

The University of Texas at Arlington School Social Work

**Policy and Procedures Manual for the Office of Field Education**

**BSW PROGRAM**

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## **INTRODUCTION**

### **Social Work Field Education**

As with all practice-based careers, social work requires its students to apply theory to practice with clients. Assimilation of theory occurs in the classroom, but the application of theory occurs in field education. Designated as the “signature pedagogy,” field education provides students with expert supervision as they learn in social work settings. Learning from professional social workers, students observe, practice, and experience the essential integration of theoretical knowledge with practice skills while working with diverse populations and communities. This experience builds a sense of professional identity that can only be acquired in practice settings. In short, field education is the transformative process wherein students become social workers.

### **Roles and Responsibilities of the Office of Field Education**

The Office of Field Education is a component of the UTA School of Social Work. The staff of the department design, implement, manage, monitor, and evaluate the field curriculum of the School of Social Work (SSW).

The responsibilities of the staff of the Office of Field Education include the following:

- To accept and review student applications (approval upon completion).
- To accept and review agency applications for affiliation (deny or approve).
- To facilitate the agency affiliation process.
- To maintain affiliated agency files and related databases.
- To accept and review Field Instructor applications (deny or approve).
- To match students to potential field placements.
- To review and maintain the E-intern database.
- To consult with faculty, students, field instructors, field liaisons, and Field Committee members regarding field policies and procedures as related to the curriculum.
- To conduct on-going evaluation of the field curriculum and processes.

- To ensure that field policies are upheld by students, Field Instructors, Agencies, Liaisons, and Field staff.
- To ensure compliance with Council of Social Work Education (CSWE) requirements for field education.

Undergraduate students gain a generalist perspective in their field placements. Agency field instructors teach and demonstrate skills applicable across all levels of practice—micro, mezzo, and macro. This extensive knowledge base provides students with insight into how individuals interact with their communities and how this interaction promotes or prohibits opportunity and growth.

### **The Field-Agency Partnership**

The UTA School of Social Work partners with more than 800 social service agencies in the Dallas-Ft.Worth (DFW) area and beyond. These partnerships form the foundation of field education. Each placement relies on five key elements for success: the support of the School of Social Work (the School) Office of Field Education; the commitment of the agency to prepare students for practice; the time, guidance, and wisdom of the Field Instructor; the oversight and mediation skills of the Faculty Liaison; and the focused dedication of the student. Working together throughout each semester, these entities ensure that the field experience is rich and rewarding. From this devoted collaboration comes the true goal of the field placement: graduating social work professionals who are well-prepared to utilize theory, ethics, and evidence-based practice to work with vulnerable populations.

### **The Agency**

The Office of Field Education affiliates Texas agencies that are guided by a clear mission to serve diverse client populations. The Assistant Dean of Field Education thoroughly assesses each agency by reviewing the agency's application for affiliation, interviewing the agency's main contact and Field Instructor, and visiting at least one of the agency's sites before determining the agency's appropriateness for affiliation.

Located in the center of the DFW Metroplex, UT Arlington is surrounded by hundreds of social service agencies from all arenas of social work. Each semester, administrators decide whether they want to accept students and if so the number of undergraduate students they can supervise. Sometimes agencies undergo changes that prevent them from accepting students for a time; nonetheless, the Office of Field Education is always able to provide valuable placements in a variety of service areas. Moreover, the Office of Field Education continues to develop relationships with new agencies in DFW and throughout Texas. Many agencies open field placements for year round: fall, spring, and summer terms.

Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the UTA SSW;
3. The clear understanding that placements are learning experiences for students and not intended to provide extra support to the staff for the sole purpose of conducting agency business;
4. The availability of appropriate, educational and instructive supervision, at least one hour of supervision per week from the approved Field Instructor, an employee of the agency or someone paid by the agency to serve as Field Instructor;
5. The mission of the organization, or the identified program or department within an organization, must address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, etc;
6. The agency/organization cannot engage in discriminatory practices in the hiring of personnel, the acceptance of students or clientele;
7. The agency/organization supports Field Instructors' participation in the Office of Field Education's Field Instructor Academy (either in person or online) and other additional or ongoing training as needed;

8. An agency must provide a Field Instructor with a BSW or an MSW from a CSWE- accredited university. For supervision of BSW students, a minimum of two years of postgraduate social work experience is also required;
9. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.);
10. The agency/organization must take necessary precautions to protect students' safety. This may include training in policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by the Field Instructor(s);
11. The agency must communicate changes in BSW supervision to the Office of Field Education as soon as possible in order to make the necessary arrangements for student supervision;
12. The agency will provide a practice setting that will expand, enhance and/or introduce new elements into students' educational experiences;
13. The agency will offer tasks that will promote mastery of the Core Competencies as specified by CSWE;
14. When possible, agencies are encouraged to consider offering stipends to support students during the placement.

Meeting these requirements evinces the agency's commitment to using its physical and personnel resources to educate new professionals.

BSW placements are selected for affiliation based on their ability to meet the following goals:

1. The placement will promote students' identification with the values and ethics of the profession;
2. The agency will develop students' ability to apply ethical work principles to guide professional practice;

3. The agency will develop students' ability to apply critical thinking to inform and communicate professional judgments;
4. The agency will make available a generalist perspective to social work practice with client systems of different sizes;
5. The agency will develop students' ability to engage diversity and difference in practice;
6. The agency will cultivate students' capacity to advance human rights and social and economic justice;
7. The agency supports the students' learning to apply knowledge of human behavior in the social environment;
8. The agency will provide students with experiences to engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. The agency will develop students' ability to respond to contexts that shape practice.
10. The agency will provide experiences to develop students' abilities to engage, assess, intervene, and evaluate progress with clients.

#### BSW Field Learning Contract

All BSW field students are required to set goals for learning, agree to, and sign a "learning contract" in collaboration with the field instructor. This document is based on the objectives of the BSW program and the CSWE Core Competencies.

The learning contract identifies, defines, and operationalizes the learning objectives for the duration of the placement. The learning contract serves as the basis for evaluating student progress. Student progress will be measured by students' ability to meet or exceed the objectives that indicate mastery of the Core Competencies.

## **The Field Instructor**

Much rests upon the Field Instructor. The agency-based Field Instructor's primary role is educating students. The Field Instructor creates and protects a positive educational climate for student learning. The Field Instructor engages the student in knowledge, value, and skill development through service assignments in the agency. The relationship between the student and the Field Instructor significantly impacts the quality of the field experience for students. In these activities, the Field Instructor has great influence and responsibility.

The Office of Field Education relies on agencies to identify potential field instructors, but final approval of the field instructor lies with the Office of Field Education. Criteria for the selection of Field Instructors include the following:

1. The primary Field Instructor of record must have a BSW or MSW degree from a CSWE-accredited School of Social Work along with two years of post-graduate experience in the field of social work. Professional wisdom and experience afford the broad perspective and understanding that are essential to educating students in ethical and culturally competent practice;
2. The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Field Instructor in the educational role;
3. The Field Instructor must agree with the learning goals of professional Social Work education and be committed to quality education for the student;
4. The Field Instructor must either be employed by the agency or closely related to the agency as to be familiar with its mission and programs; the agency is responsible for providing the Field Instructor;
5. The Field Instructor is required to work closely with the School in the assignment of case material and is responsible for providing timely feedback to the School on the progress of the individual student through consistent contact with the Faculty Liaison;
6. The Field Instructor is expected to participate in the ongoing mutual exchange of ideas with the faculty by participating seminars and workshops that are held during the

year;

7. The Field Instructor is expected to attend orientation sessions, complete online training modules available through the School's website and/or be available for individual orientation by the Faculty Liaison;

8. The Field Instructor for out-of-town or out-of-state placements must be on-site in the designated agency and hold the appropriate degree as dictated by CSWE.

In the role of educator, the responsibilities of the Field Instructor include:

1. Orienting the student to the agency setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and HIPPA regulations, intake, referral, transfer and termination, special auspices, etc.;

2. Establishing a learning contract with each student

3. Ensuring the necessary experiences to meet the CSWE Core Competencies;

4. Teaching the appropriate use of supervision including when and how it is utilized and to what purposes;

5. Serving as a professional role model;

6. Helping the student understand and appropriately use the network of human services available to the agency and the clients;

7. Communicating with the student and the Faculty Liaison the progress of the student throughout the semester;

8. Providing regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills;

9. Training and monitoring students' compliance with safety policies and procedures;

10. Notifying the Faculty Liaison as soon as possible should problems with the student arise in the field setting. If necessary, the Faculty Liaison and Field Instructor might then confer with the Assistant Dean of Field Education to make decisions

regarding the student;

11. Participating with the School in a continuing effort to upgrade and enhance the Field Program;

12. Participating in the School whenever possible by sharing expertise in specific areas; and

13. Communicating to the Field Office any planned or unexpected changes that would impact current or future supervision of students.

