

THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK
Beer, Jordan, Linseisen, Simmons, Sloan, Smith

Course Number: SW 384R (Field I)

Unique Number: As assigned

Semester: Fall 2020

Meeting Time/Place: As assigned

Instructor: Same as 383R (Practice I) Professor

Office: Refer to 383R Syllabus

Office Phone: Refer to 383R Syllabus

Office Hours: Refer to 383R Syllabus

Field Instruction I

I. STANDARDIZED COURSE DESCRIPTION

Field Instruction I is a three-credit course including supervised practice experience in an organization providing human services for 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. This is accomplished through an educationally supervised practicum of 240 hours and participation in a weekly field seminar that is 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.

II. STANDARDIZED COURSE OBJECTIVES

The educational objectives for field align with the Council on Social Work Education Educational Policies and Accreditation Standards (EPAS) competencies and represent the expectations for the semester. They serve as a guide to learning, teaching, and evaluation of the students' competence.

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

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

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. Teaching methods will include: consistent weekly

educational supervision, orientation to agency policies and procedures, training necessary to perform the duties required by the agency, case review and discussion, small group exercises, journaling, learning contracts, process recordings, role play, and role modeling. Methods will be individualized to each agency setting.

IV. 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.

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 (512-471-6259 voice or 512- 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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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 and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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.

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 Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

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: <https://deanofstudents.utexas.edu/>.

SHARING OF COURSE MATERIALS IS PROHIBITED. No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless students have the instructor's explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with a student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under the Family Educational Rights and Protection Act

(FERPA). The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the National Association of Social Work Code of Ethics on educational supervision and is protected by regulations of 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.

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://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms 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](#).

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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 <https://besafe.utexas.edu/behavior-concerns-advice-line>.

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.

COVID-19: To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or teaching assistant) tests positive for COVID, see this [University Health Services link](#).

V. FIELD POLICIES

All field policies may be found online at <https://socialwork.utexas.edu/field/forms/> and students are responsible to the content in the guides to field. It should be noted that the Fall 2020 syllabus dates, hours, and policies supersede those in the guides to field due to COVID-19 related changes.

SAFETY AND CLASS PARTICIPATION. Field is a required academic class set in a non-traditional classroom environment. Safe, high quality education in partnership with our community is our goal for field. For AY20-21, students may choose to intern completely remotely, completely onsite, or some hybrid combination of the two with the knowledge that agency internship offerings will have expectations of their own that can limit options.

Students who choose to participate in onsite field activities are required to:

- Wear a mask (defined as a cloth face covering) that covers both their nose and mouth at all times while inside buildings. Students may remove masks only if they are able to be outside and at least six feet away from other people at their internships.
- Practice social distancing to the degree possible in field settings. Six feet is recommended for areas without masks. With masks, the distance of three or more feet is recommended when possible. Limiting the number of people within shared spaces is an important aspect of social distancing. Students are expected to take responsibility for maintaining safe distances.
- Practice enhanced hygiene including frequent and thorough handwashing with soap, using Food and Drug Administration approved sanitizer when handwashing is not readily available, minimal contact with surfaces and the student's face.

Students are expected to seek medical care and/or self-isolate in order to prevent contagion if they know they have been exposed to COVID-19 and/or experiencing symptoms of COVID-19 exposure. Students are expected to communicate as soon as possible with their Field Instructor and Faculty Liaison when they recognize a need to not attend field for potential COVID-19 related reasons including isolation, quarantine, or medical treatment. Students are also required to notify their Field Instructor and Faculty Liaison if they have a positive COVID-19 test. Students who test positive for COVID-19 are not allowed to intern onsite for a minimum of 10 days or the amount of time identified as best medical practice at that time.

All SHSSW interns are expected to take responsibility for their own safety and the Office of Field Education will support a student who chooses to leave a field site for safety reasons. Of course, the student remains responsible for seeking to address the safety issue with their Faculty Liaison, Field Instructor, and/or communicating in advance or as soon as possible the need to disrupt service delivery and alter internship activities.

