

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

Course Number:	SW 640/641	Instructor:	As assigned
Unique Number:	As assigned	Office:	Refer to SW 444 Syllabus
Semester:	Fall 2021	Office Phone:	Refer to SW 444 Syllabus
Meeting Time/Place:	As assigned	Office Hours:	Refer to SW 444 Syllabus

Undergraduate Field Instruction

I. STANDARDIZED COURSE DESCRIPTION

Undergraduate Field Instruction is a twelve-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 wellbeing.

Requirements include an educationally supervised practicum of 480 hours at the agency/organization (40 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.

Completion of all requirements for the Bachelor of Social Work degree, admission to the field sequence, and concurrent enrollment SW444 are prerequisites for this course.

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.

1. Student demonstrates ethical and professional behavior.
2. Student engages diversity and difference in practice.
3. Student advances human rights and social, economic, and environmental justice.
4. Student engages in practice-informed research and research-informed practice.
5. Student engages in policy practice.
6. Student engages with individuals, families, groups, organizations, and communities.
7. Student assesses individuals, families, groups, organizations, and communities.
8. Student intervenes with individuals, families, groups, organizations, and communities.
9. Student evaluates 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. REQUIRED TEXTS

- Student Guide to Undergraduate Field available at: <https://socialwork.utexas.edu/field/forms/>;
- BSW Student Handbook at: <https://socialwork.utexas.edu/student-resources/bsw/policies/>;
- 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. 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 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>.

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 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>.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

VI. 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.

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 AY21-22, it is particularly important that students communicate safety concerns in field with their Faculty Liaison and/or Field Instructor. Students are expected to communicate concerns and requests in a professional and collaborative manner. Internship options with different safety protocols and/or remote

service delivery options may be limited. The SHSSW is committed to timely transfers to new settings that minimize additional or delayed hour accrual.

Students who choose to participate in onsite field activities are required to follow all safety and other agency policies and procedures.

Regarding COVID-19, students are strongly encouraged to:

- Get vaccinated [Protect Texas Together | The University of Texas at Austin \(utexas.edu\)](#).
- Wear a mask that covers both their nose and mouth at all times while inside buildings. Students should 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 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.

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

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 pay a \$14 malpractice insurance coverage premium at registration using UT's "What I Owe" page. This is a requirement of the University, an expectation of many agencies, and good professional practice for a social work career. Malpractice insurance does not cover transportation of clients and students are never allowed to transport clients or to handle bodily fluids. Proof of malpractice coverage is available in the field database for both the intern and Field Instructor.

CHANGES IN PLACEMENT. The goal is for students to complete their 480-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.

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.

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 encouraged to use intermediary services such as Google Voice to protect their personal contact information.

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.

VII. COURSE REQUIREMENTS

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>.

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.

Course objectives that must be met for this placement are contained at the beginning of this course syllabi 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. Basic expectations for field are identified in the Field Expectations Checklist.

The expected minimum field assignments as outlined by the Council on Social Work Education include the following. For the Academic Year 2021-22, internships may contain a combination of the following, but the student, Field Instructor, and Faculty Liaison are encouraged to create a balance that includes all of the 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 must participate in some group work. Students in an extended placement 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 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 internship, 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 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 AY2021-22, a minimum of 480 hours of field work is required for full-block interns (fall only) or 240 hours of field work for extended (fall/spring), including 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 32 hours/week for full block (fall) or 16 hours/week for extended (fall/spring) for AY2021-22. 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.

Hours absent from field are not counted toward the required 480-hour total, e.g., inclement weather closures, etc. If there are COVID-related changes to this, that information will come through the Office of Field Education and in coordination with the Clinical Faculty Liaison and the Field Instructor.

Students are entitled to a fall break Nov. 25-26 and spring break (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. Winter break runs from the last day of fall classes to the first day of the spring semester. Students may coordinate with their agency to complete additional hours during this window of time but are not allowed to be in field when the University is officially closed.

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 480 (full block – fall) or 240 hours (extended block – fall/spring) per semester for AY2021-22. One field hour is accrued for each week of attendance at the Integrative Field Seminar. Students who extend into the spring are required to attend Integrative Field Seminar weekly throughout the spring semester.

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 fall BSW 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 if it has not already been submitted the long semester prior.

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 field database:

Sign in: <https://candidate.gradleaders.com/UTSSWField/Candidates/Login.aspx?pid=4842>

- Click “My Profile” on the left menu
- Select “Additional Documents”
- Click “Upload New” above the Additional Documents title
- Click under “Document Filename” and select your document
- Click under “Document Title” to name the file
- Click Save.

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 SW 640/641, Social Work Practicum during the fall semester and every week for extended interns through the spring semester. 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 time sheets 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. Students are encouraged to use the agency-provided timesheets only if that is easiest.

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

A time sheet template with automatic hour summation can be found at <https://socialwork.utexas.edu/academics/field/forms/>.

JOURNALS. Weekly field journals provide the student an opportunity to process and integrate field experiences. In general, the field journal should demonstrate growth and progress as a practitioner, as well as the attainment of the course objectives.