#### The Field Liaison

Each semester, faculty and/or community agency representatives are assigned field liaison responsibilities by the Associate Dean of Students and Academic Affairs. The field liaison is the School's "instructor of record." For undergraduate students, the Field Liaison plays two roles: 1. This person teaches the seminar class that accompanies the first field placement. 2. This person serves as an educational consultant to the field instructor and the student by contributing to the development of the student's learning contract, monitoring the student's educational progress and performance, and maintaining the relationship between the school and the agency. The field liaison always monitors the "fit" between the Field Instructor's teaching style and the students' learning style. When necessary, the field liaison may assist in creating or adjusting assignments to maximize student learning. The principal responsibilities of the field liaison are as follows:

1. For undergraduate students, the liaison prepares and delivers relevant classroom information and assignments for the field seminar class. In addition, the liaison uses classroom time to allow students to discuss their cases and responsibilities in their field placements.

For all field students, liaisons bear the following responsibilities:

2. Initiating and maintaining contact with the field instructor and the student regarding the students' professional development and educational objectives;

3. Completing the Liaison Agency Visit Contact Form after each phone, Skype, or personal contact;

4. Assessing and monitoring the quality of supervision provided to the student;
5. Remaining available to the field instructor and the student to deal with problems that may occur during the course of the placement;
6. Identifying, as early as possible, issues related to the educational progress of the students;
7. Assisting both the students and the agency with the educational goals and resolving conflicts;
8. Facilitating the growth of the Field Instructor as educator;
9. Reviewing and signing the learning contract;
10. Reviewing the mid-term performance evaluation;
11. Reviewing and signing the final performance evaluation and submitting to the Department of Field Education;
12. Assigning the course grade (usually based on the recommendation of the field instructor);
13. Submitting all paperwork to the Office of Field Education at the end of the semester.

### **The Student**

The primary responsibility of the student is to meet the educational objectives of field as an active adult learner in both the practice setting and in the field seminar. As such, students make a commitment to assimilate the practice behaviors and skills necessary to work with clients, to actively involve themselves in the learning process. This includes remaining open to and acting on feedback from the Field Instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing these with the Faculty Liaison and Field Instructor.

Responsibilities of the student include:

1. Assisting in developing and carrying out the learning contract;
2. Submitting the learning contract signed by the field instructor to the field liaison;

3. Submitting a copy of the mid-term evaluation to the field liaison and to the Office of Field Education;
4. Submitting the final performance evaluation signed by the field instructor to the field liaison;
5. Following agency policies and procedures, especially those regarding confidentiality;
6. Abiding by the NASW and State of Texas Codes of Ethics;
7. Adhering to standards and/or guidelines of the agency's monitoring or accrediting bodies;
8. Accepting supervision and responding appropriately to feedback from the field instructor and appropriate agency staff;
9. Consulting with the field instructor first if problems occur in the placement, and contacting the field liaison if a resolution cannot be reached;
10. Completing the required number of clock hours within the academic term;
11. Submitting all evaluations (of the field agency, the field instructor, the field liaison and the Department of Field Education) to the Office of Field Education.

### **Field Schedule, Clock Hours, Absences**

Students are expected to negotiate their field schedule (specific days of the week, specific hours, etc.) with the field instructor. A breakdown of the approximate suggested number of hours per week to be spent in field (based on semester length) is contained in the "Options and Time Requirements" document (Appendix C).

All students must complete the required number of clock hours regardless of sick time, holidays, inclement weather, or other missed time. It is the student's responsibility to make arrangements with the field instructor to make up any lost time. Absence from regular class to attend field or field-related activities is not appropriate, is considered unexcused, and is subject to the attendance policy of the instructor of the class.

## **SECTION 1**

### **FIELD PLACEMENT**

#### **Organization of the Field Experience**

Undergraduate students must complete 480 hours in the field setting or in activities related to assignments from the Field Instructor. These hours can be completed in two consecutive semesters for a split placement or in one semester for a block placement. In the fall and spring semesters, students have 15-16 weeks to accrue these hours, meaning that the student must devote 15-16 hours per week to field. In the summer, students have 10-11 weeks to accrue their hours.

In addition, the student will attend the field seminar class on campus for two hours each week. This course includes didactic instruction, individual and group assignments, and discussion of field experiences. Attendance and participation in the seminar are mandatory. This combination of classroom and field experience best addresses the needs of beginning students by:

1. Providing the maximum potential for coordination between class and field instruction, emphasizing the relationship between knowledge and practice;
2. Providing additional support from the faculty liaison to the student during their field experience;
3. Providing peer exchanges and discussion for greater exposure to different types of field placements.

#### **Field Placement Prerequisites**

Students must have completed the following courses prior to enrollment in field and be in good academic standing (2.5 overall GPA and 2.5 GPA in Social Work classes) with an SOCW prefix with no grade below "C".

##### 1<sup>st</sup> Semester of Field

- SOCW 2311: Introduction to Social Work (3 Hours)
- SOCW 2313: Social Work Practice I (3 Hours)

- SOCW 3301: Human Behavior & Environment I (3 Hours)
- SOCW 3302: Human Behavior & Environment II (3 Hours)
- SOCW 3304: Social Work Practice II (3 Hours)

#### 2<sup>nd</sup> Semester of Field

- SOCW 4951: Social Work Field Instruction I (9 Hours)
- SOCW 3306: Social Work Practice III (3 Hours)
- SOCW 3303: Social Work Welfare Policy & Services (3 Hours)

\*Consult the BSW Field Policies & Procedures Manual

(<https://www.uta.edu/ssw/documents/bsw/bsw-program-manual.pdf>)

#### **Field Placement**

The field practicum, except the CPS Title IV-E Grant placements, consists of two courses: SOCW 4951-Social Work Field and Seminar I and SOCW 4952-Social Work Field and Seminar II. These courses include both the agency experience and the classroom experience. Together, they account for total of **18 credit hours**. For a split placement, SOCW 4951 needs to be taken in the first semester; SOCW 4952, the second semester. For a block placement, SOCW 4951 and SOCW 4952 need to be taken in the same semester.

For the CPS Title IV-E Grant field placements, field practicum consists two courses: SOCW 4953-Social Work Field and Seminar I and SOCW 4954-Social Work Field and Seminar II. These courses include both the agency experience and the classroom experience. Together, they account for **18 credit hours**. Only block placements are available, and those two courses need to be taken in the same semester.

In the field placement, student assignments revolve around service responsibilities and opportunities to develop and demonstrate mastery of the Core Competencies. Field and classroom assignments stress the application of theory to the development of practice skills. All students receive scheduled and unscheduled supervision from the designated agency-based supervisor, the Field Instructor, who holds a BSW or an MSW degree from a Council on Social Work Education-accredited program.

The Faculty Liaison is the designated faculty person responsible for monitoring and evaluating the students' performance in field, coordinating communication between the Office of Field Education and the agency, and teaching the seminar course.

The undergraduate field sequence concentrates on a "generalist approach" focusing on an eco-systems/developmental framework. From this framework, students learn the importance of the reciprocal interactions between the person and the environment.

Analyzing these interactions teaches students the developmental and problem-solving capacities of clients, especially vulnerable populations, as well as the supports and obstacles presented by the environment. Students learn to identify and prioritize a wide range of client needs and to link clients with appropriate resources. Within the generalist approach, the student is also encouraged to consider the broader implications of client struggles, to contribute to the improvement of environmental systems and policies, and to identify needed resources for clients so that clients can reach their potential and participate fully in society. This focus on problem solving occurs at the individual, family, group, organizational, and community levels stressing the unique needs of each level, the interactions among the levels, and strategies for holistic, generalized intervention.

Students learn the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes, thus establishing evidence-based practice at the micro, mezzo and macro levels. Students also learn the importance of research in the acquisition of practice knowledge, the evaluation of systems, and the evaluation of their own practice.

### **Undergraduate Learning Contract**

The learning contract (Appendix B) has been designed to facilitate the student's application of the knowledge, theory, and values and skill-building experiences that are essential components of the UTA School of Social Work curriculum framework. The learning contract specifies 10 Core Competencies from the Council on Social Work Education (CSWE). Students should master these competencies to pass field.