Students are accountable for maintaining protective practices, policies, and procedures at their settings. Similarly, interns at shared sites are expected to support each other's accountability. Students must hold each other accountable to the same standards and failure to do so may result in sanctions for all interns involved in the infraction. Hopefully, the most effective intervention will be for peers to remind and support each other in upholding safety precautions.

Student needs and vulnerabilities related to COVID-19 may change over the course of an internship and students are expected to enlist the support and consultation of their Faculty Liaison and Field Instructors in adapting accordingly.

Students are encouraged to participate in documented daily symptom screening using the Protect Texas Together application available online at the App Store.

Students are responsible for information regarding safety protocols with and without symptoms, which can be [found here](#).

If a student is not wearing a cloth face covering properly in a UT building or classroom including an internship site, that student must leave the location. If the student refuses to wear a cloth face covering properly, the student will not be allowed to accrue field hours and is released from the supervisory responsibility of the Field Instructor for the day. Further, the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

SAFETY IN GENERAL. 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.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The Steve Hicks 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.

THANKSGIVING AND WINTER BREAKS. For AY20-21, in-person instruction on campus will end November 24, two days before Thanksgiving and most students will attend classes remotely for the remainder of the semester (<https://protect.utexas.edu/students-families/>). Interns who completed their Safety Assessment assignment and are already onsite in field may continue until December 16. Students are not allowed to begin spring 2021 field until the first day of classes, January 19, 2021 unless they have the express written approval of the Assistant Dean for Field Education. More information on procedures for this policy will be in place by December 4.

CHANGES IN PLACEMENT. The goal is for students to complete their 400-hour internship at the same site to allow for consistent professional growth, educational immersion, and skill acquisition. However, the Faculty Liaison may move a student to a different internship due to a variety of reasons including the educational environment, student failure to progress, or the need to remove the student from field. The decision to move a student to a different placement rests with the Faculty Liaison and Field Instructor but may be initiated by student concerns. More information may be found in the guide to field available at <https://socialwork.utexas.edu/field/forms/>.

VI.COURSE REQUIREMENTS

USE OF CANVAS IN CLASS. In this class the professors use Canvas, a web-based course management system with password-protected access at <https://courses.utexas.edu/>. Use may include the following: to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online surveys. Students can find support in using Canvas 24/7 by following these steps: <https://utexas.instructure.com/courses/633028/pages/how-do-i-access-24-slash-7-help>.

DUE DATES. It is important to note that students are placed in a wide range of educational settings, and that work in social services can be particularly variable. Accordingly, due dates listed herein have a “due by” date, with the expectation that assignments may be completed prior to the date listed which is intended to be a latest date possible. Due dates may be negotiated beyond this latest date possible with pre-approval of the Faculty Liaison.

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 as outlined by the Council on Social Work Education have historically included the following. For the Academic Year 2020-21, internships may contain a combination of the following but the student, Field Instructor, and Faculty Liaison are

encouraged to create a balance of assignments 1-4 that serve the student's education and the agency's mission.

1. Students must work directly with the client populations served by their agencies remotely and/or onsite. It is expected that each student will carry a "learner's" load of approximately 4 to 6 cases throughout the semester. The caseload may vary depending on the setting, nature, and duration of client services. 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, LGBTQIA, or other specialized populations. Agency and academic documentation are 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. When possible, students should take advantage of the opportunity to co-plan and co-facilitate a group within their agency settings remotely and/or onsite. 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 cofacilitated 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 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. Students may begin the macro project in either the fall or the spring semester based on agency need and student readiness.
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; and
 - Take part in additional opportunities that serve the student's education, professional connections, and the agency's mission

HOURS. For Academic Year 2020-21, students are required to intern 200 hours each semester for a total of 400 hours. With supervisory permission, students may accrue up to 20 hours over the winter break. Hours for field include time spent in Integrative Seminars (up to 60 minutes weekly), on journals (up to 30 minutes) weekly, and process recordings (up to two hours/assignment). Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the required 13 to 15 hours per week in field (AY 2020-21). 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 and demonstrated competences are the priority for time invested in field. Therefore, no field time can be used to work on class assignments or personal communications. Students are not allowed to begin accruing hours until their malpractice payment of \$14 made out to UT-Austin is provided in cashier's check or money order.