Students should make entries consisting of a description of activities in the field placement for that day and an analysis of those activities. Journal entries should reflect the following: an awareness of feelings, attitudes, and values; 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 over time in awareness of use of self as a professional social worker; and appropriate use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. 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 with the Faculty Liaison.

Field journals are due **weekly as determined by the classroom faculty liaison**.

COVID-19 INFORMATION AND ACKNOWLEDGEMENT. The COVID-19 Information and Acknowledgement is designed to remind and inform students of COVID-19 safety protocols, resources, and to emphasize students' responsibility for communicating safety concerns in field to their Faculty Liaison and/or Field Instructor.

The COVID-19 Information and Acknowledgement form must be uploaded to the field database using the same instructions found earlier in this section before the fourth class, September 21.

FACULTY LIAISON VISITS. The Faculty Liaison will meet with the intern and Field Instructor at least two 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. Depending on COVID-19 conditions, the goal is for at least one liaison visit to be in person and on site per placement. For AY21-22, liaison visits should occur by:

Faculty Liaison Visits	Due Dates (FULL)	Due Dates (EXTENDED)
Visit #1	Sep. 1 – Oct. 15	Sep. 1 – Oct. 15
Visit #2	Nov. 1 – Dec. 15	Nov. 1 – Dec. 15
Visit #3 (extended only)	N/A	Feb. 1 – March 15
Visit #4 (extended only)	N/A	April 1 – May 15

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 5, September 15.

PROCESS RECORDINGS. Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of two process recordings will be due over the course of each semester. 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/Spring 2021-22, process recordings are due to the Faculty Liaison no later than:

- Process Recording #1: **October 15**.
- Process Recording #2: **December 15 (FULL) or March 15 (EXTENDED)**
- Process Recordings #3 & 4: Coordinate with the Faculty Liaison

MIDTERM EVALUATION. The midterm evaluation enables students to self-evaluate and to receive feedback from their Field Instructor. The evaluation process assists students in planning for and demonstrating growth in the competencies. 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 a Survey Monkey link from the Office of Field Education by September 15. 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;
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 **November 1 (FULL)** or the last day of classes **December 7 (EXTENDED)**.

SIMULATIONS. The SHSSW coordinates small group instructional simulations in partnership with the Schools of Nursing, Pharmacy, and Medicine as well as professional social work practitioners. Instructional simulations provide constructed experiential skill building and practice model integration. Students will earn up to six hours of field credit for completion of live remote simulations and the associated pre- and post-assignments.

Simulations will be completed no later than **December 15**.

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 typically due at the final liaison visit but no later than **December 15 (FULL)** or **May 15 (EXTENDED)**.

FINAL EVALUATION. The final evaluation includes:

1. The student self-reflection;
2. The finalized evaluation form;
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 typically due at the final liaison visit but no later than **December 15 (FULL)** or **May 15 (EXTENDED)**.

NOTE: Because SW 444 and SW 640/641 are companion courses, some information relevant to field work will be found in the syllabus for SW 444.

To be eligible for Undergraduate Field Instruction SW444, students must have completed all core coursework for the BSW program.

VIII. GRADES

This course is Pass/Fail and the designation earned will be assigned by the Faculty Liaison taking the following into account:

- The evaluation of competencies in field by the Field Instructor with input from any additional agency supervisors
- Attainment of field objectives
- Demonstration of field competencies
- 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

All work in field must be completed in a timely manner but no later than the last class day or agreed upon final liaison visit. An Incomplete in field, or a failing grade, 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 Undergraduate Field*.** The guide can be found at <http://www.utexas.edu/ssw/field/forms/>.

The BSW Integrative Seminar and 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.

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 pre-approval of the Faculty Liaison.

	Assignments	Due Date (FULL)	Due Date (EXTENDED)
1	Field Journals	Weekly	Weekly
2	Field Expectations Checklist: already submitted or	before Sep. 10	before Sep. 10
3	Timesheets	Monthly	Monthly
4	COVID Information and Acknowledgement	before Sep. 15	before Sep. 15

5	Learning Contract	before Sep. 15	before Sep. 15
6	Process Recording #1	before Oct. 15	before Dec. 15
7	Faculty Liaison Visit #1	before Oct. 15	before Oct. 15
	Fall break	Nov. 25-26	Nov. 25-26
	Winter break	N/A	Dec. 7 – Jan. 18
	Spring break	N/A	March 14-18
8	Process Recording #2	before Dec. 15	before March 15
9	Midterm Evaluation	before Nov. 1	before Dec. 15
10	Simulations	before Dec. 15	before Dec. 15
11	Faculty Liaison Visit #2	before Dec. 15	before Dec. 15
12	Final Evaluation	before Dec. 15	before May 15
13	Student Narrative	before Dec. 15	before May 15
14	Faculty Liaison Visits #3 and #4	N/A	TBD

X. BIBLIOGRAPHY

- Student Guide to Undergraduate Field available at: <https://socialwork.utexas.edu/field/forms/>;
- BSW Student Handbook at: <https://socialwork.utexas.edu/student-resources/bsw/policies/>;
- 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