



The University of Texas at Austin

Steve Hicks School of Social Work

STUDENT GUIDE TO BSW PRACTICUM

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SECTION ONE:

UNDERGRADUATE PRACTICUM REQUIREMENTS

Section One: Undergraduate Practicum Requirements

Practicum Education

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

The 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. Practicum serves as an educational experience for the undergraduate student as well as a transition to the professional work world. For all of these reasons, students often report that practicum is one of the most important and challenging parts of the curriculum.

The Practicum Partnership

Success of the practicum requires forming and sustaining a partnership between the four key players: the Agency, the Practicum Instructor, the Faculty Liaison, and the Student. This partnership begins during the placement process and is sustained throughout the practicum. Without the commitment and the dedication of each in the system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and capably engages knowledge, values, skills, and cognitive and affective processes in building practice competence.

The Agency

In the practicum 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 practicum program and carry significant responsibility for the education of students. The School's selection of agency settings and Practicum Instructors is a crucial part of ensuring the educational focus of practicum and the overall success of the Practicum 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 Practicum placements. The School is affiliated with a broad spectrum of these agencies enabling it to be selective in the choice of appropriate settings. Available agencies differ from year to year due to changes in staffing or their ability to work with students. The School utilizes a variety of agencies in areas of service such as mental health, healthcare, schools, and child welfare, and serve a diversity of client populations including older adults, children, adolescents, and families.

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

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

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the School;
3. The availability of appropriate supervision;
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele; including requiring a student to sign a statement of faith since all internships must be available to all students;
6. The agency/organization is committed to the educational goals of the School as demonstrated by the Practicum Instructor's participation in the School's educational program. These activities might include: attendance/presenting at Practicum Instructor workshops, completion of online Practicum 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 Practicum Instructor to provide educational supervision to the student;
8. A reasonable stipend for the services of the student is encouraged when possible. This will vary by organization, is not required, and is based on similar programs for student internships within that organization, as well as on hours of service;
9. An agency must provide a Practicum Instructor with either a Bachelor's or Master's in Social Work from an accredited University. A Practicum instructor with a BSW must also have a minimum of two years of postgraduate social work experience;
10. The agency/organization must provide access to necessary administrative resources to sustain and integrate student activities including but not limited to office space, phones, database, administrative support, etc.;
11. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by Practicum 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;
13. The agency must communicate changes in supervision staffing to the Practicum Office as soon as possible in order to make the necessary arrangements for student supervision;
14. The student will be in a practice setting that will expand, enhance and/or introduce new elements into their previous work and educational experiences; and
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 Practicum experience. In addition, the generalist BSW practicum 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 practices: individual cases, intake/assessment, a group experience, and macro practice experience.

The Practicum Instructor

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

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

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

1. Supervision by a part-time employee with a BSW degree from a CSWE accredited program and least two-years, post-graduate experience or an MSSW degree from a CSWE accredited school.

2. Supervision by an employee who meets the same requirements from another division of the same agency, with approval of the administrators in each division.
3. Supervision by a BSW or MSSW who meets the requirements hired or otherwise engaged by the agency for the specific purpose of providing student supervision. This must be supplemented by a practice supervisor who is onsite and can oversee the day-to-day work of the student. The approved external Practicum Instructor and practice supervisor need to work closely together in the matter of assignments, agency policy and other matters that would impact the student's achievement of the course objectives. In rare cases social work supervisor who is either on the board of the agency, connected with the agency in some other way, or in practice somewhere else in the community may volunteer the time necessary for supervision. In those cases, the School will need to ascertain the level of commitment on the part of the volunteer, in order to assure the student will receive the time commitment necessary to achieve quality supervision. Like all approved Practicum Instructors, external Practicum Instructors are required to provide a copy of their resume to the OFE and to complete new Practicum instructor training either in-person or online.

The approved Practicum Instructor's primary role, in relation to the student and the School, is as an educator. The Practicum 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 Practicum Instructor include:

1. 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. Establish a learning contract with each student;
3. Provide the necessary experiences to meet the educational goals and allow the student to demonstrate the required competencies;
4. Teach the appropriate use of supervision including when and how it is utilized and to what purposes;
5. Serve as a professional role model;
6. Help the student understand and appropriately use the network of human services available to the agency and clients;
7. Evaluate with the student and the Faculty Liaison the student's progress throughout the internship;
8. Provide regularly scheduled and uninterrupted supervision for one hour each week to enhance the student's educational learning and practice skills;
9. Provide necessary training and monitor student's compliance with safety policies and procedures;
10. The Practicum Instructor and Intern commit to uphold and advance the National Association of Social Workers 10 Standards and Indicators of Cultural Competence found at <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBm4%3D&portalid=0>.
11. Notify the Faculty Liaison as soon as possible should problems regarding the student arise in the practicum setting. The Faculty Liaison and Practicum Instructor will confer with the ADPE and make decisions regarding the student as needed;

12. Participate with the School in a continuing mutual effort to upgrade and enhance the Practicum Program and to attend School workshops for Practicum Instructors;
13. Participate in the School whenever possible by sharing expertise in specific areas; and
14. Communicate to the Practicum Office any planned or unexpected changes that would impact current or future supervision of students.

