

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

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Course Number: SW 384R (Field I)

Instructor's Name: Same as
383R (Practice I) Professor

Unique Number: As assigned

Office Number: Refer to 383R Syllabus

Semester: Fall 2015

Office Phone: Refer to 383R Syllabus

Meeting Time/Place: As assigned

Office Hours: Refer to 383R Syllabus

Field Instruction I

I. Course Description

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

II. Standardized Course Objectives

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

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including Field II. The following course objectives additionally specify the EPAS Practice Behaviors (PB) that are assessed in this course. Identified Practice Behaviors will be assessed in the comprehensive field evaluation. The complete EPAS can be opened from your online

MSSW Student Guide.

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

1. Understand professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. **(PB 14, 18, 28, 37)**
2. Examine personal values and attitudes (including biases and stereotypes) in relation to professional self-awareness. **(PB 2, 7, 15)**
3. Identify value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. **(PB 8, 9, 10)**
4. Identify and understand appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. **(PB 3)**
5. Understand and adhere to agency protocol. **(PB 4)**
6. Use communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. **(PB 4, 13, 30, 40)**
7. Apply knowledge of human behavior and development to client situations. **(PB 16, 24)**
8. Understand the expectations of educational supervision and fully participate in the process. **(PB 5, 6)**
9. Begin to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. **(PB 1, 10, 14, 19, 29, 32)**
10. Use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. **(PB 11, 20)**
11. Apply beginning assessment skills with client systems and situations, including motivation, capacity, and opportunity, and begin the formulation of goals. **(PB 16, 23, 34)**
12. Construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. **(PB 17, 20, 33, 38, 41)**
13. Identify community resources related to client needs and understand the process for effective referral. **(PB 1)**
14. Effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. **(PB 11, 27)**
15. Examine agency's function, service delivery, policies, and formal/informal decision- making. **(PB 21, 25)**
16. Examine the relationship between individual client situations and macro issues in the context of the community. **(PB 14, 18, 27)**

III. Teaching Methods

Methods will be individualized by the agency-based Field Instructor to each agency setting and by the Faculty Liaison in the Integrative Seminar.

IV. Course Requirements

ASSIGNMENTS. Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, students are provided with a set of educational experiences under the supervision of the Field Instructor. The expected minimum field assignments include:

1. Students must work directly with the client populations served by their agencies. It is expected that each student will carry a “learner’s” load of 4 to 6 cases throughout the semester. Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Students must have opportunities to work with diverse clients, including women, ethnic minorities, GLBTQ, or other specialized populations. Agency and academic documentation is required, including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Any documentation required by the agency must be completed.
2. Students must have an opportunity to co-plan and co-facilitate a group within their agency settings. Students may plan for a group during their first semester and actually implement it during the second semester. The identification of this assignment is done in conjunction with the Field Instructor and Faculty Liaison in order to ensure that the type of group that is co-facilitated is consistent the level of intervention skills of a beginning level practitioner.
3. During the course of the two semesters at the agency, students will complete a macro project in community, administration, or leadership. Typically, the macro project is in response to an agency need and fosters skill and experience for the emerging professional. The Faculty Liaison will provide instruction for the evidence of completion.
4. Students should be encouraged to:
 - Participate in staff meetings
 - Attend board meetings during the semester
 - Participate in community events and/or inter-organizational meetings
 - Present a case in a staffing forum used by the agency

HOURS. A minimum of 240 hours of field work is required, including time spent in Integrative Seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the required 16 to 20 hours per week in field. Time spent commuting to and from the agency as well as non-working lunches may not be counted toward the field hour requirement. Time invested in field-related workshops must be pre-approved by the field instructor and reported to the Faculty Liaison. Professional development is the priority for time invested in field. Therefore, no field time can be used to work on class assignments or personal communications.

ATTENDANCE. Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason, and the student is responsible for any missed field obligations. Hours absent from field, regardless of the reason, are not counted toward the required 240 hours per semester. One field hour is accrued for each week of attendance at the Integrative Field Seminar.