The learning contract must be signed and dated by the field instructor and the student and

submitted to the field liaison by the prescribed due date each semester.

### Student Objectives of the Undergraduate Field Placement

1. Students will satisfactorily complete 240 hours in an assigned agency for each of two consecutive semesters or 480 hours for one semester (BLOCK placements must first be approved by your academic advisor).
2. Students will identify as a professional social worker and conduct themselves accordingly.
3. Students will apply social work ethical principles to guide professional practice.
4. Students will apply critical thinking to inform and communicate professional judgments.
5. Students will engage diversity and difference in practice
6. Students will advance human rights and social and economic justice.
7. Students will engage in research-informed practice and practice-informed research.
8. Students will apply knowledge of human behavior and the social environment.
9. Students will engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.
10. Students will respond to contexts that shape practice.
11. Students will engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

### **The Placement Process for Undergraduate Students**

Field placements occur three times per year, fall, spring, and summer. Before enrolling in the summer term, students must carefully consider whether they have the time and energy to complete 240 field hours, plus seminar class, in just 10-11 weeks. Doing so demands almost 25 hours per week with the agency and an additional two in class. Class time does not count

toward field hours.

Field placement is determined in the following manner:

1. Students meet with their academic advisor who notifies students of their eligibility for field.
2. Students then submit an application on E-intern. Students can find detailed instructions for the application process here: <http://www.uta.edu/ssw/field/how-to-apply-for-field.php>
3. To complete the application process, students also submit to the Field Office a certificate of professional liability insurance indicating that they have purchased insurance for a \$1,000,000 limit on each claim and a total \$3,000,000 limit of coverage for one year. Once you purchase the insurance, you will receive a PDF copy of the “Certificate of Insurance.” Please forward this email to [sswfield@uta.edu](mailto:sswfield@uta.edu). **Applications remain unapproved, or “pending,” until the Field Office receives this certificate.**
4. Once the application is submitted, it is reviewed for completeness, accuracy, pre-requisites, and clarity. If students need to add something to the application or make other adjustments, the Field Office will notify the student that the application cannot be approved until the necessary changes are complete.
5. Once the application is complete and approved, staff in the Field Office will again review the application to determine how best to “match” the student to an appropriate placement.
6. The Office of Field Education is affiliated with over 800 agencies throughout the DFW Metroplex and beyond. Each semester, the Field Office contacts these agencies to ascertain whether the agencies want interns for the upcoming semester and, if so, whether they want undergraduate (BSW) students. Only agencies indicating a preference for BSW students will be considered for matching this student population.
7. Staff in the Field Office compare the agency list to the student applications to consider the fit between student interests and agency services. Staff match students in placements where students can gain the “generalist” experience that they need. Students are only assigned to interview in agencies that have been approved for affiliation and have signed agreements on file with the Senior Vice-President for Finance and Administration

of the University of Texas at Arlington. Students should not contact agencies individually to arrange internships unless they are an online student, in charge of securing their own placement or are authorized by the Assistant Dean of Field Education to do so.

Generally, students are matched with agencies based on:

- Student educational needs
- Student schedule
- Student geographical preference
- Agency instructional capability to provide experiences consistent with the objectives of the undergraduate field practicum
- Agency availability

8. As matches are complete, the e-intern system sends emails via [sswfield@uta.edu](mailto:sswfield@uta.edu) to students who have been matched to an agency. This email includes the name of the agency, its location, and the name, phone number, and email address of the main contact of the agency.

9. Students should attempt to call the agency as quickly as possible to schedule an interview. These interviews are almost always face-to-face, so students must arrange their personal schedules to accommodate this process. Agencies make the final determination of “goodness of fit” with a student.

10. If the agency accepts the student, the student will receive notification via email through e-intern. At that time, students must login to e-intern and accept the placement. Until the student accepts the placement, the placement is not secure.

(If the agency declines the student, the student will receive notification via email through e-intern. At this point, the student should notify the Field Office that s/he needs to be matched with another agency.)

11. The agency will assign the student to a program and to an approved Field Instructor.

12. The Field Office will match the students to a Field Liaison/Seminar Instructor.

13. Students may only accrue hours in field during the academic semester, from the first day of classes through the last day of the term.

**Please be advised that the Office of Field Education makes every effort to accommodate students' busy schedules; however, not many agencies offer hours during nights and weekends exclusively. Almost all that offer night and weekend hours also require that some hours be completed during standard business hours.**

As you plan for field, please bear this scheduling issue in mind so that you can make arrangements to be available for your field placement.

#### **Prohibited Agency Placements**

- Students may not complete a field practicum in any agency in which the student was, or is, client of mental health services or any family member was, or is, a client of mental health services. It is the responsibility of the student to decline such an assignment.
- BSW students who plan to pursue an MSW should be aware that they cannot complete their MSW placement at the same agency where they did their BSW placement unless the agency is large and has several different programs. In this case, such a placement MUST still be approved by the Field Office.
- Foster parents may not complete a field practicum with the Child Protective Services division of the Department of Family and Protective Services.

#### Field Placement at Student's Place of Employment

A student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete the field practicum at the place of employment. The following conditions must be met before an arrangement of this type can be considered.

1. The agency must be formally affiliated as an approved placement site with the UTA School of Social Work. Time permitting, agencies not affiliated may apply for affiliation and complete the process for approval.

2. The student's field assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties and responsibilities and must be in a different department, division or program of the agency.
3. A qualified, approved field instructor, who is an employee of the agency, but not the student's employment supervisor, must supervise the student's placement activities. If the assigned field instructor is not currently an approved supervisor, this person must complete an application through e-intern and complete the Field Instructor Academy before supervision begins.
4. The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester.
5. The student must submit the following proposed contract to their Field Advisor BEFORE proceeding with the placement. All proposed contracts must be approved by the Assistant Dean of Field Education.

[http://www.uta.edu/ssw/\\_documents/field/Proposed-Contract-for-Field-Employment.docx](http://www.uta.edu/ssw/_documents/field/Proposed-Contract-for-Field-Employment.docx)

A student wishing to do a field at place of employment must complete the three-part "Proposed Contract for Field at Place of Employment" (Appendix D) and submit it to the Office of Field Education for approval. Only one field experience at place of employment is permitted at the undergraduate and/or graduate level. A student who completes an undergraduate placement at place of employment as an undergraduate may not do so in graduate school.

If a student is offered and wants to accept employment at the placement site during the course of the placement, the student is required to notify the liaison and the Office of Field Education.

### **Placement Procedures for Online Field Students**

Online students are those who are enrolled in the online BSW program. It is highly suggested that students begin searching for a placement 1-2 semesters before they hope to start field (see steps 5-8). "How to Apply" trainings are posted on the School Field website.

[http://www.uta.edu/ssw/\\_documents/field/Field-Education-for-Online-and-Distance-](http://www.uta.edu/ssw/_documents/field/Field-Education-for-Online-and-Distance-)

[Education-Students.pdf](#)

1. Online students who are approaching readiness for field should confirm their eligibility with their academic advisor.
2. After meeting the prerequisites for field, student applies for field placement through the E-intern website. Students will receive instruction about using this site by accessing the "How to Apply" training link provided above.
3. All applications reach the field office electronically and are reviewed for accuracy, completeness, and suitability for field (e.g., that all prerequisite classes are complete or will be complete before starting field). The student and the office of field instruction receive data-base-generated emails stating that the student's application has been accepted. Students whose applications are incomplete or otherwise inappropriate will be notified by the office of field education.
4. Once their applications are accepted, students must purchase professional liability insurance. Several insurance vendors are posted on the field website though students may purchase this insurance elsewhere. In addition, students will find directions about this in the online advisory. The Office of Field Education must receive a copy of the receipt of purchase before matching students with agencies, and students must present the Certificate of Insurance certificate before a student can begin to accrue hours in field. All placements are "temporary" until the student has been accepted by the placement agency and the student has notified the agency that the student agrees to complete their field work there.
5. Simultaneously with #4, students will receive information about what qualifications the agency must meet to become a field agency affiliated with the The School (listed below). Students will be then be instructed to look in the area where they live for social service agencies that meet these specifications. Of course, the Office of Field Education will support this process. In some cases, the Field Office may already have affiliated agencies in the students' geographic area. Students will be informed of a due date for submitting potential agencies for placement.
  - The agency must employ a social worker who has a BSW or MSW with at least 2

years of experience in the field and is willing to supervise the student.