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 200 hours per semester (AY2020-21). One field hour is accrued for each week of attendance at the Integrative Field Seminar.

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 their 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.

FIELD EXPECTATIONS CHECKLIST. Students are expected to review the Field Expectations Checklist with their Field Instructor and secure signatures at their first supervisory meeting. Students are expected to upload their signed Field Expectations Checklist to the field database within the first 30 hours of field.

To upload documents in the database, students should follow these steps:

Login directions:

1. Go to www.myinterfase.com/utssw-field/student/ to be directed to the Office of Field Education Database.
2. Enter your username (your UTEID).
3. Click on "Forgot my password" to receive a temporary password by email.
4. Log-in with your temporary password and complete all required fields to complete registration.

How to upload documents:

1. Hover your cursor over "My Account."
2. Select "My Documents."
3. Click "Add" to the right of the type of document you are uploading.

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. Students are not permitted to discuss details disclosed in the Seminar with individuals outside the cohort. Violations of Seminar confidentiality may 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. Time sheets should be submitted to the Faculty Liaison at least monthly. Time sheets should be completed by the student, approved by the Field Instructor, and available for review during the on-site visits by the Faculty Liaison.

Time sheets are due to the Faculty Liaison **at least monthly.**

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.

Field journals are due **weekly, by 5:00pm on the day of class.**

SAFETY ASSESSMENT. The safety assessment is designed to allow students to review and incorporate current COVID-19 safety guidelines at the public, university, agency, and personal level and is required of all Fall 2020 interns regardless of whether or not they plan to be onsite at an internship for any period of time during the semester. The Field Instructor must review the agency section of the assignment. Students who choose to intern partially or wholly onsite must complete both 30 hours of remote field and submit the completed safety assessment to their Faculty Liaison before physically going to the internship site. Students who are interning 100% remotely must also complete the assignment within the first 30 hours of field.

The safety assessment is due **within the first 30 hours of field.**

FACULTY LIAISON VISITS. The Faculty Liaison will meet with the intern and Field Instructor at least three times a semester to confer regarding internship responsibilities, educational progress, and agency expectations. The format and schedule of visits will vary depending on the needs of agencies, students, and Faculty Liaison. Generally, liaison visits occur one within each third of the semester. For AY2020-21, liaison visits should occur by:

- **October 2, 2020**
- **November 6, 2020**
- **December 16, 2020**

LEARNING CONTRACT. The student should develop a written learning contract with the input and approval of the Field Instructor and the Faculty Liaison no later than the fifth 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) student readiness for more independent practice. Periodic review and modification(s) of the contract are recommended if there are significant changes in student responsibilities or the setting. Copies of modified contracts are to be shared with the Faculty Liaison upon revision. Completion of the learning contract in a thorough and timely fashion contributes to the final field grade for this course.

Learning contracts are typically reviewed at the first liaison visit and copies signed by both the student and Field Instructor are due to the Faculty Liaison no later than **October 2, 2020**.

PROCESS RECORDINGS. Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. For academic year 2020-21, a minimum of four process recordings will be due over the course of the two semesters of Field I and Field II. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course.

Process recordings at their most basic consist of a transcribed section of an interaction in which the intern is involved as an active participant and that incorporates the intern's authentic recounting and reflection upon their knowledge, values, skills, cognitive and affective processes related to the interaction.

Process recordings 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.