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

The Faculty Liaison

The Faculty Liaison integrates curriculum into practicum and develops the connection between the agencies and the School through regular communication and feedback with all internship related parties including the intern, Practicum Instructor, additional agency-based staff, and the Office of Practicum Education. Students are assigned to a Faculty Liaison based upon agency placement, student and agency scheduling needs, and the expertise and interests of the students and Faculty Liaison. BSW students have access to their Faculty Liaison on a weekly basis in the integrative seminar, regular journals, during liaison visits, via phone and email and by scheduling office appointments as needed.

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

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

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

Liaison visits are defined as a scheduled meeting with at least the Faculty Liaison, Practicum Instructor and intern for at least 30 minutes and may include additional staff/supervisors.

Liaison visits may be in-person (typically onsite at the agency) or via video- or audio-conference call, with the preferred remote option being video-conference due to the value of additional non-verbal communication.

The Student

The primary responsibility of the student in practicum is to demonstrate the competencies of practicum as an active adult learner in the practice setting and in the practicum seminar. Because students are providing services to clients who are often vulnerable and are seeking assistance, it is important that students make a commitment to actively pursue the knowledge, values, skills, cognitive and affective processes necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the Practicum 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 Practicum Instructor.

Supervision

Students are supervised in the Practicum by a person with a BSW degree from a Council on Social Work Education (CSWE) accredited program and at least two-years, post-graduate experience or an MSSW. This person is vetted and approved by the School as the Practicum Instructor after submitting credentials to the OFE, and is required to complete the new Practicum instructor training either in person at the bi-annual Practicum Instructor Development Institute or online through the OFE's database.

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

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

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

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

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps related to the competencies;
2. Discussing process recordings in supervision;
3. Reflecting on the dimensions of knowledge, values, skills, cognitive and affective processes;
4. Requesting feedback on performance and skills;
5. Seeking additional readings and resources to improve practice effectiveness;
6. Using supervision as a vehicle for examining the impact of the practicum experience on the development of professional use of self; and
7. Acting on feedback from supervisor.

Teaching Methods

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

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 Practicum Instructor at work
5. Audio recordings
6. Role plays
7. Video recordings
8. Discussion of events and experiences
9. Practicum trips
10. Interdisciplinary simulations
11. Visits to other service providers for comparison/contrast
12. Group discussion with other students/staff
13. Pertinent videos
14. Additional readings in appropriate areas
15. Attendance at relevant trainings and/or conferences
16. Student presentations
17. Online training and webinars

Service Provision and Educational Assignments

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

Service-giving assignments also encompass opportunities to perform a variety of social work roles in practice with individuals, families, groups, and communities including: outreach, enabler, broker, advocate, teacher, planner, researcher, evaluator, etc. Both direct and indirect assignments are required during the practicum.

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

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

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

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

Emphasis is placed on the student's carrying a manageable and sequenced load in the Practicum. This is supported in the agencies by the Practicum Instructors. Although care is taken to structure and sequence the student's learning as much as possible, the reality of the agency-based Practicum model implies that, at times, students will feel unprepared to take on some service-giving assignments. Reflections on this in supervision with the Practicum Instructor and with the Faculty Liaison in the Practicum log and during integrative seminar are helpful ways of processing these experiences.

Educational Tools

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

Students develop learning contracts in consultation with their Practicum Instructor and Faculty Liaison. The learning contracts identify educational goals, learning opportunities, and responsibilities appropriate to the needs of the clients and constituencies of the internship setting that allow the students to develop and demonstrate the competencies. Learning contracts are developed at the beginning of each semester and are amendable documents based on the evolving needs of the student and the agency. An editable English Learning Contract can be found at <https://socialwork.utexas.edu/wp-content/uploads/2020/08/Learning-contract-English.pdf> and an editable Spanish Learning Contract can be found at <https://socialwork.utexas.edu/wp-content/uploads/2020/08/Learning-contract-Spanish.pdf>.

In generalist Practicum, students submit weekly journals detailing their understanding of the integration of practice and theory, ethical issues, and their growing identity as professionals. The faculty liaison reviews

and responds to the student's experience, using this tool to reinforce the values, knowledge, skills, and affective and cognitive processes.

Students are expected to use timesheets to document their time in Practicum and to have those signed by their Practicum Instructor. Students are encouraged to use the agency timesheets and are not required to use the timesheets provided at the agency exclusively but may also use the form at <https://socialwork.utexas.edu/wp-content/uploads/2020/08/Timesheet.pdf>.

Process recordings at their most basic consist of a transcribed section of an interaction in which the intern is involved, the intern's authentic recounting and reflection upon their knowledge, values, skills, cognitive and affective processes related to that interaction, and the Practicum Instructor's written feedback. Process recordings should be submitted to the Faculty Liaison in accordance with the guidelines below but are to be spread out over the internship to allow comparison between different points in time and potentially student development. More information is provided to the student by the Faculty Liaison. An example of the process recording can be found at <https://socialwork.utexas.edu/wp-content/uploads/2020/09/Process-recording-directions.pdf>. An editable Process Recording in English is at <https://socialwork.utexas.edu/wp-content/uploads/2020/09/Process-recording-template.pdf> and an editable Process Recording in Spanish is at <https://socialwork.utexas.edu/academics/Field/forms/>.

