

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

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Course Number:	SW694R/394S - APP	Instructor:	As assigned
Unique Number:	As assigned	Office:	As assigned
Semester:	Spring/Summer 2021	Office Phone:	As assigned
Meeting Time/Place:	As assigned	Office Hours:	As assigned

**Field Instruction III and IV
Administration and Policy Practice Concentration**

I. STANDARDIZED COURSE DESCRIPTION

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

COVID ADDENDUM: For Academic Year 2020-21, Field Instruction III and IV internship hours are reduced from 540 to 500 in keeping with guidance from the Council on Social Work Education. Extended spring/summer internship hours will vary accordingly across the spring and summer semesters.

II. STANDARDIZED COURSE OBJECTIVES

EPAS Competencies

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

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

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

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

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

16. Advocate for and support the most inclusive strategies to help all community members reach their full potential

17. Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes

18. Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions

III. TEACHING METHODS

Methods will be individualized to each agency setting.

IV. REQUIRED TEXTS AND MATERIALS

- 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/>
- NASW Standards and Indicators for Cultural Competence available at: <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>
- Texas Social Worker Code of Conduct available at: [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301)
- Other readings and resources as assigned by agency Field Instructor and/or Faculty Liaison

V. COURSE REQUIREMENTS

To be eligible for MSSW Final Field III & IV SW694R/394S, students must have completed all core coursework for the MSSW program including Field I & II.

For final field, the placements align with the student's Clinical or APP concentration and responsibilities are assigned in field under the supervision of the agency-based Field Instructor. In the placement process, the interests/needs of the student and the task/needs of the agency are the primary criteria for selection. The assignments vary from agency to agency, student to student.

Course objectives that must be met for this placement are contained at the beginning of this course syllabi in and the competencies and related behaviors are further expanded upon and operationalized in the field evaluation forms found online at <https://socialwork.utexas.edu/field/forms>. The assignments are structured in such a way that the student will have the opportunity to demonstrate all the required competencies. The majority of the internship will be focused on advanced work appropriate to an emerging professional and within their specialized concentration of Clinical or APP. Basic expectations for field are identified in the Field Expectations Checklist.

HOURS. For Academic Year 2020-21, all final field Clinical and APP Students enrolled for full-block spring or extended block summer placements must meet a minimum of 500 hours in their settings. 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 500 hours (i.e., ~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.

Hours absent from field are not counted toward the required 500-hour total, e.g., inclement weather closures, etc. The one exception is if there are COVID-related concerns, e.g., intern exposure or illness, and then the student is encouraged to coordinate with their Field Instructor and Faculty Liaison for alternative field hour options. Online resources for consideration may be found under Remote Learning Opportunities for Field at <https://socialwork.utexas.edu/academics/field/forms/>.

Students are entitled to a week off for spring break and around graduation ceremonies (for extended internships) but should coordinate actual dates and times with their Field Instructor since agency responsibilities may require that the student take alternative dates. Students are not required to take either spring or graduation break.

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 social work education, 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. Full block spring students should receive an additional hour of supervision weekly through team meetings, group consultations, and/or other means.

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 by the end of week 4, **February 12.**

If the agency and student do not have e-signatory capacity, the student may email the checklist to the field office at field-ta@austin.utexas.edu with the Field Instructor carbon copied (cc'd) and the following statement: We have reviewed and agree to the expectations in listed in the attached document.

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

1. Sign in: <https://candidate.gradleaders.com/UTSSWField/Candidates/Login.aspx?pid=4842>
2. Click "My Profile" on the left menu
3. Select "Additional Documents"
4. Click "Upload New" above the Additional Documents title
5. Click under "Document Filename" and select your document
6. Click under "Document Title" to name the file

7. Click Save

The Field Expectations Checklist may be found at

<https://utexas.instructure.com/courses/1295932/files/57375973/download?wrap=1>

and is due by the end of week 4, **February 12.**

TIME SHEETS. Students are responsible for keeping a time sheet documenting hours logged in field. Time sheets should be completed by the student, approved by the Field Instructor, and available for review during the visits by the Faculty Liaison.

