

The University of Texas at Arlington
School of Social Work

Policy and Procedures Manual for the Office of Field Education

MSW PROGRAM

**211 S. Cooper St.
SOCW Building A, Suite 301
Arlington, TX 76019**

Administration

Scott D. Ryan, Dean

Debra J. Woody, Associate Dean for Student and Academic Affairs

MSW Program Administration

Diane Mitschke, Director of the MSW Program

Patrice Green, MSW Advisor

Office of Field Education

Jane C. Hickerson, Ph.D., Assistant Dean of Field Education

Amy Wicklund, LMSW, Advisor III

Roberta Medina, Administrative Assistant

Revised May, 2015

Field Program Contacts

School of Social Work Office of Field Education

Jane C. Hickerson, Ph.D., LCSW, Assistant Dean of Field Education

817.272.3533 jhickerson@uta.edu

Amy Wicklund, LMSW, Advisor III

817.272.6194 amy.wicklund@uta.edu

Roberta Medina, Administrative Assistant

817.272.3533 rlmedina@uta.edu

FAX: 817.272.3939

TABLE OF CONTENTS

FIELD PROGRAM CONTACTS	2
INTRODUCTION: SOCIAL WORK FIELD EDUCATION	6
SECTION 1: FIRST-YEAR FIELD	16
Prerequisites	16
First-Year Placement	16
Student Objectives of First-Year Placements	18
The Placement Process for First-Year Students	18
Prohibited Agency Placements	20
Field Placement at Student's Place of Employment	21
Required Field Assignments	21
Supervision of Field Students	22
SECTION 2: SECOND-YEAR ("ADVANCED") FIELD	24
Advanced MSW Prerequisites	24
Advanced Learning Contract	24
Student Objectives for Advanced Placement	25.
Grading Policy for Advanced Graduate Students	45
The Placement Process for Advanced Graduate Students	45
Prohibited Agency Placements	47
Field Placement at Student's Place of Employment	47
Placement Procedures for Online Field Students	48
Placement Procedures for Distance Education Students	50
Advanced Field Assignments	51
Supervision of Field Students	51

SECTION 3: GENERAL FIELD POLICIES	53
Completion of Hours and Absence from Field	53
Student Performance and Corrective Action	54
Interruptions in Field Placement by Field Instructor	54
Change of Placement Request by Student	56
Termination of Placement by the Office of Field Education	57
Out-of-DFW-Metroplex Field Placements	58
Travel and Transportation of Client	59
Liability Insurance	59
Criminal History	59
NASW Standards for Cultural Competence in Social Work Practice.....	59
Resources for Students	61
SECTION 4: EVALUATIONS AND GRADING	62
Evaluation of Student Performance and Grading in Field	63
Procedures for Evaluation of Field	63
APPENDIX A: Overview UTA SSW MSW Program.....	65
APPENDIX B: Learning Contracts.....	71
First-Year Graduate Student Contract Sample	71
Advanced Graduate Student Contract Sample	77
APPENDIX C: Options and Time Requirements	135
APPENDIX D: Proposed Contract for Field Placement at Place of Employment...	161
APPENDIX E: Weekly Supervision Logs	166
APPENDIX F: Corrective Action Contract.....	167
APPENDIX G: Interruption of Field by Field Instructor	169
APPENDIX H: Student Request to Transfer to another Agency	171

APPENDIX I: Student to Request to Withdraw from Field.....	172
APPENDIX J: Student Evaluations	174

INTRODUCTION

SOCIAL WORK FIELD EDUCATION

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 veteran 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.

First-year graduate 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 insight into how individuals interact with their communities and how this interaction promotes or prohibits opportunity and growth.

Second-year graduate students choose between five curriculum specializations: Health, Mental Health, Aging, Children and Families (all Direct Practice areas), and Community and Administrative Practice (CAP). Staff in the Office of Field Education match students to their second field placements according to the students' specialty area and unique interests.

The Field-Agency Partnership

The UTA School of Social Work partners with more than 350 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 SSW 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 Social Work 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, UTA is surrounded by hundreds of social service agencies from all arenas of social work. Many of these agencies offer first-year students an array of micro and macro experiences while many others provide second-year students more focused specialization in the five areas mentioned earlier. Each semester, administrators decide whether they want to accept students and if so the number and type of 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 to accommodate growing local, distance, and online student populations.

Many agencies open field placements for students 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;
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 Master's in Social Work from a CSWE- accredited university. For supervision of Master's level 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 minimally 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 MSW 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' previous work and educational experiences;
13. 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.

As mentioned earlier, field agencies have distinct goals for first-year and second-year students. **First-year MSW field 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.

The MSW **second-year field placements** are selected for affiliation based on their ability to meet the following goals:

1. The agency will insist that students demonstrate the ability to function responsibly and effectively in an agency setting;
2. The agency will provide the opportunity for students to deliver appropriate services to client systems as defined by their area of specialization;
3. The agency will allow students to implement a range of interventions based on comprehensive client assessments and evidence-based knowledge;
4. The agency will develop students' ability to apply social work knowledge and theory to practice using critical thinking in practice approaches and decisions;
5. The agency will ensure that students demonstrate advanced knowledge and skill in their area of specialization;
6. The agency will sharpen the students' ability to engage in social work practice that is sensitive to issues of culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities;
7. The agency will instill in students appropriate and effective communication skills;
8. The agency will provide experiences that encourage students' ability to reflect upon and resolve ethical dilemmas in practice;
9. The agency will ensure that students demonstrate a disciplined use of self;
10. The agency will equip students with the ability to evaluate their level of effectiveness as a social work practitioner;
11. The agency will strengthen the students' commitment to and responsibility for ongoing professional development.