Midterm and final evaluations provide a teaching tool and formal structure for assessing student progress on the competencies and outcomes. The student and Practicum Instructor collaborate to rate, document, and evaluate the intern's progress toward the CSWE Educational Policies and Academic Standards' educational competencies using outcomes and help determine priorities for the remainder of the semester. Midterm evaluations are to be entered online by the Practicum Instructor and intern midway through the internship and available for review with the Faculty Liaison for the OFE.

Midterm evaluations serve as a first draft of the final evaluation. The Practicum Instructor is responsible for the finalized evaluation though both the Practicum Instructor and student contribute content. The final evaluation is a permanent part of the student's educational record and may be requested for release to state licensing boards, Doctor of Philosophy programs, and/or governmental security clearance applications. Final evaluations are due to the OFE when the student completes their internship. Examples of the different evaluation tools for each level are available in Section 7: Forms for use in supervision and reference.

A pdf copy of the Evaluation is at <https://socialwork.utexas.edu/wp-content/uploads/2022/04/SW-645C645D-Evaluation.pdf>. Students are provided an editable Word version through Canvas and Practicum Instructors are provided an editable Word version in the Resource Library in the Database.

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

both the Practicum Instructor and the Faculty Liaison. A pdf copy of the Self-Reflection is at <https://socialwork.utexas.edu/wp-content/uploads/2022/04/SW-645C645D-BSW-self-reflection.pdf>.

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

SECTION TWO:

UNDERGRADUATE PRACTICUM

Section Two: Undergraduate Practicum

Organization of Undergraduate Practicum Experience

The BSW Practicum placement occurs after undergraduate social work majors have completed all social work courses, typically in their final semester of undergraduate studies. Students are expected to complete 440 hours in Practicum for approximately 29-30 hours per week over one 15-week semester (fall or spring) or approximately 15 hours per week over two semesters (fall/spring or spring/summer). In addition, students take a four-hour practice class including an hour of weekly Practicum seminar.

There are benefits to both the full and extended block plans. Because BSW students complete all their social work coursework prior to Practicum, they have the opportunity to be well prepared for the fully immersive experience of full-time Practicum in one semester. This 30 hour per week experience also approximates the full-time professional positions they will be trained to undertake upon graduation and is therefore a valuable ramp up to employment in the community as a social worker. Agencies also structure their internships to match the consistency of a hosting a full-time intern and this adds to the range of learning opportunities available, e.g., crisis case management where daily attendance is beneficial to client services and student learning alike.

As higher education costs have increased, students are more often seeking paid employment to support their education and other expenses. Offering extended Practicum at approximately 15 hours per week over two semesters allows these students and others with extracurricular responsibilities, e.g., family responsibilities, access to the BSW program which draws a more diverse student body and therefore a more enriched academic learning environment. As happens for full block placements, agencies structure their internships to match the extended nature of the two-semester students which allows, for example, more school settings to engage interns more meaningfully over the course of a fall/spring internship and opens up internship opportunities in the summer, including programs for school-aged youth seeking enrichment and development. Having both a concentrated learning experience and an extended option also addresses the different learning needs of students who may thrive at different paces as well as the service needs of community partners over the course of a year.

In the Practicum 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 Practicum Instructor, who holds a minimum of a BSW degree from a Council on Social Work Education accredited program, and has at least two-years, post-graduate experience. The Faculty Liaison is the designated faculty person responsible for monitoring and evaluating the students' performance in Practicum.

A generalist approach is the underlying foundation of the undergraduate Practicum sequence. This approach is seen as encompassing the eco-systems, developmental, and transtheoretical framework where students learn the importance of the interaction between the person and the environment in order to understand and better enhance the developmental and problem-solving capacities of clients, especially vulnerable populations. Students learn to identify and prioritize a wide range of needs of their client systems and to link clients with appropriate resources when needed. Within the generalist approach the student is also encouraged to consider the broader implications of client problems, to work to contribute to the improvement of human service systems and policies, and to identify needed resources for clients in order for them to reach their potential.

The problem-solving approach to intervention at the individual, family, group, organizational, and community levels is also emphasized. Students learn to apply the problem-solving approach including the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes. Students also learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice. Additionally, students learn evidence-based practice at the micro, mezzo and macro levels. The practicum occurs within the organizational context of an approved human service agency or program and includes both direct and indirect service assignments that are supervised by the Practicum Instructor in consultation with the Faculty Liaison.

