

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

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Course number: 384S (Field II)	Instructor's name: same as assigned 384S (Practice II) instructor
Unique number: as assigned	Office number: as assigned
Semester: Spring 2011	Office phone: as assigned
Meeting time/place: as assigned	Office hours: as assigned

FIELD INSTRUCTION II

I. Standardized Course Description

Field Instruction II is a three 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 group, 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. Requirements include 240 hours at the agency/organization (e.g., 16-20 hours/week) and attendance and participation in field 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.

Prerequisites

Prerequisites include the successful completion of Practice I, Graduate Field Instruction I, Development Across the Life Span: Individuals and Families, Foundations of Social Justice: Values, Diversity, Power, and Oppression, and Dynamics of Organizations and Communities. Practice II is a co-requisite for this course.

II. Standardized Course Objectives

Within the [Student Guide to Graduate 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 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.

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

1. Utilize 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) to enhance professional self-awareness. (PB 2, 7, 15)
3. Manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)
4. Establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with client systems, colleagues, staff and/or representatives of other organizations or communities. (PB 3)
5. Be professionally accountable by adhering to agency protocol. (PB 4, 36)
6. Use supervision to examine risk-taking and the evaluation of own work, while maintaining an openness to constructive feedback. (PB 6)
7. Effectively use and evaluate communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40, 41)
8. 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, 31, 32, 33, 39)
9. Build upon the ecological model, the problem solving framework, the strengths perspective and developmental theory by demonstrating knowledge of empirically based theories and group practice. (PB 11, 12, 20, 22, 23)
10. Utilize assessment skills and formulate goals with the client systems. (PB 34)
11. Construct, implement and evaluate intervention plans. (PB 22, 35, 41)
12. Identify, utilize and evaluate community resources. (PB 1)
13. Effectively utilize and evaluate various social work roles within the context of the agency and community. (PB 11, 26, 27)
14. Critically assess the agency's function, service delivery, policies, and formal/informal decision-making. (PB 11, 26, 27, 36)
15. Critically examine the relationship between individual client situations and macro issues in the context of community and social policy. (PB 14, 18, 23, 24, 27)
16. Gain administrative skills and knowledge related to an identified agency need.
17. Gain group planning, facilitation and process skills. (PB 13, 41)

III. Teaching Methods

Methods will be individualized to each agency setting.

IV. Required and Recommended Texts and Materials

A. *Student Guide to Graduate Field*

B. Individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

V. Course Requirements

A. Service Giving Assignments

Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, all students are provided a minimum set of educational experiences under the supervision of their 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 an average "learner's" load of between 3 and 6 cases. Students are expected to participate in the data collection and assessment process and to carry cases that include as many of the phases of the helping process as possible. Identification and assessment of clients' needs and linkage to appropriate resources should be emphasized. Agency and academic documentation is required including: process recordings, case assessments, field journals, and ongoing case/group recordings and administrative reports. Students must also have opportunities to work with diverse clients including women, ethnic minorities, and other vulnerable populations.
2. Students must have an opportunity to co-plan and co-facilitate a group within their agency setting. Students may plan for their groups during the 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, which is co-facilitated, is consistent with the level of intervention skills of a beginning level practitioner.
3. During the course of the two semesters at the agency, students must have opportunities to plan and carry out a macro project. Typically the macro project is in response to an agency need and fosters skill and experience for the emerging professional development of beginning social workers. In general, students may plan this project during the first semester and implement it during second semester field. The Faculty Liaison requires documentation of this assignment.

B. Hours

A minimum of 240 hours of field work is required, including the time spent in the weekly field seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the student's requirement to work 16-20 hours per week

in field. Time spent commuting to and from the agency 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.

C. Attendance

Attendance in field must demonstrate professionalism and punctuality. If, due to an emergency, a student is unable to report to field, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason for the absence, and the student is responsible for any missed field obligations. Hours absent from field regardless of reason are not counted toward the required 240 hours per semester.

D. Educational Contract

An educational contract is an individual plan of learning. The educational contract is to be developed with the assistance of the Field Instructor in consultation with the Faculty Liaison. A draft of this document should be completed by the Faculty Liaison's first field visit. Since it is a working document, this contract may be revised at any time when such a revision is considered appropriate and is approved by the Field Instructor.

