

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

Course number: SW694R/394S
CAL

Instructor's name: as assigned

Unique number: as assigned

Office number:

Semester: Spring 2015

Office phone:

Meeting time/place: as assigned

Office hours:

**FIELD INSTRUCTION III AND IV
COMMUNITY AND ADMINISTRATIVE LEADERSHIP**

I. Course Description

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

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

II. Standardized Course Objectives

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

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

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

1. Social Justice: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CAL/APB 5)

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

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

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

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

III. CAL Concentration Field Objectives

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

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

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

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

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

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

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

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

assets, and empowerment. (CAL/APB 7, 8, 10c)

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

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

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

IV. Teaching Methods

Methods will be individualized to each agency setting.

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 final evaluation must include a completed Evaluation for Field Instruction III and IV: Clinical Concentration SW 394R/394S 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.

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.

VII. 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.

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/>).

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.

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>.

VIII. Course Schedule

Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students' requirement of working 36-40 hours per week in field (16-20 hours per week for extended block) in order to complete 540 hours.

IX. 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