The BSW Practicum Placement Process

The BSW Practicum placement is determined in the following manner:

1. The folders of students approved by the BSW Program for Practicum are reviewed by the Assistant Dean for Practicum Education (ADPE).
2. Students receive a Practicum questionnaire the long academic semester prior to their planned internships requesting specific information regarding past work experiences, volunteer activities, limitations or specific challenges regarding participation in Practicum (transportation, personal factors, etc.), and areas of interest. A Practicum file is established incorporating this data plus pertinent material from the admission to the major process. Clinical Faculty members assigned to teach SW445 and Practicum review all of the materials.
3. Approved agencies are surveyed for the upcoming semester and submit requests for interns with internship descriptions including specifics related to responsibilities, location, and stipends.
4. Students are oriented to the placement process, meet in small groups for advising with Clinical Faculty dedicated to the BSW Practicum program, and submit their top seven choices for Practicum agency placements online. The OFE works before and during the placement process to develop and secure appropriate BSW level internships at a variety of human service agencies and programs.
5. BSW designated Clinical Faculty Liaisons, the Practicum Education Associate and the ADPE meet to match students with their top choices based on input from students via the online agency selection, advising, the Practicum questionnaire, and student submitted resumes.
6. The student is matched with an agency, Practicum Instructor, Faculty Liaison and corresponding seminar through a collaborative meeting with the Faculty Liaisons who advised the students, the ADPE, and Practicum Education Associate. Typically, the Faculty Liaison and seminar leader is the same person.
7. The OFE emails confirmation of the placement to the student, the agency-identified Practicum Instructor, and the Faculty Liaison confirming the student's name, weekly schedule, and dates of placement. To finalize the placement, the student meets with their assigned Practicum Instructor the semester prior to interning and collects signed Practicum Placement Expectations form (see Section 7: Forms).
8. At orientation the student is assigned to a Practicum seminar and the OFE collects malpractice insurance.
9. An orientation to Practicum is conducted by Clinical Faculty Liaison assigned to the intern generally at the beginning of the first week of classes.
10. Practicum typically begins the first week of classes. Students may not begin accruing Practicum hours until they have submitted their malpractice insurance payments, of why they are notified at least one month prior to the start of Practicum.

Atypical Placement Processes for BSW Practicum

The majority of students will be placed using the regular placement procedures. A minority, however, will find placements using an atypical placement process, either work-based or domestic long distance (DLD)

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

Work-Based Placements

Policy

With increasing educational costs, the need to utilize the work setting as a Practicum placement may be an option to be considered on an individual basis.

CSWE's standards address the need to maintain the educational focus of the Practicum experience and to ensure the uniformity of administration and utilization of Practicum 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 addressing educational competencies for Practicum be the foundation of decisions around a student's practicum experience.

Work-based placements may overlap with existing employment responsibilities but at least 120 hours of the total internship hours must provide new and different learning experiences beyond existing employment responsibilities.

As examples, for a student required to complete 220 hours/semester in Practicum, 60 must be within the employment agency but separate and apart from prior existing employment responsibilities. For 520 hours in Practicum, 120 hours must provide new and different experiences.

The purpose of the overlap is to a) *acknowledge and deepen the learning available in existing employment responsibilities* while b) *simultaneously opening new opportunities to broaden the scope of the job position*. Responsibilities in a work-based internship are tied explicitly to the competencies in the proposal and on the student's learning contract.

Examples of new and different responsibilities include but are not limited to:

- Attendance at task group meetings, e.g., Board meetings, Community Networks, etc.
- Group planning and facilitation;
- Grant writing assistance;
- Specialized trainings and instruction; and/or
- Responsibilities in a different agency program.

In addition, students are required to have a *new and different educational supervisor* as their dedicated Practicum instructor. Special attention is given to protecting the learner's role and navigating and minimizing the potential conflicts of interest associated with dual relationships. Students are allowed one work-based placement over the course of their enrollment at the SHSSW to allow a broader base of educational experience.

Process

1) All WPB interns must be in good academic standing with the school. 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.

2) The student must meet with agency-based proposed educational and employment supervisors to review and discuss work-based placement possibilities using the proposal form and Practicum Expectations Checklist available online at [Practicum Education Forms and Guides - Steve Hicks School of Social Work \(utexas.edu\)](#).

3) Steps a and b below should be completed at the same time and the ADPE will not review incomplete submissions. The student should complete these steps as soon as possible in the semester prior to Practicum or, for MSSW Final Practicum, no later than July 15.

- a. Update the Practicum database student profile to indicate student status as Work-Based Process
- b. Upload a current resume, signed Practicum Expectations Checklist, and unsigned Work-Based Proposal *draft* in the Practicum database.

Database instructions:

4) After the ADPE reviews uploaded submissions the second week of each month, she will email potential advising dates/times to applicants who will meet for individual or small group advising.

5) Students should come to advising prepared with questions. The ADPE will provide feedback to the student on the WBP draft which the student will use in consultation with their proposed educational and employment supervisors to update the proposal. Students may submit no more than three drafts for review.

6) ADPE agency approval:

- a. The ADPE will email Practicum database instructions to the agencies accordingly and talk with supervisors as needed.
- b. Already approved agencies will need to submit an internship request through the database.
- c. New agency partners will need to register in the database and meet online with the ADPE and/or members of the Community Partnership Development Committee for standard intern agency approval.
- d. Standard Practicum placement requirements apply to all proposed internship sites. More information is available online in the Guides to Practicum at [Field Education Forms and Guides - Steve Hicks School of Social Work \(utexas.edu\)](#).

7) The ADPE will email final confirmation of the internship after

- a. Preliminary requirements are met: the student in good academic standing has updated their status in the database and uploaded a current resume and the signed Practicum Expectations Checklist.
- b. The approved version of the WBP is signed and uploaded in the database.
- c. The agency information is fully entered into the database.

