

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

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

Field Instruction III and IV Administration and Policy Practice Concentration

I. STANDARDIZED COURSE DESCRIPTION

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

II. STANDARDIZED COURSE OBJECTIVES

EPAS Competencies

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

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

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

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

2. Critically examine personal values, attitudes and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics
3. Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations
4. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
5. Advocate for human and civil rights individually and collectively
6. Demonstrate understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms
7. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions
8. Construct and utilize best practice and evidence-informed research to develop and implement community and organizational interventions
9. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation and the implications for less powerful and oppressed groups
10. Actively engage in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people
11. Use participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them
12. Use the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice
13. Assess the range of information, based on research, evidence, and practice strategies, that will enhance planning for programs and services to improve human wellbeing
14. Work with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs

15. Collaborate with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life
16. Advocate for and support the most inclusive strategies to help all community members reach their full potential
17. Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes
18. Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions

III. TEACHING METHODS

Methods will be individualized to each agency setting.

IV. REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

- MSSW Graduate Guide to Field available at <http://www.utexas.edu/ssw/field/forms/>
- MSSW Handbook available at <http://www.utexas.edu/ssw/current/forms/>
- NASW Code of Ethics available at <http://www.utexas.edu/ssw/current/forms/>
- Texas Social Worker Code of Conduct available at <http://www.utexas.edu/ssw/current/forms/>
- NASW Standards for Social Work Education available at <http://www.utexas.edu/ssw/current/forms/>
- Other readings and resources as assigned by agency Field Instructor and/or Faculty Liaison.

V. COURSE REQUIREMENTS

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

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

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

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

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

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

MIDTERM EVALUATION. The midterm evaluation enables students to self-evaluate and to receive feedback from their Field Instructor. This evaluation process assists students in planning for demonstrating growth in the competencies. Expectations and further instructions will be conveyed by the Faculty Liaison.

FINAL EVALUATION. The final evaluation process involves both student self-reflection and completion of the evaluation instrument by the Field Instructor.

The student self-reflection is available at <http://www.utexas.edu/ssw/field/forms/>.

The final evaluation form is completed via a Qualtrics survey. The Office of Field Education will email a unique link to the student, field instructor and faculty liaison before the end of the third week of the semester and all evaluations should be completed using this online tool. For supervisory reference, a copy of the evaluation template is available at <http://www.utexas.edu/ssw/field/forms/>.

The faculty liaison is available to assist with due dates and problem solving for the required self-reflection and evaluation tool. The completed final evaluation form is maintained in perpetuity in the student's file at the Steve Hicks School of Social Work.

VI. CLASS POLICIES

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

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

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The School of Social Work, through the Office of Field Education, makes information available for students to purchase this policy prior to entering field. Malpractice insurance does not cover transportation of clients. Students are never allowed to transport clients.

SAFETY IN FIELD. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

USE OF SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in *any* form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while

in the classroom, the university community, and the broader area communities.

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

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If

the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a

partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Students will schedule hours with their agency-based Field Instructors to meet the needs of the agency and to fulfill each student's requirement of interning approximately either 36-40 hours per week for full block over one semester, or 20-25 hours per week for extended over two semesters for a total of 540 hours.

X. BIBLIOGRAPHY

No required texts. Readings as assigned in field.