MSW Field Learning Contract

All MSW field students are required to agree to and sign a "learning contract" in collaboration with the field instructor. This document is based on the objectives of the MSW program, the CSWE Core Competencies, and the Advanced Skills and Practices as determined by the faculty.

The learning contract identifies, defines, and operationalizes the learning objectives for the duration of the placement. Essentially, the learning contract serves as a "syllabus" for the field course and as an evaluation instrument for student performance. Student progress will be measured by their ability to meet or exceed the objectives.

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 Master's 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 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 the Faculty Liaison;
5. 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;
6. 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;
7. The Field Instructor for out-of-town or out-of-state placements must be on-site in the designated agency and licensed in accordance with that state's requirements.

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. Providing the necessary experiences to meet the educational goals;
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 for 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 Academic Affairs. The field liaison is

the UTA SSW “instructor of record.” For first-year 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. Second-year field students do not have a seminar class, so for these students, the liaison works solely in the second role. The principal responsibilities of the field liaison are as follows:

1. For first-year 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 Instruction;

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 Instruction) 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, 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

FIRST FIELD PLACEMENT

Organization of the First Field Experience

The first field placement occurs in the first year of master's degree plan for full-time students and in the second year for part-time students. First year students must complete 400 hours in the field setting or in activities related to assignments from the Field Instructor. These hours must be completed in one semester. In the fall and spring semesters, students have 15-16 weeks to accrue these hours, meaning that the student must devote 26-27 hours per week to field. In addition, the student will attend the field seminar class on campus for three 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.

First-Year Field Placement Prerequisites

Students must have completed the following courses prior to enrollment in first-year field and be in good academic standing (3.0 GPA).

- SOCW 5301 Human Behavior in the Social Environment I
- SOCW 5304 Generalist Micro Practice
- SOCW 5306 Generalist Macro Practice
- SOCW 5309 Professional Foundations of Social Work

First-Year Field Placement

The first field practicum consists of one course: 5810. This course includes both the agency experience and the classroom experience. It accounts for eight credit hours and will be graded along the letter grade continuum.

In the field placement, student assignments revolve around service responsibilities and opportunities to develop and demonstrate 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 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 first-year graduate 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.

First-Year Learning Contract

The first-year 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 in their first-year field placement.

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 First-Year Field Placement

1. Students will satisfactorily complete 400 hours in an assigned agency in one semester.
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 First-Year Students

Field placements occur three times per year, fall, spring, and summer. Before enrolling in the summer term, first-year students must carefully consider whether they have the time and energy to complete 400 field hours, plus seminar class, during 11 weeks. Doing so demands almost 40 hours of time with the agency and an additional three in class. Class time does not count toward field hours.

The first field placement is determined in the following manner:

1. Students receive an email from the Office of Field Education one semester in advance of their eligibility for field. This email includes instructions for how to apply for field through e-intern.com. On the field website (<http://www.uta.edu/ssw/academics/field/index.php>), students can find detailed instructions for the application process.

2. Students submit their applications online through the e-intern system. To complete the application process, students also submit to the Field Office a receipt indicating that they have purchased professional liability insurance for a \$1,000,000 limit on each claim and a total \$3,000,000 limit of coverage for one year. Applications remain unapproved until the Field Office receives this receipt. Students must submit the “certificate of insurance” before beginning their field placement.
3. 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.
4. 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.
5. The Office of Field Education is affiliated with over 300 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 first-year graduate students. Only agencies indicating a preference for first-year graduate students will be considered for matching this student population.
6. 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 authorized by the Assistant Dean of Field Education to do so.**

Generally, students are matched with agencies based on:

- Student educational needs
- Student area of interest
- Student geographical preference
- Agency instructional capability to provide experiences consistent with the objectives of the First-Year field practicum
- Agency availability

7. As matches are complete, staff in the Field Office send emails through e-intern 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.

8. 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.

9. 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.)

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

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

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

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.

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 first-year graduate 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 have been employed at the agency a minimum of six months.

A student wishing to do a field at place of employment must complete the 3-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 at place of employment is permitted at the undergraduate and/or graduate level. A first-year graduate student who completes an undergraduate placement at place of employment may not do so in the second, "advanced," year.

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.

Required Field Assignments

The following are minimal expectations for the first placement:

1. Each student, with the assistance of the Field Instructor, will complete the educational 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/academics/field/index.php>).

The First-Year Graduate 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

First-Year graduate students are supervised in the field by a person with 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. 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 educational 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.

First-year graduate students complete their field education with the foundational knowledge they need to proceed with their graduate education.

SECTION 2:

SECOND-YEAR (“ADVANCED”) FIELD PLACEMENT

Organization of the Second-Year (“Advanced”) Field Experience

The Advanced field practicum consists of 500 clock hours and may be completed in one semester (8 semester credit hours, SOCW 6851) or over the course of two consecutive semesters in one agency (4 semester credit hours each, SOCW 6451 and SOCW 6452 respectively). This placement builds on the first by allowing the student to reinforce acquired knowledge, theory, and values and to refine and hone acquired professional social work skills, attitudes, and behaviors through tasks, activities, and projects of increasing complexity. These should be compatible with the student’s concentration and specialization (Direct Practice in Health Services; Direct Practice in Mental Health Services; Direct Practice in Children and Families Services; Direct Practice in Aging; or Community and Administrative Practice).

Second-Year (“Advanced”) MSW Field Prerequisites

Students must have completed all first year foundation courses as well as the first-year field placement prior to enrolling in the second field course and be in good academic standing (3.0 GPA). In addition, students must take an advanced methods course prior to or concurrently with each semester of the advanced placement.