8) 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.

All students finalized for an atypical placement are relieved of their rights and responsibilities in the regular placement process. Unless there are compelling circumstances beyond their control, students who decide to forego their previously agreed upon atypical placements are not allowed to enter the regular placement process until after the 48-hour offering period at the beginning of Phase II.

Domestic Long Distance Practicum Placements

Rationale for policy

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

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

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

1. Meet with the ADPE to discuss the possibility of a DLD placement to determine if the circumstances warrant approval;
2. Submit the required two letters of recommendation found on the Practicum Forms page of the Steve Hicks School of Social Work Website. The additional standard of proof is because the student will be further beyond many of the School's resources in case the need for additional support arises;
3. Select potential placement agencies and determine their openness to hosting a UT-SHSSW intern. Students will need to meet the educational objectives and demonstrate the competencies outlined in their Practicum syllabus. The syllabus is available on the School website <http://www.utexas.edu/ssw/> and it is the student's responsibility to provide this to the agencies.
4. Once the potential agency contacts have been solidified, students should email their contact information to the ADPE who will follow up with the requisite paperwork to determine the agency and the placements' ability to support the placement. Affiliation agreements with medical institutions can take up to five months to finalize and students are therefore encouraged to initiate contact as early as possible in the semester prior to Practicum;
5. Understand that placement choices will be limited based on available approved agencies locality. Placements in some areas may not be feasible due to limited resources and availability of approved agencies;
6. Understand that if the DLD placement option fails to solidify, the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit;

7. If a DLD placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with the Faculty Liaison and ADPE; and
8. Understand that all DLD placements are held to the same standards as those in the central Texas area and the decision for final approval rests solely with the ADPE.

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

Eligibility

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

<https://socialwork.utexas.edu/wp-content/uploads/2023/01/LOR-Classroom-Faculty-Assessment.pdf>

<https://socialwork.utexas.edu/wp-content/uploads/2023/01/LOR-First-Field-Placement-Faculty-Liaison-Assessment.pdf>

<https://socialwork.utexas.edu/wp-content/uploads/2023/01/LOR-First-Field-Placement-Field-Instructor-Assessment.pdf>

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

Recommendations for finding potential domestic long distance placement agencies

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

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

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

Integrative Seminar

The concurrent integrative seminar [SW445] is a critical part of the learning experience and helps support students in integrating the curriculum and the Practicum experience. It is in this weekly seminar, taught by the

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

The course objectives approved by the BSW Committee for the integrative seminar [SW445] include the ability of the student to:

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

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

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

Having the same instructor teach the practice-based course [445] and liaise to the placement facilitates the linkage between the classroom and Practicum and allows the Faculty Liaison to have extensive contact with the student while building a knowledgeable working relationship.

Required Responsibilities

The following are minimal expectations for the generalist placement:

1. Each student, with the assistance of the Practicum Instructor, will create a learning contract that will be reviewed by the Faculty Liaison during the first visit.

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

Liaison Activities

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

A liaison visit can happen in three different ways:

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

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

Liaison visits, assignment due dates for Full Block: Fall or Spring, 440 hours in one semester: Two liaison visits, one visit per each half of the semester—one online and one remote, one each per third of the semester coinciding with the midterm and final evaluation due dates.

Practicum Assignment Timeline:

1. Weeks 1-5: Learning contract collected
2. Weeks 6-10: Midterm evaluations collected by the OFE—due by March 31.

Midterm falls in October and March

3. Weeks 11-15: Final evaluation and self-reflection narrative submitted to the OFE.

The intern provides the self-reflective narrative to the Practicum Instructor and Faculty Liaison. The intern and Practicum Instructor complete the final evaluation and after review, the Faculty Liaison submits the finalized version to the OFE no later than the first day of the subsequent semester. The student's internship is terminated when the Faculty Liaison submits the completed final evaluation.

Liaison visits, assignment due dates for Extended Block: Fall/Spring and Spring/Summer, 440 hours over two semesters: Three liaison visits, one onsite and two remote

Practicum Assignment Timeline:

1. Weeks 2-8: Learning contract collected
2. Weeks 12-21: Midterm evaluations collected by the OFE—due by first day of summer session.

Midterm falls in November/December or April/May.

3. Weeks 22-30: Final evaluation and self-reflection narrative submitted to the OFE.

The intern provides the self-reflective narrative to the Practicum Instructor and Faculty Liaison. The intern and Practicum Instructor complete the final evaluation and after review, the Faculty Liaison submits the finalized version to the OFE no later than the first day of the subsequent semester. The student's internship is terminated when the Faculty Liaison submits the completed final evaluation.

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

Process recordings

1. The intern must be an active party in the PR.
2. The intern submits the PR to the Practicum 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 Practicum Instructor. Two PR total.
3. Practicum Instructor/Faculty Liaison may choose to substitute a video role play in lieu of a PR.
4. May require additional PRs as needed.

Midterm evaluations are collected midway through the internship.

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

Self-reflection narratives are collected at the end of the internship for full and extended block and are designed to be shared among the intern, Practicum Instructor and Faculty Liaison. Narratives should be turned into the OFE with final evaluations.