- The agency social worker must be willing to apply through e-intern to become a field instructor.
- The agency field instructor must agree to complete all supervisory tasks and submit all forms (learning contract, mid-term and final evaluations, signed time logs, etc.)
- The agency must be able to provide a learning experience commensurate with master's level student needs.

6. Once the agency applies on e-intern, if the agency is accepted, the office of field education provides information to the agency about the initial steps necessary to become affiliated with THE SCHOOL.

- Apply as an agency.
- Specify the name of the field instructor (an MSW-level social worker with two years of professional experience).
- The agency's proposed field instructor applies to become a Field Instructor.

7. Once all information is confirmed and approved through e-intern, the Office of Field Education will send an affiliation contract to the agency.

8. After the Office of Field Education receives the signed contract from the agency, the agency and student will be notified that the agency is affiliated and may accept students from the School.

9. The agency field instructor will, then, be required to complete the Field Instructor Academy online before receiving students.

10. Student must be enrolled in Field (SOCW 4951 for first half of split, SOCW 4952 for second half of split or BOTH to complete a block placement).

11. Within a specified amount of time, the student will be assigned to the approved agency

through e-intern.

12. E-intern generates emails to both the agency and the student.

13. The agency's main contact must then notify the Office of Field Education via e-intern that the student has been accepted.

14. The student must notify the office of field instruction via e-intern that s/he accepts placement with the agency.

15. The Office of Field Education will assign a field liaison to the student and agency and will inform agency (if not previously discussed) about the role of the liaison.

16. Online students complete the same requirements and meet the same standards as all other BSW field students.

### **Required Field Assignments**

The following are minimal expectations for the undergraduate placement:

1. Each student, with the assistance of the Field Instructor, will complete the learning contract that will be reviewed by the Faculty Liaison during the first few weeks of the semester. The exact due date is on the SSW Calendar on the SSW website. The template for this contract is on the field website (<http://www.uta.edu/ssw/field/index.php>).

The BSW learning contract (Appendix B) has been designed to facilitate the student's application of the knowledge, theory, and values and skill-building experiences that are essential components of the UTA School of Social Work curriculum and the CSWE Core Competencies.

The learning contract must be signed and dated by the field instructor and the student and submitted to the field liaison by the prescribed due date each semester. (See the SSW website calendar.)

2. Each student will have the opportunity to carry caseloads and to complete intake/assessment activities as part of their micro tasks.

3 Each student must have Community and Administrative Practice duties or projects as well. These may include activities such as:

- needs assessment;
- policy review and revision;
- connecting with community services and resources;
- researching and responding to grant opportunities;
- attending community planning meetings;
- reviewing effective administrative practices in social service settings;
- evaluating the process and outcomes for agency projects.

### **Supervision of Field Students**

Undergraduate students are supervised in the field by a person with a BSW or an MSW degree from a CSWE-accredited program. This person is designated by the agency and the Field Office as the Field Instructor. Typically this person is an employee of the agency. Agencies without a BSW or MSW employee must provide supervision by someone who is knowledgeable about the agency, its mission, and its programs (e.g., a board member). Supervision is expected to be both administrative and educational.

Administrative supervision includes topics such as a description of policies of the agency, assignment of work, and coordination of staff efforts. Educationally-focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. Both types of supervision are important and should be a part of the field experience.

Students must receive one hour of direct supervision with the designated Field Instructor each week during the field placement. Even though students may work closely on tasks with other agency employees, the student must still meet with the designated Field Instructor. Both the student and the Field Instructor sign the Supervision Log (Appendix E). No one other than the Field Instructor is authorized to sign the Supervision Log for the student.

Students are expected to play an active role in supervision. This includes being prepared and on time for the supervisory session. Although the Field Instructor will have topics for discussion, students will also identify topics on the Supervision Log. One of the most important areas for growth during field is the student's understanding of the need for a commitment to life-long learning and self-evaluation as a beginning practitioner.

Learning how to prepare for and use supervision may be a new experience for students. Students are encouraged to keep lists throughout the week of issues for discussion.

Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory session.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps in knowledge and skills;
2. Discussing process recordings in supervision;
3. Reflecting on values, feelings, and attitudes;
4. Requesting feedback on performance and skills;
5. Seeking additional readings and resources to improve practice effectiveness;
6. Using supervision as a vehicle for examining the impact of the field experience on the development of "professional use of self"; and
7. Acting on feedback from supervisor.

In addition to these meetings, Field Instructors must ensure that students not be left alone in the agency without professional staff. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not in position to take on those types of staff responsibilities.

BSW students complete their field education with the foundational knowledge they need to graduate and practice as a professional social worker.

## **SECTION 2:**

### **GENERAL FIELD POLICIES**

#### Completion of Hours and Absence from Field

1. All students are expected to complete the requisite number of hours in field within the timeframe of the academic semester.
2. A student cannot begin the second semester of field until satisfactorily completing the first semester of a “split” placement.
3. The student should inform the Field Instructor regarding any long-term absence from field. The Field Instructor should inform the Faculty Liaison of any concerns regarding student absences.
4. If a student is absent for significant period of time, the following options apply:
  - Withdraw from field, after notifying the Field Instructor, the Faculty Liaison and the Assistant Dean of Field Education;
  - Earn a failing grade;
  - Re-apply and enroll for field to begin a new placement elsewhere.
5. Holidays: Students may take all School holidays and whatever holidays are observed by the agency. They will not, however, be able to count these holidays toward their field hours. If the student elects to work through a holiday, such as Spring Break, this time will count toward the required field hours. Students are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not.
6. Students may count up to 10 hours of any required training time that the agency has scheduled before the start of the official semester that the student will begin field. Because field is a class, students are not able to begin accruing hours before the first day of classes (unless it is for the training mentioned above) and cannot extend beyond the last day of finals. Any training

hours performed before the semester starts MUST be documented and approved by the student's agency/field instructor.

7. Students may carry-over up to 20 field hours from one semester to the next. These hours must be documented in the student's timesheet and be agreed upon by the agency/field instructor.
8. Students completing a SPLIT placement must complete their placement at the same agency for both semesters unless an emergency transfer is requested.
9. Only graduating BSWs and may complete their placement up to 2 weeks early (from the last day of classes).

## **Student Performance and Corrective Action**

If the student's performance is below expectations, the Field Instructor must notify the Field Liaison as soon as the problem arises.

1. The Field Liaison will arrange a conference with the Field Instructor and the student as soon as possible to analyze the problem.
2. This meeting should directly address whatever difficulties the student is encountering. Once these are stated and understood in behavioral terms, focus should turn to necessary corrective action (see Student Performance Agreement, Appendix F).
3. Guidelines are developed for the student to raise the standard of performance. These are given to the student in writing.
4. The Student Performance Agreement includes a deadline for the achievement of the behavioral goals.
5. If the student does not meet the requirements in the specified amount of time, the student will receive a failing grade.

Once the student has completed the corrective actions satisfactorily, the student continues in field without impacting the final grade.

## **Interruptions in Field Placement by the Field Instructor**

The Field Instructor may at any time remove a student from an agency for reasons related to student behavior or for changes in the agency that render the agency unable to participate in field education.

### **For Student Behavior**

In the event that a student egregiously violates practice standards or ethical behavior, the Field Instructor may ask the student to leave the placement immediately. The Field Instructor will be asked to complete the Interruption of Field by Field Instructor (See Appendix G). In these instances, the Field Instructor, the Field Liaison and the Assistant Dean of Field Education will consult and

1. Immediately notify the student that the practicum has been terminated and meet

with the student to process the allegation(s);

2. Ask the student to respond to the allegations by submitting a written account of the circumstances to the Assistant Dean of Field Education;
3. Refer the student to the Professional Standards Committee of the School of Social Work by the Assistant Dean of Field Education;
4. The student, the Liaison, and the Field Instructor may meet with committee members to present their perspectives of the incident. The result of this review can include:
  - Guidelines for corrective action for the student;
  - A grade of "F" for that semester;
  - Forfeiture of all completed practicum hours;
  - Termination from the program depending on the circumstances;
  - Reapplication for field.
5. The student may choose to appeal the committee's decision through the Office of the Dean of Social Work.

#### For Changes in the Agency

If an agency requests the removal of a student, for whatever reason (e.g., the agency loses its approved Field Instructor or loses administrative support for field students), the agency needs to complete the Interruption of Field by Field Instructor (See Appendix G)

1. The School will remove the student within a time frame that is agreeable to the agency.
2. A suitable agency will be contacted and arrangements made for the student to begin placement elsewhere. NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency, such placement may not be available.
3. If the decision to move the student occurs within the first two weeks of the

placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved.