Direct Practice students must have completed or take concurrently with field practicum:

SOCW 6325 Advanced Micro Practice

Community & Administrative Practice students must have completed or take concurrently with field practicum:

SOCW 6371 Community & Administrative Practice

Advanced MSW Learning Contract

The advanced learning contract (Appendix B) is structured to provide the student with tasks, activities, and projects that are more complex in nature than those of the first-year or undergraduate field. Like the first-year contract, the advanced contract includes the 10 Core Competencies outlined by CSWE. In addition, the advanced contract includes advanced practices and skills to ensure that students develop a breadth of knowledge in their area of specialty (Health, Mental Health, Aging, Children and Families, and Community and Administrative Practice)

Advanced graduate students completing a split placement may carry over a maximum of 20 clock hours from one semester to the next. Advanced graduate students may not

complete their hours more than three weeks early and must have permission from their field instructor to end early. First-year graduate students may not complete field hours early.

Student Objectives

1. Students will satisfactorily complete either 500 hours in an assigned agency in one semester or a minimum of 250 hours in each term for two consecutive semesters.
2. Students will identify as a professional social worker and conduct one's self 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

Advanced Practice Skills

Foundation/Core Competencies, Practice Behaviors and Advanced Specialty Skills and Behaviors Specialty Skills and Behaviors

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers <ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging practice active self- reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.	1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple	1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.	1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.	1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.

	challenges and issues.			
2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- 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 conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.	1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.	1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.	1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.	1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.	1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.	1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.	1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.	1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- 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; and
- view themselves as learners and engage those with whom they work as informants.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.	1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.	1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.	1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental	1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

			health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.	
--	--	--	---	--

<p>Educational Policy 2.1.5 - Advance human rights and social and economic justice.</p> <p>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers</p> <ul style="list-style-type: none"> • understand the forms and mechanisms of oppression and discrimination; • advocate for human rights and social and economic justice; and • engage in practices that advance social and economic justice. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.	1. Advanced social workers in children and families recognize the stigma and shame associated with "family dysfunction."	1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.	1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.	1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.

2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.	2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.	2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.	2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.	2. Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.
---	---	--	--	---

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.	1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.	1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.	1. Advanced social workers in mental health/ substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and	1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.

			their families and communities.	
2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.	2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.	2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.	2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.	2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.	1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.	1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.	1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.	1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various	2. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence	2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.	2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.	2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

influences and social constructions of aging well.	how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.			
--	--	--	--	--

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.	1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families	1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.	1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.	1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.
2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.	2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families	2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health	2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns	2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.

		concerns and illness.	and mental illness.	
--	--	--------------------------	------------------------	--

Educational Policy 2.1.9 - Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers <ul style="list-style-type: none"> continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.	1. Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.	1. Advanced social workers in health assess the quality of family members' interactions within their social contexts.	1. Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.	1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.
2. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs

<p>Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>				
<p>Educational Policy 2.1.10(a) - Engagement</p> <p>Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.	1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.	1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.	1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.	1. Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.

Educational Policy 2.1.10(b) - Assessment Social workers <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and challenges; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.	1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.	1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.	1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.	1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention Social workers <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults	1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.	1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.	1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.	1. Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.

Educational Policy 2.1.10(d) - Evaluation Social workers <ul style="list-style-type: none"> critically analyze; monitor; and evaluate interventions. 				
Aging Specialty	Children and Families v	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.	1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

Grading Policy for Advanced Graduate students doing the 500 hour placement over two semesters receive a grade for each semester's work. In order to receive a passing grade, students must complete a minimum of 250 hours in each semester of the placement. In other words, students will enroll in 6451 for the first semester of field and 6452 for the second semester of field. Each course requires a minimum of 250 hours of satisfactory performance for a passing grade.

A failing grade in an MSW field course may result in dismissal from the program. Should a graduate student fail a semester, s/he will be referred to the Professional Standards Committee to determine how best/whether to proceed in Field.

The Placement Process for Advanced Students

Field placements are available three times per year, fall, spring, and summer. Advanced students must carefully consider whether they have the time and energy to complete field hours during an 11-week summer term. Completing 250 hours during the summer term demands about 23 hours of time, per week, with the agency. Completing 500 hours during the summer term requires almost 46 hours per week with the agency. Not only are these hours demanding, they are not available in many agencies. Few of the field-affiliated agencies can accommodate this number of hours for field students. Students should carefully consider their curriculum and their other responsibilities before enrolling in field during the summer term.

The Advanced Field Placement is determined in the following manner:

1. Students receive an email from the Office of Field Education one semester in advance of their eligibility for field. This email includes instructions for how to apply for field through e-intern.com. On the field website (<http://www.uta.edu/ssw/academics/field/index.php>), students can find detailed instructions for the application process.
2. Students submit their applications online through the e-intern system. To complete the application process, students also submit to the Field Office a receipt indicating that they have purchased professional liability insurance for \$1,000,000 limit each claim and \$3,000,000 limit of coverage. Applications remain unapproved until the Field Office receives this receipt. Students must submit the Certificate of Insurance before beginning their field placement.
3. Once the application is complete, 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.

4. 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.

5. The Office of Field Education is affiliated with over 300 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 second-year (“advanced”) graduate students. Only agencies indicating a preference for advanced graduate students will be considered for matching this student population.

6. Staff in the Field Office compare the agency list to the student applications to consider the fit between student specialization and agency services. Staff match students in placements where students can gain the specialized 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 authorized by the Assistant Dean of Field Education to do so.

7. Generally, students are matched with agencies based on:

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

8. As matches are complete, staff in the Field Office sends emails through e-intern 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.

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

Please be advised that we make every effort to accommodate your busy schedules; however, not many agencies offer hours during nights and weekends exclusively. Almost all that offer some 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.

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 graduate 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 have been employed at the agency a minimum of six months.

A student wishing to do a field at place of employment must complete the 3-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 at place of employment is permitted at the undergraduate and/or graduate level. An advanced-standing graduate student who completed an undergraduate placement at place of employment, or a first-year placement at place of employment may not do so in the second, or advanced, year.