A time sheet template with automatic hour summation can be found at

[https://socialwork.utexas.edu/academics/field/forms/.](https://socialwork.utexas.edu/academics/field/forms/)

Time sheets are due to the Faculty Liaison **at least monthly** during AY 2020-21.

The Capstone Seminar and field are taken concurrently but are separate classes. No hours spent on Capstone projects may be counted toward field.

COVID-19 PREPARATION ASSIGNMENT. The COVID-19 Preparations for Field Internships 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 Spring 2021 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.

The three components of your COVID-19 Preparations for Field Assignment must be completed and submitted to your classroom faculty liaison via your field Canvas site by the end of week 4, **February 12.**

FACULTY LIAISON VISITS. The Faculty Liaison will meet with the intern and Field Instructor at least two times (FULL) or three times (EXTENDED) 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. For AY2020-21, all liaison visits will be remote via videoconference and should occur by:

Faculty Liaison Visits	Due by Dates (FULL)	Due by Dates (EXTENDED)
Visit #1	March 12, 2021	March 12, 2021
Visit #2	May 18, 2021	June 3, 2021
Visit #3 (extended only)	N/A	July 27, 2021

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 third 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 throughout the semester. 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 the end of week 8, **March 12, 2021**.

PROCESS RECORDINGS. Process recordings are utilized for educational supervision and accountability with the Field Instructor and the Faculty Liaison. All final field students are required to complete a minimum of two process recordings over the course of the internship. 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.

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. Unlike the UT-SHSSW first field experience, the Faculty Liaison does not provide additional written feedback. Instead, the Faculty Liaison reviews the PR to assess the student's educational progress.
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 Spring/Summer 2021, process recordings are due to the Faculty Liaison with Field Instructor comments no later than:

- Process Recording #1: the end of week 8, **March 12, 2021 (FULL and EXTENDED)** .
- Process Recording #2: the end of week 10, **April 2, 2021 (FULL)** or the first day of summer school, **June 3, 2021 (EXTENDED)** .

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 February 12. The word document version of the evaluation can be viewed 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 the end of week 10, **April 2, 2021 (FULL)** or the first day of summer school, **June 3, 2021 (EXTENDED)**.

STUDENT NARRATIVE. The self-reflection narrative is due at the end of the final field internship and is a guided reflection of the student's experience over the course of the placement. It allows the student to

demonstrate integrating 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 the last day of spring field, **May 18, 2021 (FULL)** or the last day of the nine-week summer session, **July 27, 2021 (EXTENDED)**.

FINAL EVALUATION. The final evaluation includes:

1. The student self-reflection;
2. The finalized evaluation form using the individual Qualtrics survey link;
3. Completed timesheets; and
4. 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 midterm 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 the last day of spring field, **May 18, 2021 (FULL)** or the first day of fall semester 2021, **July 27, 2021 (EXTENDED)**.

VI. GRADES

A grade of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent demonstration of field competencies.

The grade for this course will be assigned by the Faculty Liaison and will be a Credit/No Credit grade. In determining the final grade, the Faculty Liaison will take the following into account:

- The evaluation of competencies in field by the Field Instructor with input from additional agency employees;
- Attainment of field objectives;
- Attainment of individualized learning contract objectives;
- Completion and quality of narrative self-evaluation;
- Completion and timeliness of required process recordings; and
- Successful completion of the required field hours.

A student may earn No Credit for final field if they are terminated from their internship due to their own performance or ethical concerns as determined by the Faculty Liaison and Assistant Dean for Field Education with input from the student and Field Instructor. If the decision is made to place the student in a second internship, the student may expect additional hours or assignments that might delay graduation.

A student who is terminated from their final field internship twice due to their own performance or ethical concerns will receive No Credit.

Students who earn No Credit in final field will be terminated from the program and ineligible for graduation from the SHSSW. For this reason and more, students are required to maintain self-awareness and care as required by the NASW and Texas Board of Social Work Examiners Code of Conduct and to utilize educational direction from their Field Instructors and Faculty Liaisons.