### **Change of Placement Request by Student**

If the student views the agency match as unworkable after the beginning of the semester and after attending the placement:

1. The student must first talk with the Faculty Liaison about the proposed move. If the Faculty Liaison agrees with the student's concerns, the Faculty Liaison, student and Field Instructor will then discuss the issues involved. If these issues can be resolved to everyone's satisfaction, the student remains in the agency without further action
2. If the matter remains unresolved, the student will next complete the Student Request to Transfer to Another Agency form (Appendix H), obtain all required signatures and submit the form to the appropriate staff in the Field Office.
3. If the decision is made to approve the student's request, a suitable agency will be contacted and arrangements made for the student to begin. NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency, such placement may not be available.
4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from field and reapply for the next semester.
5. If in this process, the student is found to have been performing poorly, the student may be advised to withdraw from field or to accept an F in field and be referred to the Professional Standards Committee.
6. The student must follow University procedures regarding dropping courses (refer to the current University Graduate Catalog and/or the current Registrar's Bulletin for

specific procedures and grading policies and/or the BSW Program Manual).

#### 7. Termination of Placement by the Office of Field Education

Removal of a student from field placement may be generated from the Office of Field Education if the office is notified or otherwise discovers problems with the agency setting or student behavior.

##### Due to the Agency

The Office of Field Education may change a student's placement for any number of reasons such as failure on the part of the agency to provide the appropriate learning tasks, insufficient supervision, or failure to abide by the policies of UTA, the SSW, and/or the Office of Field Education. If the School finds it necessary to move a student:

1. The Faculty Liaison will notify the Assistant Dean of Field Education;
2. The Faculty Liaison will discuss the issues with the student and the Field Instructor;
3. If the decision is made to move the student, a suitable agency will be contacted and arrangements made for the student to begin placement elsewhere; NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Field Education will work assiduously to match the student to another agency, such placement may not be available;
4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours.

##### Due to Student Behavior

The Assistant Director of Field Instruction, in consultation with the Faculty Liaison, may choose to remove a student from a field placement without a request from the Field Instructor. The following are grounds to remove the student from field:

1. Failure to maintain confidentiality about a client as mandated by agency policy

and/or the National Association of Social Workers Code of Ethics and Texas Board of Social Work Examiners Code of Conduct.

2. Failure to abide by the NASW Code of Ethics and TBSWE Code of Conduct.
3. An attempt to harm oneself.
4. An attempt to harm someone else.
5. Repeated tardiness at the agency and/or tardiness without notification.
6. Repeated absences from the agency and/or absence without notification.
7. Repeated change in scheduled field hours without prior approval.
8. Inappropriate behavior in connection with the field placement.

The final decision regarding removal from field will be made by the Assistant Dean for Field Education, with documentation from the Field Instructor, agency, and Faculty Liaison and in consultation with the School's Associate Dean for Students and Academic Affairs.

Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident and/or on the recommendation of the Professional Standards Committee. In this case, the steps outlined above will be enacted.

### **Out-of-Metroplex Field Placements**

The School of Social Work is affiliated numerous agencies outside the Arlington/Fort Worth/Dallas Metroplex. Students needing such placements are encouraged to notify the Office of Field Education well in advance of the application period so that individual arrangements can be made.

### **Travel and Transportation of Clients**

Reimbursement for agency-related travel in the course of the placement is entirely at the discretion of the agency.

Transporting clients in the student's personal vehicle should be avoided; the University is neither responsible nor liable for accident or injury to client or student in such situations. Students should clarify agency policy regarding insurance coverage and liability before

taking on such an assignment.

### **Liability Insurance**

Students enrolling in any field education course are required to obtain professional malpractice liability insurance at the rate of \$1,000,000 limit each claim and \$3,000,000 limit aggregate. Certificate of Professional Liability Insurance must be submitted to the Field Office at [sswfield@uta.edu](mailto:sswfield@uta.edu) before the application for field assignment is approved. Students will find a list of possible vendors on the Field website (<http://www.uta.edu/ssw/field/liability-insurance.php>). Students must submit the Certificate of Insurance before they can begin their field placement.

### **Criminal History**

Prospective students must be aware that agencies have the right to deny them for field placement. Acceptance into the social work program does not guarantee a student a field placement if the refusal is based on a student's criminal history. Refusal under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point of the program. No student will be allowed to graduate with a degree in social work without completing the field placement.

### **NASW Standards for Cultural Competence in Social Work Practice**

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

The complete standards with specific skill competencies can be found on the NASW website at

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

### **Resources for Students**

To assist the student in the field education process, the Office of Field Education offers the following resources:

1. The Policy and Procedures Manual for the Office of Field Education (See website).
2. “How to Apply for Field” Power Point available on the website
3. “Orientation to Field” Power Point available on the website
4. The BSW Program On-Site Orientation
5. Staff in the Office of Field Education are available during business hours and for in-person, appointments, by email and by phone.

### **SECTION 3: EVALUATIONS AND GRADING**

#### **Evaluation of Student Performance and Grading in Field**

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives of the field placement experience. Evaluation is jointly addressed with the student, Field Instructor and Faculty Liaison. Key elements in the process include:

- Review of the Learning Contract and whether the student has mastered the core competencies;
- Consideration of areas for growth;
- Overall assessment of the student’s ability to begin work as a social worker in an agency setting.

Grades are assigned by the Faculty Liaison, based on input from the Field Instructor during the liaison visits and on the end-of-semester evaluation completed by the Field Instructor. Student performance in the seminar portion of field is also calculated into the final grade.

Evaluation of student performance in field is ongoing throughout the placement period, with the student participating as an integral part of this process. Field Instructors are encouraged to give ongoing feedback to their students. The purpose of the evaluation process is to help students examine their educational progress toward meeting the objectives of field education. Through self-assessment the student can develop ongoing

self-awareness to serve as the foundation for future learning and development.

## **Evaluations**

Field Instructors will receive instructions for completing student evaluations and links for accessing the evaluation for each of their students at mid-term and the end of the term.

These evaluations are based on the core competencies for undergraduate students. (See Appendix J: Final Evaluation of BSW Students)

Field Instructors should review these evaluations with the students as a formal acknowledgement of the student's status and progress. In addition, the Field Liaison will review these evaluations to determine whether to offer intervention and consultation. The final evaluation may involve collaboration between the Field Instructor and the Faculty Liaison.

At the online submission of the evaluation, the Field Instructor, the Field Liaison, and the student will receive a copy of the completed evaluation.

In addition to these evaluations, the Field Liaison will review grades from the seminar class meetings.

## **Procedures for Evaluation of Field**

All evaluations are available on e-intern and should be completed at the end of each semester of field.

## **Student Evaluation of the Field Experience**

Upon exit from the program, students are surveyed regarding their field experience including the liaison, Office of Field Education and integration of classroom and field curriculum. Students are encouraged to use this anonymous, protected venue for providing valuable feedback in service of improving the field experience for all students. This information is then used by the Assistant Dean of Field Education and the Field committee in making decisions regarding the future use of the agency and Field Instructor. Urgent issues raised by students in field are routinely addressed in liaison visits and, as necessary, with the intervention of the Assistant Dean of Field Education.

Field Instructor Evaluation of the Field Program

Field Instructors are also given an opportunity to provide feedback regarding the placement process, the liaison, the training workshops, and the field program in general. This information is reviewed by the Assistant Dean of Field Education and communicated to the Field committee to make changes to improve the program. Field Instructors also provide feedback on the field program through the ongoing communication with the Faculty Liaisons and the Office of Field Education.

#### Faculty Liaison Evaluation of the Agency Setting

In addition to ongoing monitoring of the field settings, the Assistant Dean for Field Education and the Faculty Liaisons meet at the end of each semester to gather and share information regarding agencies and Field Instructors for use in future placement decisions. This process solicits information about the learning environment of the agency, the Field Instructor's level of expertise, the appropriateness of the learning assignments, the match between the student and the Field Instructor, and ways to make improvements in all of these. As a result of this evaluation, the Office of Field Education then creates an action plan for follow up with field instructors as needed in order to facilitate necessary changes to maintain or re-establish strong internship experiences.

## **Appendix A: Overview**

### **UTA School of Social Work**

#### **BSW Program**

In 1967, the Texas State Legislature enacted the establishment of the Graduate School of Social Work at the University of Texas at Arlington. This mandate resulted from recognition by the business and professional communities of the great need for social work programs and services related to the rapidly expanding and urbanizing north Texas region. The School admitted its first students in the fall of 1968 and graduated its first class in May of 1970.