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 SSW online master's program.

1. **"How to Apply" trainings are posted on the UTA SSW Field website.** Online and distance students who are approaching readiness for field will be notified by program advisors and by the Office of Field Education that these trainings are available and must be viewed before applying for Field.
2. After meeting the prerequisites for field, student applies for field placement through the e-intern website. Students will have received instruction about using this site in the advisory.
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. Options are posted on the field website. In addition, students will find directions about this in the online advisory. The office of field instruction must receive a copy of the insurance certificate before a student can be assigned a temporary field placement. 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 UTA SSW. 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 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 an MSW 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 student has discussed the above with an agency of his/her choice, the student notifies the office of field education via email the following information: name of agency, address, contact information, name of contact person, etc.

7. Within a specified time after receiving agency information, the office of field education will contact the agency via phone to assess the agency’s eligibility for affiliation. This conversation is documented using the Affiliation Assessment form. Approval will be determined by the Assistant Dean of Field Education.

8. If the agency is accepted, the office of field instruction provides information to the agency about the initial steps necessary to become affiliated with the UTA SSW.

- Apply as an agency.
 - Specify the name of the field instructor (an MSW-level social worker with two years of professional experience).
 - Agency social worker applies to become a Field Instructor.
9. Once all information is confirmed and approved through e-intern, the Office of Field Education will send an affiliation contract to the agency.
 10. 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 UTA SSW.
 11. The agency field instructor will, then, be required to complete the Field Instructor Academy online before receiving students.
 12. Student must be enrolled in Field. If the student is a first-year s/he must also enroll in Field Seminar.
 13. Within a specified amount of time, the student will be assigned to the approved agency through e-intern.
 14. E-intern generates emails to both the agency and the student.
 15. The agency's main contact must then notify the office of field instruction via e-intern that the student has been accepted.
 16. The student must notify the office of field instruction via e-intern that s/he accepts placement with the agency.
 17. The office of field instruction will assign a field liaison to the student and agency and will inform agency (if not previously discussed) about the role of the liaison.
 18. Online students complete the same requirements and meet the same standards as all other MSW field students.

Placement Procedures for Distance Education Students

Currently, the UTA SSW has three distance education programs. These program students meet classes on campus at locations other than the UTA main campus and take online classes as well. Some of these programs are provided in collaboration between UTA and other universities that want to provide MSW degrees to their local students. Our distance-education students (those in the Fort Worth cohort and in cooperative programs with other universities) will follow the same procedures outlined above with the following exception:

Students in cooperative programs with other universities may rely on their social work program directors for further support. Of course, the UTA SSW Office of Field Education is available for support and advice as well in collaboration with the distance university.

Advanced Field Assignments

Advanced students should have the occasion to demonstrate their mastery of the core competencies, but in addition they should have the opportunity to learn and master the more complex practices and skills of their specialty. For example, DP specialty placements should enable students to perform tasks such as client interviews, assessments, interventions, and evaluation processes that are appropriate to their specialty agency. CAP students should have the opportunity to perform community needs assessments or administrative assessments as well as advocacy, fundraising, community-building projects, and program evaluations.

Supervision of Field Students

Advanced graduate students are supervised in the field by a person with 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. 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. Supervision for advanced graduates necessarily includes the demonstration and evaluation of advanced practice and skills.

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 each week. No one other than the approved Field Instructor may sign this form designating that the supervision occurred and addressed the topics recorded on the Supervision Log (Appendix E).

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.

Students are encouraged to keep lists throughout the week of issues to be discussed. 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 areas for greater focus and growth;
2. Discussing assigned deliverables (e.g., treatment plan, needs assessment);
3. Reflecting on values, feelings, and attitudes;
4. Requesting feedback on performance and advanced practice 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 are not 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.

SECTION 3:

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.

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 Corrective Action Contract, 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 Corrective Action Contract 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 a Student from Field Placement (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. Consult the MSW Program Director and, if warranted, the matter will be forwarded to the Professional Standards Committee of the School of Social Work by the Assistant Dean of Field Education;
4. If the Committee chooses to review the incident, 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;
 - No action.
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):

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 will 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 MSW Program Manual).

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 SSW Associate Dean for Academic Affairs.

Whether the student will be allowed to return to field in the same or a different agency will depend on the recommendations from the Professional Standards Committee.

Out-of-Metroplex Field Placements

The School of Social Work has affiliated some 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 not responsible or 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. Proof of insurance in the form of a receipt of purchase must be submitted to the Field Office before the application for field assignment is approved. Students will find a list of possible vendors on the Field website. Students may not begin their field placements until they have submitted the Certificate of Insurance to the Office of Field Education.

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 requirement.

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 MSW 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 4:

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:

1. Review of the Learning Contract and whether the student has mastered the competencies and advanced practices and skills;
2. Consideration of areas for growth;
3. 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. First field is graded on a letter grade basis, and students must earn a C or better in order to receive credit.

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 login information twice a term to complete the mid-term and final evaluations. These evaluations are based on the core competencies as well as

the advanced practices and skills for advanced graduate students. (See Appendix J: Final Evaluations)

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.

In addition to these evaluations, the Field Liaison will review grades from the seminar class meetings. The final grade for field 5810 will be based on performance in field and in the seminar course. Students must make a C or better to pass field.

Procedures for Evaluation of Field

All evaluations are completed through Qualtrics and should be completed at the end of each semester of field.