All work in field must be completed in a timely manner but no later than the last class day. An Incomplete in field or No Credit, will be given if work is not completed by this date, unless other arrangements have been agreed upon by the Field Instructor and the Faculty Liaison. **Students must adhere to all field policies and are responsible for the content in the *Student Guide to Graduate Field*.** The guide can be found at <https://socialwork.utexas.edu/academics/field/forms/>.

VII. FIELD CLASS POLICIES

All field policies may be found online at <https://socialwork.utexas.edu/field/forms/> and students are responsible for the content in the guides to field. It should be noted that the Spring/Summer 2021 syllabus dates, hours, and policies supersede those in the guides to field due to COVID-19 related changes.

SAFETY AND COVID-19. 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 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 or in a secured office alone.
- 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, and 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.

Fully vaccinated students and those with proof of COVID-19 antibodies are required to maintain the same safety practices listed above. These students are expected to consult with their Field Instructors and Faculty Liaisons regarding the most appropriate response to COVID-19 exposure in their internship settings.

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.

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. Similarly, internship sites are responsible for current and accountable safety policies and procedures.

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 at <https://protect.utexas.edu/>.

If a student is not wearing a 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 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 face covering must follow the procedures for obtaining an accommodation working with Services for Students with Disabilities.

ATTENDANCE. Reliable 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.

Full block students may not finish field any earlier than the end of the thirteenth week of the spring semester. Extended block students may not finish field any earlier than the twentieth week of the combined spring/summer semesters. Neither spring break nor graduation week count toward the semesters' week total. In both cases, interns must communicate with their Field Instructor and Faculty Liaison as early as possible about their proposed end date to coordinate approval.

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. Proof of malpractice coverage is available in the field database for both the intern and Field Instructor.

CHANGE IN PLACEMENT. The goal is for students to complete their 500-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. Additional information may be found in the guide to field at: <https://socialwork.utexas.edu/field/forms/>.

PROFESSIONAL AND ELECTRONIC COMMUNICATION. Students are expected to communicate professionally in and related to their internship settings including with clients, supervisors, colleagues, educators, and the public.

Under all circumstances, students are required to uphold client confidentiality with special attention to electronic communication including but not limited to social media accounts, videoconferencing, blogs, websites, and non-agency approved email, chat or other platforms. Identifiable client information should not be included in UT email.

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 Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. UT-SHSSW interns are representing themselves, the School, and the profession in all field related communications.

Mobile 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 mobile phone for client communication is strongly discouraged, but if necessary, should be planned well and in advance with the agency Field Instructor.

Students are expected to follow agency protocols regarding recordings, informed client consent, and secure channels for remote communication. All UT students have access to secure Zoom accounts that can be used for communication but not confidential client recordings. Students are expected to take steps to present themselves and their surrounding video conferencing environments in a professional manner.

USE OF CANVAS IN CLASS. Faculty Liaisons manage field communication and assignments using 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>.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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 (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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 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 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/conduct/academicintegrity.php>.

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

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

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.

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

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students 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://safety.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.

IX. COURSE SCHEDULE

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 prior approval from the Faculty Liaison.

	Assignments	Due Date (FULL)	Due Date (EXTENDED)
1	Field Expectations Checklist	February 12	February 12
2	Timesheets	Monthly	Monthly
3	COVID Preparation Assignment	February 12	February 12
4	Learning Contract	by March 12	by March 12
5	Process Recording #1	by March 12	by March 12
6	Faculty Liaison Visit #1	by March 12	by March 12
	SPRING BREAK	March 15-19	March 15-19
7	Process Recording #2	by April 2	by June 3
8	Midterm Evaluation	by April 2	by June 3
9	Faculty Liaison Visit #2	by May 18	by June 3
10	Final Evaluation	by May 18	by July 27
11	Student Narrative	by May 18	by July 27
12	Faculty Liaison Visit #3	N/A	by July 27
	GRADUATION CEREMONIES	May 22	May 22

X. 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/>
- NASW Standards and Indicators for Cultural Competence available at:
<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>
- Texas Social Worker Code of Conduct available at:
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=301)
- Other readings and resources as assigned by agency Field Instructor and/or Faculty Liaison