EDUCATIONAL CONTRACT. A written educational contract is to be developed by the student and 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 RECORDINGS. Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course.

JOURNALS. Weekly field journals provide the student an opportunity to process and integrate field experiences. The field journal should demonstrate the student's growth and progress as a practitioner as well as the attainment of the objectives for SW 383R. Completion of journals in a thorough and timely fashion contributes to the final field grade for this course. The field journal is a learning tool to be shared only with the Faculty Liaison. Any exceptions to this policy will be discussed with the student.

INDIVIDUAL SUPERVISION WITH THE FIELD INSTRUCTOR. Educational supervision is a collaborative relationship between the Field Instructor and the intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field instruction, it is the student's responsibility to explore the balance between the personal and professional, evaluate his or her own work, and accept constructive feedback. A minimum of one hour per week of scheduled educational supervision with the agency based Field Instructor is required.

INTEGRATIVE SEMINAR. Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field and professional experience. The Seminar meets weekly in conjunction with the three-hour Practice I course, SW 383R. Seminar involves peer consultation, challenging personal and professional values, self-exploration and reflection, critical thinking and group building.

Since the goal of the Seminar is to apply knowledge, values, and skills to practice, the success of the Seminar depends on each student's full participation and engagement. This includes respectful sharing and listening to the opinions and concerns of others, offering suggestions and ideas in a positive and supportive manner, and being willing to promote group cohesiveness in a learning environment.

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision. Discussions with individuals outside of the Seminar context are not permitted. Violations of Seminar 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.

TIME SHEETS. Students are responsible for keeping a time sheet documenting hours logged in field. An electronic copy of the form is available at <http://www.utexas.edu/ssw/field/forms/>. Time sheets should be completed and reviewed by the Field Instructor and available for review during the on-site visits by the Faculty Liaison.

MIDTERM EVALUATION. The midterm evaluation enables students to self evaluate and to receive feedback from their Field Instructor. The evaluation process assists students in planning for and 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 final evaluation must include a completed Evaluation for Graduate Field Instruction SW 384R by the Field Instructor, which is available at <http://www.utexas.edu/ssw/field/forms/>. The final evaluation document is maintained in the student's folder at the School of Social Work.

V. Class Policies

FACULTY LIAISON VISITS. The Faculty Liaison will visit the agency two or more times a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits will vary depending on the needs of agencies, students, and Faculty Liaison.

GRADING. The grade for SW 384R will be assigned by the Faculty Liaison. In determining the final field grade, the Faculty Liaison will take the following into account:

- Successful completion of the required field hours
- The evaluation of competencies in field by the Field Instructor with input from any additional agency supervisors
- Attainment of Field I objectives
- Attainment of individualized educational contract objectives
- Quality of participation in Integrative Seminar
- Completion and quality of narrative self-evaluation
- Completion and timeliness of required process recordings

- Quality and timeliness of weekly field journals

Plus (+) and minus (-) designations may be utilized by the Faculty Liaison as authorized by the University. A student earns an A in Field I by consistently demonstrating outstanding progress in all areas listed above. A student earns a B by consistently demonstrating satisfactory progress in all areas listed above. A student earns a C by demonstrating inconsistent and/or unsatisfactory progress in all areas listed above. Although a C is a passing grade, it can be a warning sign of potential problems and will be reported to the Assistant Deans for Field Education and the MSSW Program. A student earning a C- or below will not earn credit for this course.

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. As part of professional social work education, students will 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 Instructors regarding any safety concerns as soon as they arise.

VI. 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 IN CLASS. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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 (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.

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://www.utexas.edu/depts/dos/sjs/>).

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 copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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). Students are responsible for presenting the letter to their Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify their instructor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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 FERPA regulations as well. Discussions with individuals outside of the educational context are 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.

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 to keep the University informed about changes to their 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about a UT employee or student who is acting differently in a way that raises safety concerns, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about that individual’s behavior. This service is provided through a partnership among 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>.

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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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

VII. Required and Recommended Texts and Resources

- ***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