In 1991 the Graduate School of Social Work became the School of Social Work when the undergraduate program was brought under the administration of the Dean of Social Work. The School now has degree programs in Social Work at the Baccalaureate, the Masters, and Doctoral levels. Enrollment in each varies from year to year. In the current academic year there are approximately 700 students enrolled as pre-majors and majors in the BSW Program, approximately 800 students in the MSSW Program, and approximately 40 students in the Doctoral Program. The programs are implemented by 38 full-time faculty.

In addition to the degree programs, the School of Social Work at UTA has 3 research and service centers serving the school and university, as well as the community at large, through traditional and innovative social work methods. Students, faculty, and community members are encouraged to contribute to each of these centers, and to participate in its many projects and services.

#### **UTA SSW Mission Statement**

The mission of the UT Arlington School of Social Work is to advance knowledge, pursue excellence, provide leadership and service for enhancing well-being, and to promote social

## **BSW Program Mission**

The overall aim of the BSW program is to prepare generalist social workers for practice in the public, private not-for-profit, and for-profit agencies serving the needs of a diverse population.

## **BSW Program Goals**

The Undergraduate Social Work Program operates from a base of four goals, each relating directly to the University's mission as well as preparing for entry level social work practice:

1. Prepare BSW students for generalist social work practice.
2. Prepare BSW students for leadership and service to individuals and communities.
3. Prepare BSW students who are broadly educated, critically engaged and socially conscious citizens in society.
4. Prepare BSW students for graduate studies in social work, as well as degree programs in other fields.

## **BSW Program Objectives**

The primary objective of the Undergraduate Social Work Program at the University of Texas at Arlington is to prepare students for generalist social work practice.

Additional objectives are to prepare students for graduate education and for the lifelong process of critical thinking and development of self in the societal context.

Students who complete the BSW program will be able to do the following:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Engage in life-long learning and activities to update and improve professional knowledge and skills.

**Appendix B:**  
**Learning Contract**

The University of Texas at Arlington  
School of Social Work  
Office of Field Education  
Learning Contract for  
BSW Students and First Year Graduate Students

Student Name Printed: \_\_\_\_\_ E-mail: \_\_\_\_\_

Liaison Name Printed: \_\_\_\_\_ E-mail: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Weekly Supervision Schedule: \_\_\_\_\_

(Days of Week and Times)

Weekly Field Schedule: \_\_\_\_\_

(Days of Week and Times)

I have read, understand, and agree to provide the student the learning opportunities necessary to complete the objectives and related tasks identified in this Learning Contract.

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I have read, understand, and agree to complete the objectives and related tasks identified in this Learning Contract through the assignments given to me by my Field Instructor.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Liaison Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

You may be entitled to know what information UT Arlington (UTA) collects concerning you. You may review and have UTA correct this information according to procedures set forth in UT System BPM #32. The law is found in sections 552.021, 552.023 and 559.4 of the Texas Government Code.

## STUDENT LEARNING CONTRACT

### BSW/ First-Year Graduate Learning Contract: Proposed Learning Strategies (to be completed by student in consultation with field instructor)

**Student:** Check the boxes that reflect the **Proposed Learning Strategies** for each practice behavior. Typically, each practice behavior will have more than one box checked to represent a process of learning.

						<b>Competencies and Practice Behaviors</b>
<b>Proposed Learning Strategies</b>						<b>Proposed Learning Strategies Scale</b>
1	2	3	4	5		<b>1 = Read and discuss with field instructor during weekly supervision.</b> <b>2 = Shadow social workers during client/system interactions (1<sup>st</sup> few weeks of semester).</b> <b>3 = Process questions and observations with field instructor during weekly supervision session.</b> <b>4 = Share responsibility for parts of an interaction/project (when ready).</b> <b>5 = Assume full leadership for some/all of interaction/project (when ready).</b>
<b>Competency #1: Identify as a professional social worker and conduct oneself accordingly</b>						
						1. Advocate for client access to applicable support or services within the organization.
						2. Practice personal reflection and self-correction to assure continual professional development.
						3. Demonstrate an understanding of professional roles and boundaries within the organization.
						4. Demonstrate expectations of professional demeanor in behavior, appearance and communication in the organization.
						5. Use supervision and consultation to improve professional knowledge and skills.
						Tasks to achieve competency:
<b>Competency #2: Apply social work ethical principles to guide professional practice</b>						
						1. Recognize and manage personal values in a way that allows professional values to guide practice.
						2. Make ethical decisions by applying appropriate, professional standards (i.e. practice guidelines, NASW Code of Ethics and others that may apply).
						3. Practice tolerance in resolving ethical conflicts.
						4. Apply strategies of ethical reasoning to arrive at principled decisions.
						Tasks to achieve competency:

<b>Competency #3: Apply critical thinking to inform and communicate professional judgments</b>					
					1. Identify, assess, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom to solve problems.
					2. Demonstrate effective verbal and written communications skills in practicum.
					3. Analyze models of assessment, prevention, intervention, and evaluation.
					Tasks to achieve competency:
<b>Competency #4: Engage diversity and difference in practice</b>					
					1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.
					2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
					3. Recognize and communicate understanding of the importance of difference in shaping life experiences.
					4. View self as a learner and engage others (clients, colleagues, community leaders, etc.) to inform practice.
					Tasks to achieve competency:
<b>Competency #5: Advance human rights and social and economic justice</b>					
					1. Understand and communicate the forms and mechanisms of oppression and discrimination that might negatively impact the service population of the organization.
					2. Advocate for human rights and engage in practices that advance social and economic justice.
					Tasks to achieve competency:
<b>Competency #6: Engage in research-informed practice and practice-informed research</b>					
					1. Use practice experience to inform scientific inquiry.
					2. Use research evidence to inform practice.
					Tasks to achieve competency:
<b>Competency #7: Apply knowledge of human behavior and the social environment</b>					
					1. Evaluate and apply professional and academic knowledge to understand clients and their social environment.
					Tasks to achieve competency:

<b>Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>					
					1. Identify and analyze social policies relevant to your client population and agency.
					Tasks to achieve competency:
<b>Competency #9: Respond to contexts that shape practice</b>					
					1. Identify and analyze factors that impact the agency's mission and service delivery system (i.e., organizational structure, policies, funding, local economy, etc.).
					2. Discuss the promotion of sustainable changes in service delivery and practice to improve the quality of services.
					Tasks to achieve competency:
<b>Competency #10:</b>					
					1. <b>Engage:</b> Substantively and affectively prepare for action with individuals, families, groups, organizations, & communities.
					2. <b>Engage:</b> Incorporate empathy and other interpersonal skills into practice.
					3. <b>Engage:</b> Develop a mutually agreed-on focus of work and desired outcomes.
					4. <b>Assess:</b> Collect, organize, and interpret client data.
					5. <b>Assess:</b> Assess client strengths and limitations.
					6. <b>Assess:</b> Develop mutually agreed-on intervention goals and objectives.
					7. <b>Assess:</b> Select appropriate intervention strategies.
					8. <b>Intervene:</b> Understand how practicum tasks and responsibilities achieve organizational goals.
					9. <b>Intervene:</b> Implement prevention interventions that enhance clients' capacities and quality of life.
					10. <b>Intervene:</b> Locate resources and help clients resolve problems.
					11. <b>Intervene:</b> Negotiate, mediate, and advocate for clients.
					12. <b>Intervene:</b> Facilitate and participate in clients' service transitions and endings.
					13. <b>Evaluate:</b> Critically analyze, monitor and evaluate interventions.
					Tasks to achieve competency:

**Appendix C:**



**Office of Field Education  
 INTERNSHIP OPTIONS AND HOUR REQUIREMENTS  
 BSW (Effective Fall 2016)**

<b>BSW Internship Options</b>	<b>Summer (10-11 weeks)</b>	<b>Fall (15 weeks)</b>	<b>Spring* (16 weeks)</b>
<b>Split (2 Semesters)</b> - SOCW 4951 (9 credits) - SOCW 4952 (9 credits)	240 hrs/semester or 22-24 hrs/week	240 hrs/semester or 16 hrs/week	240 hrs/semester or 15 hrs/week
<b>Block (1 Semester)</b> - SOCW 4951 (9 credits) - SOCW 4952 (9 credits)	N/A	480 hrs/semester or 32 hrs/week	480 hrs/semester or 30 hrs/week
<b>Block (1 Semester) (CPS Title IV-E Grant)</b> - SOCW 4953 (9 credits) - SOCW 4954 (9 credits)	480 hrs/semester or 44 hrs/week	480 hrs/semester or 32 hrs/week	480 hrs/semester or 30 hrs/week

\* Spring semester has 16 weeks, INCLUDING spring break.