Student Evaluation of the Field Experience

Upon exiting 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

MSW Program

UTA SSW Description

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

MSW PROGRAM MISSION STATEMENT

The mission of the Master of Social Work (MSW) Program at the University of Texas at Arlington, reflects both the mission of the University and of the School of Social Work as stated within the schools strategic plan. The MSW program provides a generalist Social work foundation upon which to build evidence informed and social justice focused advanced practice within a diverse society. An environment of excellence in research and engaged community partners, including field educators, creates a professional training atmosphere for developing core competencies and advanced practice skills and behaviors across a range of available specialty programs infused with effective and ethical practice, an understanding of the organizational contexts of social work practice, and inclusive of highly valued social work knowledge.

MSW PROGRAM GOALS

1. The MSW Program prepares high quality students with a liberal arts perspective to practice effectively and ethically with the full range of social systems, emphasizing evidence-informed practice, a strengths approach, diversity, social justice, empowerment, and a critical thinking perspective, using thesis or non-thesis options in advanced specialty career preparation and development.
2. The MSW program prepares high quality students with a liberal arts perspective who understand the organizational contexts of social work practice and who are prepared to assume the responsibility for leadership positions, as well as engaging in lifelong learning.
3. The MSW Program prepares high quality students with a liberal arts perspective, by valuing social work history and the integration of social work knowledge, to understand professional social work and to be prepared for advanced level concentration in either:

Concentration 1: Direct Practice with specializations in:

1. Aging Services

2. Children and Families Services
3. Health Services
4. Mental Health

Concentration 2:

1. Community and Administrative Practice.

MSW Foundation and CSWE Foundation Educational Policy Competencies as Objectives: (Inclusive of core skills and behaviors).

Please refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly.
2. Apply social work ethical principles to guide professional practice..
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research informed practice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities.

Direct Practice Concentration and Specialty Educational Objectives

By graduation, students specializing in the Direct Practice specialties of Aging, Children and Family, Health Care or Mental Health and Substance Abuse will achieve the CSWE Educational Policy Core or Foundation Competencies and acquire competency in advanced concentration or specialty skills and behaviors identified for their specialty track. Refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
2. Apply social work ethical principles to guide professional practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
3. Apply critical thinking to inform and communicate professional judgments, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
4. Engage diversity and difference in practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
5. Advance human rights and social and economic justice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
6. Engage in research informed practice, demonstrating competency in the selected specialty and relevant, identified advanced research based skills and behaviors.
7. Apply knowledge of human behavior and the social environment, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services, , demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
9. Respond to contexts that shape practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

Community & Administrative Practice Concentration Educational Objectives

By graduation, students specializing in Community and Administrative Practice will achieve the foundation objectives and acquire competency in macro level advanced concentration or specialty skills and behaviors identified for the specialty track. Refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
2. Apply social work ethical principles to guide professional practice, demonstrating competency in the selected specialty and relevant, identified macro-level advanced skills and behaviors.
3. Apply critical thinking to inform and communicate professional judgments, demonstrating competency in the selected specialty and relevant, identified macro-level advanced skills and behaviors.
4. Engage diversity and difference in practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

5. Advance human rights and social and economic justice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
6. Engage in research informed practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced research based skills and behaviors.
7. Apply knowledge of human behavior and the social environment, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
9. Respond to contexts that shape practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

Appendix B:

Learning Contracts

First Year 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 559.004 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.

					Competencies and Practice Behaviors
Proposed Learning Strategies					Proposed Learning Strategies Scale 1 = Read and discuss with field instructor during weekly supervision. 2 = Shadow social workers during client/system interactions (1st few weeks of semester). 3 = Process questions and observations with field instructor during weekly supervision session. 4 = Share responsibility for parts of an interaction/project (when ready). 5 = Assume full leadership for some/all of interaction/project (when ready).
1	2	3	4	5	
Competency #1: Identify as a professional social worker and conduct oneself accordingly					
					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:

Competency #2: Apply social work ethical principles to guide professional practice					
					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:
Competency #3: Apply critical thinking to inform and communicate professional judgments					
					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:
Competency #4: Engage diversity and difference in practice					
					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:

Competency #5: Advance human rights and social and economic justice					
					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:
Competency #6: Engage in research-informed practice and practice-informed research					
					1. Use practice experience to inform scientific inquiry.
					2. Use research evidence to inform practice.
					Tasks to achieve competency:
Competency #7: Apply knowledge of human behavior and the social environment					
					1. Evaluate and apply professional and academic knowledge to understand clients and their social environment.
					Tasks to achieve competency:
Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services					
					1. Identify and analyze social policies relevant to your client population and agency.
					Tasks to achieve competency:
Competency #9: Respond to contexts that shape practice					
					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:

Competency #10:					
					1. Engage: Substantively and affectively prepare for action with individuals, families, groups, organizations, & communities.
					2. Engage: Incorporate empathy and other interpersonal skills into practice.
					3. Engage: Develop a mutually agreed-on focus of work and desired outcomes.
					4. Assess: Collect, organize, and interpret client data.
					5. Assess: Assess client strengths and limitations.
					6. Assess: Develop mutually agreed-on intervention goals and objectives.
					7. Assess: Select appropriate intervention strategies.
					8. Intervene: Understand how practicum tasks and responsibilities achieve organizational goals.
					9. Intervene: Implement prevention interventions that enhance clients' capacities and quality of life.
					10. Intervene: Locate resources and help clients resolve problems.
					11. Intervene: Negotiate, mediate, and advocate for clients.
					12. Intervene: Facilitate and participate in clients' service transitions and endings.
					13. Evaluate: Critically analyze, monitor and evaluate interventions.
					Tasks to achieve competency:

Learning Contracts

Second-Year “Advanced” Learning Contracts

Family and Children Learning Contract

The University of Texas at Arlington

School of Social Work

Office of Field Education

Graduate Advanced Direct Practice

Learning Contract for

Children and Family

Student Name Printed: _____

Student Email: _____

Student Signature: _____

Date: _____

Student MAVS ID: _____

Field Instructor Name Printed: _____

Field Instructor Email: _____

Field Instructor Signature: _____

Date: _____

Liaison Name Printed: _____

Liaison Email: _____

Liaison Signature: _____

Date: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Type of Placement: **Advanced Graduate Direct Practice Children and Family**

Total number of clock hours to be completed for this semester: _____Hours:

Semester: _____Year:_____

Weekly Supervision Schedule: _____

Day of the week and time: _____

Weekly Field Schedule:_____

Day of the week and time: _____

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.

