices and empirically-based studies to identify, critique, and apply strengths-based interventions to the problems and unique characteristics of diverse populations.
Student critically evaluates, selects, and applies best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns.

Student collaborates with other professionals to coordinate treatment interventions.

Evidence to support ratings for Competency 8:

Strategies to increase competence:

18. *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

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

Evidence to support ratings for Competency 9:

Strategies to increase competence:
PLEASE ADDRESS EACH OF THE FOLLOWING:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

*STUDENT’S READING & SIGNATURE ARE REQUIRED*

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

Student’s Signature ________________________________ Date ________________

Field Instructor’s Signature __________________________ Date ________________

Faculty Liaison’s Signature __________________________ Date ________________

\

Student Guide to Graduate Field 95
SW 694R/394S

Student Self-Reflection for FINAL FIELD – CLINICAL CONCENTRATION

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

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

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

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

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

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

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

5. Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans.
SW 694R/394S:  
Evaluation for Final Field –  
Administration and Policy Practice (APP) Concentration

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

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

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

Evaluation for Concentration in Administration and Policy Practice Social Work

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

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

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

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

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

AC  Advanced Competence
Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as an emerging professional

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

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

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

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

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

1. **Demonstrate Ethical and Professional Behavior**

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

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<td>Stdt</td>
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<tr>
<td>m. Student identifies as a social work professional, demonstrates professional use of self, and articulates the social work role.</td>
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<tr>
<td>n. Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics</td>
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AC = Advanced Competence | C = Competence | EC = Emerging Competence | IP = Insufficient Progress

Evidence to support ratings for Competency 1:

Strategies to increase competence:

2. **Engage Diversity and Difference in Practice**

Social workers in macro practice recognize diversity through multiple factors (such as age, race, class, color, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, and sexual orientation) and how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege and power in communities and organizations. They analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems.

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<tr>
<td></td>
<td>Stdt</td>
<td>FI</td>
</tr>
<tr>
<td>i. Student utilizes strengths of differing life experiences to build inclusive communities and multicultural organizations</td>
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<td></td>
</tr>
<tr>
<td>j. Student engages with and ensures participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and, access for disabilities in assessing, planning and implementing interventions</td>
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</tbody>
</table>
Evidence to support ratings for Competency 2:

Strategies to increase competence:

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

Social workers in macro practice understand the global interconnections of oppression and evaluate, differentiate, and apply professional roles, functions and strategies to address the needs of vulnerable populations, enhance human well-being, reduce social problems, and promote social and economic justice.

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<th>Outcome Measure</th>
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<tbody>
<tr>
<td>g. Student advocates for human and civil rights individually and collectively</td>
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<tr>
<td>h. Student demonstrates understanding of indicators that show improved well-being for communities and organizations, and, where possible incorporates evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms</td>
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Evidence to support ratings for Competency 3:

Strategies to increase competence:

4. **Engage In Practice-informed Research and Research-informed Practice**

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

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<th>Outcome Measure</th>
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<tbody>
<tr>
<td>i. Student utilizes theories of community and organizational behavior in assessment and analysis of macro interventions</td>
<td></td>
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<tr>
<td>j. Student constructs and utilizes best practice and evidence-informed research to develop and implement community and organizational interventions</td>
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</table>
Evidence to support ratings for Competency 4:

Strategies to increase competence:

5. Engage in Policy Practice

Social workers in macro practice recognize that political processes and policies affect the social, economic and environmental well-being of individuals, families, communities and organization, as well as social work practice itself. They analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries.

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<td>i.</td>
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<td>j.</td>
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Evidence to support ratings for Competency 5:

Strategies to increase competence:

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

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

h. Student uses the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice

**Evidence to support ratings for Competency 6:**

**Strategies to increase competence:**

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

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

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<td>Stdt</td>
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<tr>
<td>k. Student assesses the range of information, based on research, evidence, and practice strategies, that will enhance planning for programs and services to improve human well-being</td>
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<tr>
<td>l. Student works with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs</td>
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**Evidence to support ratings for Competency 7:**

**Strategies to increase competence:**

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

Macro social workers plan with communities and organizations to apply interventions through a variety of models, methods, strategies, and tactics identified as appropriate to the local, regional, national and international contexts and needs for change.
Student collaborates with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life