**Note:** The number of hours per week is an average obtained by dividing the number of weeks in the semester by the number of hours required by the Council on Social Work Education. The student may or may not choose to arrange the hours of the field placement using the suggested weekly average, but all hours must be completed within the allotted number of weeks.

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You may be entitled to know what information UT Arlington (UTA) collects concerning you. You may review and have UTA correct this information according to procedures set forth in UT System BPM#32. The law is found in sections 552.021, 552.023 and 559.004 of the Texas Government Code.  
 Revised: 4/15/16

## **A Generalist Perspective**

- A combination of both Direct Practice (Micro) and Administrative and Community Planning (Macro) Tasks
- Undergraduate Practicum Objectives
- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior in the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

## **Learning Opportunities**

- Carrying a Caseload
- Case Management
- Non-clinical Counseling
- Group Work
- Program Implementation
- Community Networking
- Administrative Projects
- Practicum Tasks

## **Micro:**

- Interviewing
- Intervention Planning and Implementation
- Contingency Contracting
- Documentation

- Observing/Co-facilitating groups

**Macro:**

- Attending Board and Committee Meetings
- Attending community Meetings
- Conducting Community Needs and Assessments
- Researching Funding Sources
- Developing Community Resources
- Grant Writing
- Documentation Requirements
- Learning Contract
- Mid-Term Performance Evaluation
- Final Performance Evaluation
- Weekly Supervision Logs
- Timesheet

**Appendix D:**



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

**SCHOOL OF SOCIAL WORK**

**PROPOSED CONTRACT FOR FIELD AT PLACE OF EMPLOYMENT  
PART I  
TO BE COMPLETED BY STUDENT**

1. Student Name: \_\_\_\_\_ Date: \_\_\_\_\_
2. When do you plan to begin the placement? Semester: \_\_\_\_\_ Year: \_\_\_\_\_
3. Type of placement:  
\_\_\_\_ Graduate Micro and Macro  
\_\_\_\_ Graduate Advanced (Direct Practice)  
\_\_\_\_ Graduate Advanced (Community and Administrative Practice)  
\_\_\_\_ Undergraduate Generalist
4. Place of Employment: \_\_\_\_\_  
Date Employment Started: \_\_\_\_\_  
Agency Address: \_\_\_\_\_  
Employment Supervisor: \_\_\_\_\_  
Employment Supervisor Phone and E-mail: \_\_\_\_\_  
Student's Current Title: \_\_\_\_\_  
Current Work Responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
Number of hours per week employed? \_\_\_\_\_
5. New Department or Program Area: \_\_\_\_\_  
Date to begin reassignment in agency: \_\_\_\_\_
6. Proposed Field Instructor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_ / \_\_\_\_\_ Fax: \_\_\_\_\_ / \_\_\_\_\_ Email: \_\_\_\_\_

7. Proposed educational objectives and learning activities to be achieved by student in the field placement position: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Signature of Student**

**Date**

You may be entitled to know what information UT Arlington (UTA) collects concerning you. You may review and have UTA correct this information according to procedures set forth in UT System BPM #32. The law is found in sections 552.021, 552.023 and 559.004 of the Texas Government Code.



**PROPOSED CONTRACT FOR FIELD AT PLACE OF EMPLOYMENT  
PART II  
TO BE COMPLETED BY EMPLOYMENT SUPERVISOR**

1. Describe how the agency is diverse enough to broaden the student’s knowledge base and degree of expertise. How will the employer allow for new opportunities in the field placement which are significantly different in context from the employment position duties? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the agency affiliated with the School of Social Work? \_\_\_\_\_  
Date of Affiliation: \_\_\_\_\_  
How many students have been in a field placement in this agency? \_\_\_\_\_

3. Does the agency employ a full-time employee qualified under the school’s policies to provide field instruction who is not the employment supervisor? \_\_\_\_\_  
Name of potential field instructor with MSSW and at least three years of post-master degree experience: \_\_\_\_\_  
Name of potential field instructor with BSW and at least two years of social work experience: \_\_\_\_\_  
Has this person agreed to provide field instruction supervision? \_\_\_\_\_

4. Date of student’s initial employment: \_\_\_\_\_  
Date of student’s reassignment of duties for field placement: \_\_\_\_\_

5. How much release time will be provided to the student for completion of field course requirements? \_\_\_\_\_  
What will the work schedule be? \_\_\_\_\_  
What will the field schedule be? \_\_\_\_\_

6. The employer pledges to make the field placement experience totally independent of the employment experience. The employer guarantees that the employment position will not take precedence over the field placement position in order to insure the student the fullest opportunity for new learning and skill development.

**Signature of Employment Supervisor**

**Date**

**PROPOSED CONTRACT FOR FIELD AT PLACE OF EMPLOYMENT  
PART III  
TO BE COMPLETED BY THE FIELD INSTRUCTOR**

1. Field Instructor Name: \_\_\_\_\_ Degree: \_\_\_\_\_

\_\_\_\_\_

Field Instructor Phone and E-mail: \_\_\_\_\_

Years of experience: \_\_\_\_\_

**Please attach a resume.**

Are you a full-time employee of the agency? \_\_\_\_\_

2. Describe the learning objectives and opportunities of the proposed field assignment and how they differ significantly from the student's current employment position:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What will the schedule be for field clock hours?\_

\_\_\_\_\_

Will you provide at least one hour per week of direct supervision?\_

\_\_\_\_\_

4. All first time field instructors are required to attend training regarding field policies and procedures prior to supervising a student.  
Are you willing to attend the orientation? \_

\_\_\_\_\_

\_\_\_\_\_  
**Signature of proposed Field Instructor**

\_\_\_\_\_  
**Date**

-

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Request Approved by	Title	Date
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You may be entitled to know what information UT Arlington (UTA) collects concerning you. You may review and have UTA correct this information according to procedures set forth in UT System BPM #32. The law is found in sections 552.021, 552.023 and 559.004 of the Texas Government Code.

Appendix E:

**Weekly Supervision Log**

You may be entitled to know what information UT Arlington (UTA) collects concerning you. You may review and have UTA correct this information according to procedures set forth in UT System BPM #32. The law is found in sections 552.021, 552.023 and 559.004 of the Texas Government Code.

**Appendix F:**

**Student Performance Agreement**



UNIVERSITY OF  
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ARLINGTON

**SCHOOL OF SOCIAL WORK**

Office of Field Education  
**Student Performance Agreement**

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Task Supervisor Name (if applicable): \_\_\_\_\_

Liaison Name: \_\_\_\_\_

Identify/Describe area of concern with student's performance in behavioral terms.

\_\_\_\_\_

Identify/Describe what the student must do to correct the behavior(s) identified above.

\_\_\_\_\_

Identify the time frame/date by which the corrected behavior(s) is to occur.

\_\_\_\_\_

Identify/Describe the consequences to the student if the desired behavior(s) change does not occur.

\_\_\_\_\_

Document any previous discussions with this student that have occurred about this issue.

\_\_\_\_\_

Student and Field Instructor will meet on (date) \_\_\_\_\_ to evaluate student progress toward desired behavior(s).

\_\_\_\_\_

**Student Signature**

**Field Instructor Signature**

**Task Supervisor Signature**

### **Documentation of Evaluative Conference**

Describe how the student did or did not demonstrate the desired behavior(s).

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**Student Signature**

**Field Instructor Signature    Task Supervisor Signature**

Submit original to the Faculty Liaison and a copy to the Field Office

**Appendix G:**

**Interruption of Field Placement by Field Instructor**



Office of Field Education

**Interruption of Field Placement by Field Instructor**

Year	
Semester	<input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Fall
Student Name	
Classification	<input type="checkbox"/> BSW <input type="checkbox"/> Foundation MSW <input type="checkbox"/> Advanced MSW
Agency	
Field Instructor	
Field Liaison	

**1-Reason(s) for Interruption of Practicum (please check all that apply):**

- Failure of the student to demonstrate social work values in ways judged to be in accordance with the NASW and/or the State of Texas codes of ethics
- Failure of the student to abide by agency and/or accrediting body policies, procedures, rules or regulations
- Lack of satisfactory progress toward completion of the educational objectives of the learning contract
- Repeated, unexcused tardiness and/or absences of the student
- Lack of student's progress in correction of identified deficiencies
- Inability of the student to demonstrate the interpersonal skills necessary for effective social work practice with clients and diverse populations
- Inability of the student to establish and maintain functional and collegial relationships with field instructors, fellow interns, and other agency personnel
- Academic dishonesty
- Other (please specify): .....
- Changes in the agency (e.g., departure of qualified Field Instructor). Please describe below:

.....  
 .....