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

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

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

SECTION THREE:

GENERAL PRACTICUM POLICIES

Section Three: General Practicum Policies

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

Agency Onboarding and Costs

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

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

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

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

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

Arranging Hours in Practicum

Students are required to complete 440 hours in Practicum in either one semester or over the course of two (fall/spring or spring/summer). Students are expected to begin administrative onboarding including initiating background checks, medical authorizations, etc., beginning in the semester prior to the

internship's start. These hours do not count toward the Practicum total unless they total 20 or more, as in the case of a new employee orientation. If the internship is extended over two semesters, the hours should be divided 220 each per semester. With approval from their Faculty Liaison, students who extend into the summer may increase their weekly hours to complete Practicum as much as one month prior to the last business day of July if and only if that arrangement serves both the student and the agency's needs.

Students with extended fall/spring internships must attend the weekly circle group over both semesters, joining weekly with each SW445 cohort in order to provide continuity and consistency in their peer relationships. Students with extended spring/summer internships are required to attend weekly circle group with their cohort members in the spring and will meet every other week throughout the course of their summer internship for May, June, and July.

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

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

Within these frameworks, Practicum agencies are for the most part open to negotiating students' hours in Practicum 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 Practicum Instructors' schedules the majority of the time;
2. Students should target large blocks of time for agency service. This minimizes transitions and transportation time to and from the agency;
3. Students must be willing to have some flexibility in their schedules if this is needed in the agency. Some evening or weekend hours may be required;
4. Students may count their one-hour, weekly Practicum seminar or circle group toward their Practicum hour total. Students may also take up to 30 minutes/week for journaling if appropriate. Practicum and agency orientations to the internship hours also count toward the Practicum hour total.
5. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the learning contract needs to be renegotiated or that time management techniques need to be reviewed;
6. Students should monitor their hours and keep track of their progress toward completing the requisite number of hours. If extensions are needed for grading purposes, notice should be given in advance to the Practicum Instructor and Faculty Liaison;
7. Students may accrue remote hours as approved and coordinated with the Practicum Instructor;
8. Students must not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency "emergencies." If this happens, students should notify their Practicum Instructor and Faculty Liaison immediately; and
9. Students must not transport clients in the student's or client's vehicle, nor are they allowed to transport clients in agency vehicles. This is to protect students because they are not covered by

University insurance for transportation in any way. Similarly, students are not allowed to handle bodily fluids in their placements.

Agency Documentation

Students must submit all agency documentation in an appropriate format and in a timely fashion. Students should receive training on documentation during the agency orientation and have reasonable access to electronic documentation systems. The content of client records often follows a certain format to protect both the client and the agency. Initially, students may write drafts of client documentation to be reviewed and signed by the Practicum Instructor before being entered into the client file. Some Practicum Instructors may continue to sign all documentation. Students must be clear on this process and should continue to seek supervision as new situations arise. Students should not document anything in a client file without learning the proper agency procedures. Confidentiality of documentation is discussed later in this section.

Completion of Hours and Absence from Practicum

1. All students are expected to complete the 440 hours in Practicum. If the students choose the extended internship, hours should be evenly divided at approximately 220 hours each semester.
2. It is the student's responsibility to inform the Practicum Instructor as soon as possible and prior to any absence from Practicum. The Practicum 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 Practicum, with the consent of the Faculty Liaison and the Assistant Dean for Practicum Education;
 - b. Be assigned by the ADPE to repeat the semester either in the same or a different agency.
 - c. Take an incomplete and finish the next time that Practicum semester is offered; or
 - d. Earn a failing grade in first Practicum or fail to receive credit for Final Practicum.
4. **Holidays:** Students may take all University holidays and whatever holidays are observed by the by the agency. Students must still meet requisite practicum hours. If the student elects to work through a holiday, such as spring break, those hours would accrue toward the required practicum 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 Practicum, 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 Practicum and will need to make up hours missed due to inclement weather.

Change of Placement due to Educational Environment

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

1. The student and/or Practicum 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 Practicum Instructor and encourage and support addressing the concerns in the supervisory relationship.

2. The student and/or Practicum 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 Practicum 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 Practicum Instructor retains the right to terminate a student's placement in their organization or program. The UTSSW expects conference around the issues whether to explore continuation at the agency or in seeking understanding about the reasons for the change as they relate to the placement or the student.
7. The Faculty Liaison will be in consultation with the ADPE for all placement changes.

Emergency adjustment to Practicum hours

One of the challenges all social workers face is learning how to maintain professional fidelity in the workplace when significant life events and challenges occur. Students in Practicum are expected to develop and practice this skill in Practicum by communicating with their faculty liaison and Practicum instructor about how best to navigate these challenges.

There are times when it may be reasonable to reduce the number of hours in Practicum due to external stressors for individual students, and the faculty liaison may do so on a case-by-case basis using the following considerations and guidelines.

Reducing the required hours in Practicum for an individual in need should be used judiciously and to support the student's well-being and educational soundness in Practicum when significant external stressors are present, e.g., hospitalization, death in the family, etc.