Children and Family

Advanced Graduate Direct Practice

Field Learning Contract Objectives

Student Name _____

MAVS ID: _____

The student will be able to:

Objective 1: Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 2: Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 3: Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 4: Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 5: Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 6: Advanced social workers in children and families recognize the stigma and shame associated with "family dysfunction."

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 7: Advanced social workers in children and families recognize disparities in the distribution of resources across families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 8: Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most Up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 9: Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 10: Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 11: Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 12: Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 13: Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 14: Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 15: Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 16: Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 17: Advanced Practitioners in Children and Families use multidimensional bio-psycho- social-spiritual assessment tools.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 18: Advanced social workers in children and families will be able to describe empirically - validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 19: Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Learning Contracts

Second-Year “Advanced” Learning Contracts

Health

The University of Texas at Arlington

School of Social Work

Office of Field Education

Graduate Advanced Direct Practice

Learning Contract for

Health

Student Name Printed: _____

Student Email: _____

Student Signature: _____

Date: _____

Student MAVS ID: _____

Field Instructor Name Printed: _____

Field Instructor Email: _____

Field Instructor Signature: _____

Date: _____

Liaison Name Printed: _____

Liaison Email: _____

Liaison Signature: _____

Date: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Type of Placement: **Advanced Graduate Direct Practice HEALTH**

Total number of clock hours to be completed for this semester: _____Hours:

Semester: _____Year:_____

Weekly Supervision Schedule: _____

Day of the week and time: _____

Weekly Field Schedule:_____

Day of the week and time: _____

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.

Health

Advanced Graduate Direct Practice

Field Learning Contract Objectives

Student Name _____.

MAVS ID: _____

The student will be able to:

Objective 1: Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 2: Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 3: Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 4: Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 5: Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 6: Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 7: Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 8: Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 9: Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 10: Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 11: Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 12: Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 13: Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 14: Advanced social workers in health assess the quality of family members' interactions within their social contexts.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 15: Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 16: Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 17: Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 18: Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 19: Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Learning Contracts

Second-Year “Advanced” Learning Contracts

Mental Health

The University of Texas at Arlington

School of Social Work

Office of Field Education

Graduate Advanced Direct Practice

Learning Contract for

Mental Health

Student Name Printed: _____

Student Email: _____

Student Signature: _____

Date: _____

Student MAVS ID: _____

Field Instructor Name Printed: _____

Field Instructor Email: _____

Field Instructor Signature: _____

Date: _____

Liaison Name Printed: _____

Liaison Email: _____

Liaison Signature: _____

Date: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Type of Placement: **Advanced Graduate Direct Practice Mental Health**

Total number of clock hours to be completed for this semester: _____Hours:

Semester: _____Year:_____

Weekly Supervision Schedule: _____

Day of the week and time: _____

Weekly Field Schedule:_____

Day of the week and time: _____

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.

Mental Health

Advanced Graduate Direct Practice

Field Learning Contract Objectives

Student Name _____

MAVS ID: _____

The student will be able to:

Objective 1: Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 2: Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 3: Advanced social workers in mental health/substance abuse implement an effective decision- making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 4: Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 5: Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 6: Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.

4. Other _____

Objective 7: Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 8: Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Verbal feedback by supervisor.
4. Other _____

Objective 9: Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 10: Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 11: Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 12: Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 13: Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.

3. Written reports.
4. Other _____

Objective 14: Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 15: Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 16: Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 17: Advanced social workers in men health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 18: Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 19: Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Learning Contracts

Second-Year “Advanced” Learning Contracts

Aging

The University of Texas at Arlington

School of Social Work

Office of Field Education

Graduate Advanced Direct Practice

Learning Contract for

Aging

Student Name Printed: _____

Student Email: _____

Student Signature: _____

Date: _____

Student MAVS ID: _____

Field Instructor Name Printed: _____

Field Instructor Email: _____

Field Instructor Signature: _____

Date: _____

Liaison Name Printed: _____

Liaison Email: _____

Liaison Signature: _____

Date: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Type of Placement: **Advanced Graduate Direct Practice Aging**

Total number of clock hours to be completed for this semester: _____Hours:

Semester: _____Year:_____

Weekly Supervision Schedule: _____

Day of the week and time: _____

Weekly Field Schedule:_____

Day of the week and time: _____

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.

Aging

Advanced Graduate Direct Practice

Field Learning Contract Objectives

Student Name _____

MAVS ID: _____

The student will be able to:

Objective 1: Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 2: Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 3: Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 4: Advanced social workers in aging evaluate, select and' implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 5: Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 6: Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 7: Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 8: Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 9: Advance social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 10: Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 11: Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 12: Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 13: Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 14: Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 15: Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 16: Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 17: Advanced social workers in aging conduct bio-psycho-social- spiritual assessments using standardized measures appropriate for use with older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 18: Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 19: Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Learning Contracts

Second-Year “Advanced” Learning Contracts

Community and Administrative

The University of Texas at Arlington

School of Social Work

Office of Field Education

Graduate Advanced Direct Practice

Learning Contract for

Community and Administrative

Student Name Printed: _____

Student Email: _____

Student Signature: _____

Date: _____

Student MAVS ID: _____

Field Instructor Name Printed: _____

Field Instructor Email: _____

Field Instructor Signature: _____

Date: _____

Liaison Name Printed: _____

Liaison Email: _____

Liaison Signature: _____

Date: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Type of Placement: **Advanced Graduate Direct Practice Community & Administrative Practice**

Total number of clock hours to be completed for this semester: _____Hours:

Semester: _____Year: _____

Weekly Supervision Schedule: _____

Day of the week and time: _____

Weekly Field Schedule: _____

Day of the week and time: _____

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.