**IMPORTANT NOTE:** Attach ALL related documentation (e.g. Supervision Logs and Corrective Action Contracts) and any additional comments

Field Instructor Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Field Liaison Signature \_\_\_\_\_

Date \_\_\_\_\_

**2-Action(s)**

- Student referred to the Office for Student Success
- Other (please specify):

.....

.....

Assistant Dean of Field Education \_\_\_\_\_

Date \_\_\_\_\_

**Appendix H:**

**Student Request to Transfer to another Agency**



UNIVERSITY OF  
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ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**STUDENT REQUEST TO TRANSFER TO ANOTHER AGENCY**

**SEMESTER** \_\_\_\_\_

**STUDENT** \_\_\_\_\_  Graduate  Undergraduate

**FIELD INSTRUCTOR** \_\_\_\_\_ **AGENCY** \_\_\_\_\_

**FIELD LIAISON** \_\_\_\_\_

**REASON(S) FOR REQUEST TO TRANSFER:**

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\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Liaison Signature**

\_\_\_\_\_  
**Date**

**Transfer to Another Agency**

A request by a student to be moved from the assigned field agency to another agency (after the start of the semester) will be considered on a case-by-case basis.

In all cases, transfer of a student from one agency to another during the course of a semester (regardless of circumstances) is dependent on the availability of an appropriate alternate site and cannot be guaranteed.

**IMPORTANT NOTE:** Attach ALL related documentation (e.g. Supervision Logs and Corrective Action Contracts) and any additional comments.

**Appendix I:**

**Student Request to Withdraw from Field**



UNIVERSITY OF  
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ARLINGTON

**SCHOOL OF SOCIAL WORK**

**Office of Field Education**

**STUDENT REQUEST TO WITHDRAW FROM FIELD COURSE**

**SEMESTER** \_\_\_\_\_

**STUDENT** \_\_\_\_\_  Graduate  Undergraduate

**FIELD INSTRUCTOR** \_\_\_\_\_ **AGENCY** \_\_\_\_\_

**FIELD LIAISON** \_\_\_\_\_

**REASON(S) FOR REQUEST TO WITHDRAW:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Liaison Signature**

\_\_\_\_\_  
**Date**

**STUDENT REQUEST TO BE REMOVED FROM A PRACTICUM SITE**

**Withdrawal from Field Course**

A student who wishes to withdraw from field after the start of the semester must first consult with the field instructor, the field liaison, and the Department of Field Instruction.

Once it has been determined that withdrawal is appropriate, University procedures regarding dropping courses must be followed (refer to the current University Undergraduate Catalog and/or the current

Registrar's Bulletin for specific procedures and grading policies).

A student may have legitimate extenuating, personal circumstances (as determined by the field instructor and field liaison) that preclude completion of the placement in the semester for which the student is registered in the course. If this occurs after the prescribed University deadline for withdrawal, the student may, at the discretion of the field instructor, the field liaison, and the Department of Field Instruction, be given credit for some or all completed hours. In such an instance, procedure with regard to grading will be determined on a case-by-case basis. In all such instances the integrity of the field experience must be a primary consideration.

**IMPORTANT NOTE: Attach ALL related documentation (e.g. Supervision Logs and Corrective Action Contracts) and any additional comments**

**Appendix J:**

**Final Evaluation of BSW Students**

Final Field Evaluation

Thank you for providing a field placement experience for a UTA SSW student. This evaluation is identical to the mid-term evaluation but is intended to assess the skills the students have achieved at the end of their field placement.

The UTA SSW greatly appreciates the critical role you play in contributing to the professional education of social work students and future social workers!

Please rate the student as directed for each of the practice behaviors below. If a rating of Strongly Disagree or Disagree is given, please provide feedback that will be helpful in advising/supporting the student and also for the field liaison to assign a grade for the student.

You may save your work and return at a later time if needed.

If you have questions, please do not hesitate to contact the UTA SSW Field Office or the Field Liaison.

Student Name: \_\_\_\_\_ Student Email

Address: \_\_\_\_\_ Please evaluate

the student's performance on each specific FOUNDATION practice behavior below using the following scale:

**Strongly Disagree**

The student needs significant improvement on this specific practice behavior. For example, the student rationalizes mistakes or denies errors were made. The student may be argumentative or refuse to make corrections.

**Disagree**

The student needs more instruction/experience in order to regularly and successfully demonstrate this specific practice behavior. The student is actively engaged in attempting the desired practice behavior.

**Agree**

The student has regularly and successfully demonstrated this specific practice behavior and very rarely requires critical feedback. The student accepts critical feedback and applies it to improve performance.

**Strongly Agree**

The student has mastered this specific practice behavior. The student could serve in a mentorship role for other students in utilizing and responding to supervision.

Please rate your level of agreement regarding the student's achievement of the following activities:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The student has adhered to a regular work schedule as assigned or agreed				
The student has consistently been on time				
The student has completed the required number of hours for the internship as assigned (to date).				
The student presents her/himself consistent with professional expectations appropriate for the agency and work assigned				
The student demonstrates responsible, respectful attitudes and behaviors (e.g., timeliness, good grooming, preparedness, and geniality).				
The student functions appropriately within agency policies and guidelines.				
The student demonstrates effective communication skills.				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 1: Identify as a professional social worker and conduct oneself accordingly.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advocate for client access to the services of social work				
The student has consistently been on time Advocate for client access to the services of social work				
Attend to professional roles and boundaries				
Demonstrate professional demeanor in behavior, appearance, and communication.				
Engage in career long learning				
Use supervision and consultation				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 2: Apply social work ethical principles to guide professional practice				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Recognize and manage personal values in a way that allows professional values to guide practice				
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable.				

of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles				
Tolerate ambiguity in resolving ethical conflict				
Apply strategies of ethical reasoning to arrive at principled decisions				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 3: Apply critical thinking to inform and communicate professional judgments				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom				
Analyze models of assessment, prevention, intervention, and evaluation				
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

Competency 4: Engage diversity and difference in practice.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
Gain sufficient self-- awareness to eliminate the influence of personal biases and values in working with diverse groups				
Recognize and communicate their understanding of the importance of difference in shaping life experiences				
View themselves as learners and engage those with whom they work as informants				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

Competency 5: Advance human rights and social and economic justice.				
	Strongly Disagree	Disagree	Agree	Strongly Agree

Understand the forms and mechanisms of oppression and discrimination				
Advocate for human rights and social and economic justice				
Engage in practices that advance social and economic justice				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 6: Engage in research informed practice and practice- informed research.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Use practice experience to inform scientific inquiry				
Use research evidence to inform practice				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 7: Apply knowledge of human behavior and the social environment.				
	Strongly Disagree	Disagree	Agree	Strongly Agree

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation				
Critique and apply knowledge to understand person and environment				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Analyze, formulate, and advocate for policies that advance social well-being				
Collaborate with colleagues and clients for effective policy action				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 9: Respond to contexts that shape practice.				
	Strongly Disagree	Disagree	Agree	Strongly Agree

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services				
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 10a: Engagement.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities				
Use empathy and other interpersonal skills				
Develop a mutually agreed- on focus of work and desired outcomes				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 10b: Assessment				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Collect, organize, and interpret client data				
Assess client strengths and limitations				
Develop mutually agreed on intervention goals and objectives				
Select appropriate intervention strategies				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Competency 10c: Intervention				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Initiate actions to achieve organizational goals				
Implement prevention interventions that enhance client capacities				
Help clients resolve problems				
Negotiate, mediate, and advocate for clients				
Facilitate transitions and endings				

All comments regarding the above items are welcomed and encouraged. Please feel free to provide additional information that will be beneficial in advising the student.

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Is this student at BSW or MSW? \_\_\_\_\_

Which MSW Program does the student belong to?

\_\_\_\_ UTA on Campus Program

\_\_\_\_ Online Cohort Program Fort Worth Cohort Program

\_\_\_\_ Angelo State University Partnership Program

\_\_\_\_ Lubbock Christian University Partnership Program