Considerations:

- A. Educational wholeness
The student is entitled to a complete Practicum education without qualitative reduction. Clinical faculty liaisons are positioned to make this assessment in keeping with CSWE expectations.
- B. Need beyond the student's control
Adjustments to student responsibilities should be in response to exceptional external circumstances, not experiences common to the majority of students. Faculty liaisons should bring collective concerns for multiple students in class to the ADPE for consideration of programmatic response.
- C. Respect for community-based partner needs

Agencies invest significant planning and resources into internships and the needs of these settings as ongoing educational supports merit respectful consideration and consultation before reducing student hours.

D. Equity for peers

Adjustments for individual students need to be weighed in balance against fairness to other interns in the cohort.

Adjustment opportunities:

- 1) Up to 20-hours reduction in number of Practicum hours required each semester for two-semester Practicum or up to 40-hours reduction in required Practicum hours for one-semester Practicum, e.g., 220 reduced to 200 if the student could demonstrate competencies within the time allotted
OR
Incomplete for the semester if the student will not otherwise be able to demonstrate the competencies within the internship timeframe
AND/OR
- 2) Up to 20-hours online training toward total number of Practicum hours per semester, not to exceed 40, e.g., 220 hours of which 20 may be gained through completion of approved online training. The FI may provide approved online training opportunities and the OFE will provide additional options. FLs should refer preferred online training options to the OFE for addition to the approved list of Practicum trainings.

All options require student consultation with FI and FL and may be initiated by the student, the FI, or the FL, and is determined by the FL in consultation with the ADPE as needed.

All options require prior FI and FL approval. Students who initiate reductions prior to consultation will negate the adjustment options for the semester.

All options require the FL to email justification and adjustments (e.g., hours, incomplete, online training alternatives) to ADPE prior to last day of class for the semester in which the adjustments are applied. The FL should not grant adjustments for more than five students/semester without ADPE consultation since this could indicate a broader cohort need.

If these adjustments would not meet the student's needs, the student should be referred to their academic advisor to learn more about additional options including academic withdrawal, etc.

When a Student is Not Making Satisfactory Progress in Practicum

1. When a student is not progressing at a satisfactory rate: The Practicum 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 Practicum Instructor as soon as possible.

- b. The student, Practicum 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 Practicum Instructor, Faculty Liaison, and student will discuss the student's rate of progress. If the student can demonstrate the Practicum 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 Practicum 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 Practicum agency. The student is expected to share concerns and conditions from the foreshortened Practicum experience with the new Practicum 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 Practicum. This does not represent an absolute date for the end of Practicum, 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 Practicum 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 Practicum assignment, the options are as follows:
- a. Withdraw from Practicum, with the consent of the Faculty Liaison and the ADPE;
 - b. Be assigned by the ADPE to repeat the semester either in the same agency or a different one;
 - c. Take an "incomplete" and finish the next time that Practicum 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 Practicum;
 - 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 Practicum

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

- 1. Request of the student, with the consultation with the Faculty Liaison, Practicum Instructor and approval from the ADPE.

2. Decision of the ADPE, in consultation with the Faculty Liaison and Practicum Instructor. The following are grounds to remove the student from Practicum:
 - 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 Practicum hours without prior approval.
 - h. Inappropriate behavior in connection with the Practicum placement.
 - i. Unresolved student standard violations whether or not they are addressed in a level review.

The ADPE will make the final decision regarding removal from Practicum, with documentation from the Practicum 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 Practicum 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 Practicum will receive a failing grade for the course and a level review. The ADPE will have the responsibility to work with the student around the issues and may specify conditions for a return to Practicum.

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

Grievance Process

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

Student Standards for Social Work Education

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

All social work students will be provided with and expected to read the Student Standards and NASW Code of Ethics and the TBSWE Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the

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

Mileage Reimbursement

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

Stipends

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

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

Malpractice Liability Insurance

Both the University and Practicum agencies require that all social work students in Practicum 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 Practicum courses must obtain this coverage prior to entering Practicum placement and must be covered for the duration of their Practicum placement.

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

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 Practicum as part of their internship program. Agencies cannot ask or allow students to transport clients while in Practicum placement. Similarly, students are not allowed to handle bodily fluids in their placements. New agencies are made aware of this in the screening and onboarding process and Practicum instructors sign a statement acknowledging this at the beginning of every internship.

Cultural Competence and Practicum Instruction

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

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

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

SECTION FOUR:

EVALUATIONS AND GRADING

Section Four: Evaluations and Grading

Evaluation of Student Performance and Grading

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

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

Grades and/or credit earned are assigned by the Faculty Liaison, based on input from the Practicum Instructor, student performance in the circle group, and Faculty Liaison assessment of student progress. Undergraduate Practicum is graded on a pass/fail basis, meaning that the student must perform at a C level or better in order to obtain credit.

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

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

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

Procedures for Evaluation of Practicum

Student Evaluation of the Practicum Experience

Each student is expected to provide feedback on an ongoing basis directly to their Practicum 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 Practicum experience with the Faculty Liaison, OFE, internship setting, Practicum Instructor, and integration of classroom and Practicum curriculum. Students are encouraged to use this anonymous, protected venue for providing valuable feedback in service of improving the Practicum experience

for all students. This information is then used by the Assistant Dean for Practicum Education and the Practicum Education Committee in making decisions regarding the future use of the agency and Practicum Instructor. Urgent issues raised by students in Practicum are routinely addressed in liaison visits and, as necessary, with the intervention of the OFE. Students should bring concerns about their placement to the attention of their Faculty Liaison as soon as possible so that concerns may be addressed promptly.