Community & Administrative

Advanced Graduate

Field Learning Contract Objectives

Student Name _____

MAVS ID: _____

The student will be able to:

Objective 1: Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 2: Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 3: Advanced social workers in community and administrative practice implement and effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 4: Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 5: Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 6: Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 7: Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 8: Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 9: Advance social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 10: Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 11: Advance social workers in community and administrative practice apply knowledge or human behavior theory to practice with organizations and communities.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 12: Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 13: Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 14: Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 15: Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.

4. Other _____

Objective 16: Advanced social workers in a community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 17: Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.

4. Other _____

Objective 18: Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate for clients.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.
2. Observation by supervisor.
3. Written reports.
4. Other _____

Objective 19: Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

Tasks: What tasks will be assigned to the student to achieve this objective?

Evaluation

Methods:

1. Verbal report in supervision.

2. Observation by supervisor.
3. Written reports.
4. Other _____

Appendix C:

Options and Time Requirements

First Year Graduate Field Placement Hours

- 400 Clock Hours
- Completed in One Semester

Summer Field Placement (11 Weeks)		
SOCW 5551: First Semester Field	5 credit hours	400 hours (36.36 hours/week)
SOCW 5310 First Semester Field Seminar	3 credit hours	3 hours per week
Fall Field Placement (15 Weeks)		
SOCW 5551: First Semester Field	5 credit hours	400 hours (26.66 hours/week)
SOCW 5310 First Semester Field Seminar	3 credit hours	3 hours per week
Spring Field Placement (16 Weeks)		
SOCW 5551: First Semester Field	5 credit hours	400 hours (25.00 hours/week)
SOCW 5310 First Semester Field Seminar	3 credit hours	3 hours per week

A Generalist Perspective

A combination of both Direct Practice (Micro) and Administrative and Community Planning (Macro) Tasks

First Year Graduate 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

First Year Graduate 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

First Year Graduate Documentation Requirements

- Learning Contract
- Mid-Term Performance Evaluation
- Final Performance Evaluation
- Weekly Supervision Logs
- Timesheet

Options and Time Requirements

First Year Graduate Field Placement Hours

500 Clock Hours

Completed in One Semester or Two Consecutive Semesters

Summer Field Placement (11 Weeks)		
SOCW 6451: First Semester Field	4 credit hours	250 hours (22.72 hours/week)
SOCW 6452: Second Semester Field	4 credit hours	250 hours (22.72 hours/week)
SOCW 6851: One Semester Block	8 credit hours	250 hours (45.45 hours/week)
Fall Field Placement (15 Weeks)		
SOCW 6451: First Semester Field	4 credit hours	250 hours (16.66 hours/week)
SOCW 6452: Second Semester Field	4 credit hours	250 hours (16.66 hours/week)
SOCW 6851: One Semester Block	8 credit hours	250 hours (33.33 hours/week)
Spring Field Placement (16 Weeks)		
SOCW 6451: First Semester Field	4 credit hours	250 hours (15.62 hours/week)
SOCW 6452: Second Semester Field	4 credit hours	250 hours (15.62 hours/week)
SOCW 6851: One Semester Block	8 credit hours	250 hours (31.25 hours/week)

Concentrations

Direct Practice:

- Children and Families
- Health
- Mental Health
- Aging

Community and Administrative Practice

Second Year Graduate 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.

Advanced Skills and Practices

Learning Opportunities

- Carrying a Caseload
- Advance Case Management
- Clinical Counseling/Therapy
- Group Work
- Board and Committee Work
- Fund Development
- Program Management
- Advance Research

Foundation/Core Competencies, Practice Behaviors and Advanced Specialty Skills and Behaviors Specialty Skills and Behaviors

<p>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers</p> <ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging practice active self- reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.	1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple	1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.	1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.	1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.

	challenges and issues.			
2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.	2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers 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 conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.	1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.	1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.	1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.	1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.	1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.	1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.	1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.	1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- 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; and
- view themselves as learners and engage those with whom they work as informants.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.	1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.	1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.	1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders,	1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

			persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.	
--	--	--	---	--

<p>Educational Policy 2.1.5 - Advance human rights and social and economic justice.</p> <p>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers</p> <ul style="list-style-type: none"> • understand the forms and mechanisms of oppression and discrimination; • advocate for human rights and social and economic justice; and • engage in practices that advance social and economic justice. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.	1. Advanced social workers in children and families recognize the stigma and shame associated with "family dysfunction."	1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.	1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their	1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.

			assessment and intervention.	
2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.	2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.	2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.	2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.	2. Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.	1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.	1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.	1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with	1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.

			psychiatric disabilities, and their families and communities.	
2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.	2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.	2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.	2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.	2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers <ul style="list-style-type: none"> utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.	1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.	1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.	1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.	1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the	2. Advanced social workers in children and families understand the relevant organizational world-views and culture	2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors	2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for	2. Advanced social workers in community and administrative practice apply knowledge of human behavior

various influences and social constructions of aging well.	that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.	affecting health and disease.	substance abuse and addiction.	theory to practice with organizations and communities.
--	---	-------------------------------	--------------------------------	--

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers <ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.	1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families	1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.	1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.	1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.
2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.	2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of	2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health	2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental	2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social

	children and families	concerns and illness.	health/substance abuse concerns and mental illness.	and economic well-being.
--	-----------------------	-----------------------	---	--------------------------

Educational Policy 2.1.9 - Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers <ul style="list-style-type: none"> continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.	1. Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.	1. Advanced social workers in health assess the quality of family members' interactions within their social contexts.	1. Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.	1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.
2. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.	2. Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs

<p>Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>				
<p>Educational Policy 2.1.10(a) - Engagement</p> <p>Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.	1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.	1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.	1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.	1. Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.