Student advocates for and supports the most inclusive strategies to help all community members reach their full potential

Evidence to support ratings for Competency 8:

Strategies to increase competence:

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

Student applies appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes

Student uses participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions

Evidence to support ratings for Competency 9:

Strategies to increase competence:

PLEASE ADDRESS EACH OF THE FOLLOWING:
OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

*STUDENT’S READING & SIGNATURE ARE REQUIRED*

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

Student’s Signature ___________________________ Date _____________

Field Instructor’s Signature ___________________________ Date _____________

Faculty Liaison’s Signature ___________________________ Date _____________
SW 694R/394S

Student Self-Reflection for FINAL FIELD –APP CONCENTRATION

As you did at the end of Field I, stop, think, and reflect on your field experience. Consider all aspects of the experience: client contacts; educational and administrative supervision; experiences in the agency, in the community, and in groups; your macro project; personal and professional growth as well as your developing self-awareness. Please address each of the following questions.

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

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

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

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

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

5. Consider your initial expectations about the social work profession and who you have become since beginning the graduate program. Reflect and discuss notable growth with knowledge and skills and how that informs your future plans.
Work-Based Proposal Request

Name:
Specialization: Clinical or APP
Additional field requirements (e.g. Dual Degree, St. David’s Bilingual Scholar, Military SW Certificate, etc.):
Email:
Phone number:
Semester(s) for proposed field placement: <spring/summer, etc.>
Agency:
Proposed begin date:
Proposed end date: <last day of field – please be specific>

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

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

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

Current employment responsibilities
Employment: <Agency Dept.>
Employment supervisor: <Name, title, email address, phone>
Employee title: <currently>
Employment responsibilities: <fill in your own – these are examples>

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

Proposed internship responsibilities
Current placement: <Agency Dept>
Proposed field instructor: <Name, title, degree, email address, attach their resume>
Proposed internship responsibilities: <fill in your own – these are examples>

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

How the roles and responsibilities of the current employment and proposed internship differ.
<Address supervisory chain, client population and location.>

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

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

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

Signed by student: <name>

____________________________

Signed by field instructor: <name, title>

____________________________

Signed by employment supervisor: <name, title>

____________________________

Signed by UTSSW Assistant Dean for Field Education: <name>
Letters of Reference for Domestic Long Distance and International Placements

Classroom Faculty Assessment

Please check all that might apply:

☐ DOMESTIC LONG DISTANCE FIELD PLACEMENT

☐ INTERNATIONAL FIELD PLACEMENT

Students seeking placements beyond the Austin area for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu 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 PLACEMENT BEYOND THE AUSTIN AREA

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:
Cultural Sensitivity
Low  1  2  3  4  5  6  7  High
Comments:

Positive Attitude
Low  1  2  3  4  5  6  7  High
Comments:

Uses feedback constructively
Low  1  2  3  4  5  6  7  High
Comments:

Professional use of self
Low  1  2  3  4  5  6  7  High
Comments:

Social Work ethics and values
Low  1  2  3  4  5  6  7  High
Comments:

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

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

Please check all that might apply:

☐ DOMESTIC LONG DISTANCE FIELD PLACEMENT
☐ INTERNATIONAL FIELD PLACEMENT

Students seeking placements beyond the Austin area for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu 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 PLACEMENT BEYOND THE AUSTIN AREA

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:
Cultural Sensitivity
Low 1 2 3 4 5 6 7 High
Comments:

Positive Attitude
Low 1 2 3 4 5 6 7 High
Comments:

Uses feedback constructively
Low 1 2 3 4 5 6 7 High
Comments:

Professional use of self
Low 1 2 3 4 5 6 7 High
Comments:

Social Work ethics and values
Low 1 2 3 4 5 6 7 High
Comments:

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

Yes without reservation
Yes with reservation
Not recommended
First Field Placement Field Instructor Assessment
Please check all that might apply:

☐ DOMESTIC LONG DISTANCE FIELD PLACEMENT
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Name of Student: __________________________________________________________

Name of Field Instructor: _________________________________________________

Phone & Email: ___________________________________________________________

Name of School: __________________________________________________________

Date: ___________________ Field Agency: _________________________________

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

Maturity

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Comments:

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Comments:

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Yes with reservation
Not recommended