Practicum Instructor Evaluation of the Practicum Program

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

Faculty Liaison Evaluation of the Agency Setting

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

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

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

SECTION FIVE:

INFORMATION FOR MAXIMIZING THE PRACTICUM EXPERIENCE

Section Five: Information for Maximizing the Practicum Experience

SAFETY/INFECTION CONTROL

As in any community-based setting, interns may find themselves in potentially dangerous situations 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. Students may potentially be exposed to Hepatitis, TB, HIV, Covid, and/or other infectious diseases. Students in practicum placements will not be responsible for or asked to implement physical restraints, physical assistance, or any other physical contact with clients as part of the placement.

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

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

Agency Responsibilities

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

Student Responsibilities

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

Faculty Liaison Responsibilities

1. Provide safety and infection control training at Practicum orientation.
2. Monitor risk factors during agency liaison visits, agency workshops, in seminars, and logs.
3. Communicate incidence with the Practicum office.
4. Discuss issues related to health and safety with Practicum Instructors and students as they arise

The Code of Ethics

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

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

Confidentiality

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

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

Discussions with Faculty Liaisons and in the First Practicum integrative seminars about clients are educationally focused and are considered appropriate supervision. Therefore, although standard precautions should be taken to de-identify information concerning clients, these discussions are covered under the NASW Code of Ethics. Agencies and Practicum Instructors are also aware that students must utilize client and agency information in order to complete classroom assignments and in Practicum 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 Practicum seminar include:

1. Information about clients, their relatives, and significant others used in written assignments such as process recordings, case assessments, logs, etc. should be de-identified to the greatest extent possible. Initials should be used to disguise names or names should be concealed;
2. Information that is highly personal and detailed should be reviewed to see if it need be used at all;
3. Process recordings should not become part of the client's file;
4. Materials on clients in which a court case is pending or suspected to be imminent should not be used to meet assignments;
5. Audio and/or video recordings of clients require informed consent releases by clients following the agency guidelines. Students should discuss this with their Practicum Instructors prior to seeking client approval;
6. Supervision regarding confidentiality should be scheduled early during the orientation period.

Sexual Harassment

In support of its Equal Employment Opportunity/Affirmative Action program, it is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Although the Practicum 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 Practicum experience; or, if it should occur, that the student have sufficient information to be able to deal effectively with it.

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

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

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

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

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

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

In addition, many Practicum agencies have agency policies which deal with sexual harassment. Students should obtain a copy of their agencies' personnel policy manual and be familiar with this information.

Students should notify their Faculty Liaison immediately should they wish to explore any issue or situation that appears to involve sexual harassment.

Title IX Resources and Reporting

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

All Practicum Instructors and employees of the University including Faculty Liaisons supervising UT students are mandated reporters of Title IX related incidents. Mandated reporters are required to report known Title IX related incidents – current or historical – to either the SHSSW Title IX Liaison, who is also the Assistant Dean for Practicum, 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 Practicum Instructors are mandated reporters. Practicum Instructors are expected to work with the student on how the student choose to report a Title IX incident(s). For example, a student may choose to email the Title IX Liaison directly and include the Practicum Instructor. If the incident(s) in question is not impacting the student's practicum performance in any way, a student may choose instead to report directly to the University Title IX Coordinator, thereby bypassing the Office of Practicum Education.

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

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

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

SECTION SIX:

GUIDES

Section Six: Guides

Code of Ethics of the National Association of Social Workers

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships

among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

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

NASW Standards for Cultural Competence in Social Work Practice

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

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

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

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

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

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

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

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

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

Standard 10. Leadership to Advance Cultural Competence—Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

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

Texas State Board of Social Worker Examiners Code of Conduct

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

- (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
- (2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.
- (3) A social worker shall only offer those services that are within his or her professional competency, and the services provided shall be within accepted professional standards of practice and appropriate to the needs of the client.
- (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
- (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
- (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
- (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
- (8) A social worker shall be responsible for setting and maintaining professional boundaries.
- (9) A social worker shall not have sexual contact with a client or a person who has been a client.
- (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.

- (11) A social worker shall not exploit his or her position of trust with a client or former client.
 - (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
 - (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.
- (b) The grounds for disciplinary action of a social worker shall be based on the code of ethics or standards of practice in effect at the time of the violation.

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

Undergraduate Practicum Instruction

I. STANDARDIZED COURSE DESCRIPTION

Undergraduate Practicum Instruction is a twelve-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families, groups, organizations and communities. A major purpose of Practicum 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 wellbeing.

Requirements include an educationally supervised practicum of 480 hours at the agency/organization (32 hours/week) and attendance and participation in Practicum seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery.

Completion of all requirements for the Bachelor of Social Work degree, admission to the Practicum sequence, and concurrent enrollment SW445 are prerequisites for this course.

II. STANDARDIZED COURSE OBJECTIVES

EPAS Competencies

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

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

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