E. 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. The final field grade may be lowered if process recordings are not turned in as specified by the Faculty Liaison.

F. Journals

Weekly field journals provide the student an opportunity to process and integrate field experiences. These journals are submitted to the Faculty Liaison per instructions provided. Journal entries should reflect the following: awareness of student's feelings, attitudes, and values; student's observations and thoughts about the organizational operation of the agency; linkage of theory/knowledge in field practice; utilization of a systematic approach to problem solving; any value dilemmas observed and/or experienced; growth in awareness of use of self as a professional social worker; and use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. In general, the field journal should demonstrate the student's growth and progress as a practitioner as well as the attainment of the objectives for SW 384S. Failure to turn in field journals on a weekly basis will result in the lowering of the field grade. The field journal is a learning tool to be shared with the Faculty Liaison. Journals are not meant to be shared with the agency-based Field Instructor.

G. Individual Supervision With Field Instructor

Educational supervision is a collaborative relationship between Field Instructor and 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 learning. It is provided on a weekly basis to facilitate practice and the attainment of the field objectives. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field instruction, it is the student's responsibility to be a punctual, assertive, well-prepared and accountable participant.

H. Integrative Seminar

Students are expected to reflect on their field experiences to integrate their socialization to the profession. Attendance and participation in a weekly integrative seminar is required. Since the overall goal of this seminar is to apply knowledge, values and skills to practice, the success of the seminar depends on each students' participation in class discussion. This includes listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

Information shared in class about agencies and clients is considered confidential as per the *NASW Code of Ethics* on educational supervision. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class, with individuals outside of the seminar context are considered a breach of confidentiality.

I. Timesheets

Students are responsible for keeping a time sheet on the hours logged in field. These must be signed by the Field Instructor and turned in to the Faculty Liaison at the end of the semester. These are to be available for review during the on-site visits by the Faculty Liaison.

VI. Class Policies

A. Faculty Liaisoning

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 may vary depending on needs of agencies and students.

B. Grading and Evaluation

The grade for SW 384S 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 performance in field by the Field Instructor with input from any additional agency supervisors;
- attainment of Field II objectives;
- attainment of individualized educational contract objectives;
- the quality of participation in field seminar;
- the completion of the narrative self evaluation;
- the completion and timeliness of required process recordings; and
- the quality and timeliness of weekly field journals.

In general, "A" work reflects consistently excellent performance. "B" work represents performance that is consistent and satisfactory. "C" work reflects inconsistent and less than satisfactory performance. Although "C" is a passing grade, it can be a warning sign of potential problems. The Faculty Liaison will inform the directors of Field Education and the MSSW program regarding the student's grade. "C" minus is considered a failing grade and the student will not receive credit for the course. Faculty Liaisons may choose to use plus (+) or minus (-) designations. Arrangements for "Incompletes (X)" must be made prior to the last day of class. The Field Instructor and agency must approve any extension.

C. Adhering To Field Policies

Students are responsible for familiarizing themselves and adhering to the policies and procedures in the *Student Guide to Graduate Field*.

VII. University Policies

A. 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.

B. Professional Conduct in Class

The Faculty Liaison expects students to act like professionals in seminar. This means students should arrive on time for seminar, be prepared to participate in the discussion, and show respect for one another's opinions. Members will not, nor should they, always agree with one another. In this environment persons should be exposed to diverse ideas and opinions, and sometime students will not agree with the ideas expressed by others. However, the Faculty Liaison and Field Instructor may reasonably expect students to engage one another with respect and professionalism.

C. 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/>).

D. 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 must present the letter to the Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the Faculty Liaison and/or Field Instructor of any needed accommodations no later than five business days before a need that could

reasonably be anticipated. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

E. Religious Holidays

By UT Austin policy, students must notify the Faculty Liaison and/or Field Instructor 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, a field assignment, or a project in order to observe a religious holy day, the Faculty Liaison and/or Field Instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

F. 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>.

G. 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 Faculty Liaison and/or Field Instructor regarding any safety concerns.

H. 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 the 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>.

I. 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 Faculty Liaison and/or Field Instructor in writing during the first week of class.
- In the event of an evacuation, follow the Faculty Liaison and/or Field Instructor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.