1. The intern must be an active party in the PR.
2. The intern submits the PR to the Field 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 Field Instructor. Students are advised to submit their PR to their Field Instructor two weeks prior to the due date to the Faculty Liaison.
3. The Faculty Liaison may adjust due dates for internship-based reasons.
4. Field Instructor/Faculty Liaison may choose to substitute a video role play in lieu of a PR.
5. The Field Instructor/Faculty Liaison may require additional PRs as needed.

For Fall 2020, process recordings are due to the Faculty Liaison no later than:

- Process Recording #1: **October 31**
- Process Recording #2: **December 16**

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. The student and Field Instructor both contribute actively to creating both the midterm and final evaluation. The midterm evaluation survey serves as a first draft for the final evaluation. Students and Field Instructors will receive an individualized Qualtrics survey link from the Office of Field Education by October 2. The word document version of the evaluation can be viewed along with all other field forms at <https://socialwork.utexas.edu/field/forms/> and may be especially helpful in planning student responsibilities. Expectations and further instructions will be conveyed by the Faculty Liaison.

The midterm evaluation includes:

1. The midterm evaluation survey using the individual Qualtrics survey link;
2. Timesheets to date; and
3. A midterm liaison visit with the intern, relevant internship staff particularly the Field Instructor, and the Faculty Liaison.

Midterm evaluations are due no later than **October 31, 2020.**

STUDENT NARRATIVE. The self-reflection narrative is due at the end of each semester of field 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 field. 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 Field Instructor and the Faculty Liaison.

Student narratives are due no later than **December 16, 2020.**

FINAL EVALUATION. The final evaluation includes

4. The student self-reflection;
5. The finalized evaluation form using the individual Qualtrics survey link;
6. Completed timesheets; and
7. The final liaison visit with the intern, relevant internship staff particularly the Field Instructor, and the Faculty Liaison.

The student is responsible for the self-reflective narrative, presenting accurate timesheets, and contributing to the final evaluation survey. The Field Instructor is responsible for the finalized student evaluation and for signing off on accurate timesheets. The final evaluation form incorporates and updates the mid-term evaluation. A complete visual of the form is available at <http://www.utexas.edu/ssw/field/forms/>. The final evaluation document is maintained in the student's folder at the Steve Hicks School of Social Work and may be requested by alumni for proof of successful completion to licensure boards, higher education institutions, or government entities (for security clearance).

Final evaluations are due no later than **December 16, 2020.**

	Assignments	Due Date
1	Field Journals	Weekly
2	Field Expectations Checklist	Within first 30 field hours
3	Safety Assessment	Within first 30 field hours
3	Learning Contract	by Oct 2
4	Process Recording #1	by Oct 2
5	Faculty Liaison Visit #1	by Oct 2
6	Process Recording #2	by Oct 31
7	Midterm Evaluation	by Oct 31
8	Faculty Liaison Visit #2	by Nov 6
9	Final Evaluation	by Dec 16
10	Faculty Liaison Visit #3	by Dec 16
11	Student Narrative	by Dec 16

VII.GRADES

The following distribution will be used to assign grades in this course.

Score Range	Grade	Score Range	Grade
94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

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:

- 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 learning 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
- Successful completion of the required field hours

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.

Practice Course I and first field are taken concurrently. Therefore, satisfactory progress in both class and field is expected. If a student fails field and is able to retake field the next semester is available, they will be required to also retake the associated practice class concurrently regardless of grade previously earned in that class. Students may not carry an incomplete in either course into the next semester. Students must receive a C or better in first semester to continue. Syllabi for the practice courses are provided to the student at the beginning of the semester.

VIII. BIBLIOGRAPHY

- MSSW Graduate Guide to Field available at:
<https://socialwork.utexas.edu/field/forms/>.
- NASW Code of Ethics available at:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- NASW Standards for Social Work Education available at:
<https://www.socialworkers.org/practice/>
- Texas Social Worker Code of Conduct available at:
https://www.dshs.texas.gov/socialwork/sw_conduct.shtm
- Other readings and resources as assigned by agency Field Instructor and/or Faculty Liaison