Educational Policy 2.1.10(b) - Assessment Social workers <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and challenges; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.	1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.	1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.	1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.	1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention Social workers <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. 				
Aging Specialty	Children and Families Specialty	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults	1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.	1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.	1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.	1. Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.

Educational Policy 2.1.10(d) - Evaluation Social workers <ul style="list-style-type: none"> critically analyze; monitor; and evaluate interventions. 				
Aging Specialty	Children and Families v	Health Specialty	Mental Health/Substance Abuse Specialty	Community and Administrative Practice Specialty
1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.	1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.	1. Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.

Second Year Graduate Practicum Tasks

Direct Practice:

- Interviewing
- Engagement
- Psycho-Social Assessments
- Intervention Planning
- Intervention Implementation
- Intervention Evaluation
- Advance Documentation
- Facilitating Process Groups
- Facilitating Didactic Groups
- Crisis Intervention
- Evaluation
- DSM-5 Diagnosis

CAP:

- Staffing a Board Committee
- Convening a Board or Committee Meeting
- Researching Funding Sources
- Grant Writing
- Program Planning, Development
- Implementation and Evaluation
- Attending Community Meetings
- Designing Community Needs Assessments
- Developing Community Resources
- Community Advocacy
- Community Education
- Legislative and Policy Analysis
- Coalition Building

Second Year Graduate Documentation Requirements

- Learning Contract
- Mid-Term Performance Evaluation
- Final Performance Evaluation
- Weekly Supervision Logs
- Timesheet

Appendix D:

Proposed Contract for Field Placement at Place of Employment

Part I

Student Name: _____

Date: _____

When do you plan to begin the placement?

Semester: _____ Year _____

Type of placement:

___ Graduate Micro and Macro

___ Graduate Advanced (Direct Practice)

___ Graduate Advanced (Community and Administrative Practice)

___ Undergraduate Generalist

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? _____

New Department or Program Area: _____

Date to begin reassignment in agency: _____

Proposed Field Instructor: _____

Address: _____

Telephone: _____ Fax: / _____ Email: _____

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

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

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? _____

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?

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?

Date of student's initial employment: _____

Date of student's reassignment of duties for field placement: _____

How much release time will be provided to the student for completion of field course requirements? _____

What will be the work schedule?

What will be the field schedule?

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

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 III

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? _____

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

What will the schedule be for field clock hours? _____

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

All first time field instructors are required to attend training regarding field policies and procedure prior to supervising a student.

Are you willing to attend the orientation? Yes ____ No

Signature of Employment Supervisor

Date

Request Approved by _____

Title _____

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.

Appendix E:

Weekly Supervision Log

The University of Texas at Arlington

School of Social Work

Office of Field Education

Weekly Supervision Logs

Student's Name _____ Date: _____ # of Hours: _____

Field Instructor's Name _____

Date of Supervisory Conference _____

I. Areas of Discussion

II. Decisions, plans or action to be taken by Student or Field Instructor

III. Topics for further discussion/follow-up

Field Instructor

Signature _____ Date _____

Student

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 559.004 of the Texas Government Code.

Appendix F:

Corrective Action Contract

The University of Texas at Arlington

School of Social Work

Office of Field Education

Corrective Action Contract

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).

Student Signature

Field Instructor Signature

Task Supervisor Signature

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

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 G:

Interruption of Field Placement by Field Instructor

The University of Texas at Arlington

School of Social Work

Office of Field Education

Interruption of Field Placement by Field Instructor

SEMESTER _____

STUDENT _____

_____ Graduate

_____ Undergraduate

FIELD INSTRUCTOR _____

AGENCY _____

FIELD LIAISON _____

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):_____

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

Appendix H:

Student Request to Transfer to another Agency

The University of Texas at Arlington

School of Social Work

Office of Field Education

Student Request to Transfer to another Agency

Semester _____

Student Name _____

____ Graduate

____ Undergraduate

Field Instructor _____ Agency _____

Field Liaison _____

Reason(s) for request to transfer:

Student Signature

Date

Field Instructor Signature

Date

Field Liaison Signature

Date

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

The University of Texas at Arlington

School of Social Work

Office of Field Education

Student Request to Withdraw form Field

Semester_____

____ Graduate

____ Undergraduate

Student _____

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. 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 Office of Field Education. 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 prevents 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 Evaluations

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

Is this an MSW Foundation or Advanced Field Placement? _____

____ MSW Foundation (1st Year/Generalist) - Block Placement

____ MSW Advanced - Split Placement

Is this student a TRADITIONAL (2 Year) or ADVANCED STANDING student?

Traditional (Does Not Have BSW)

Advanced Standing (Has BSW)

Is this the first or second semester of the Field Placement? _____

____First Semester - Split Placement

____Second Semester - Split Placement

What is the specialization of the student you are evaluating?

____Community & Administrative Practice

____Mental Health/Substance Abuse Children & Families

____Health

____Aging

Please rate your level of agreement of the student's ability to do the following

COMMUNITY & ADMINISTRATIVE PRACTICE advanced practice behaviors:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.				
Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation				
Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.				
Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.				
Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.				
Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.				
Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.				

Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.				
Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.				
Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.				
Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.				
Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.				
Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.				
Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.				
Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs				
Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.				

Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.				
Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.				
Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program 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.

Please rate your level of agreement of the student's ability to do the following

MENTAL HEALTH/SUBSTANCE ABUSE advanced practice behaviors:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.				
Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.				
Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.				
Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.				
Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.				
Advanced social workers in mental health/substance abuse understand the range				

of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.				
Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.				
Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.				
Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.				
Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.				
Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.				
Advanced social workers in mental health/substance abuse communicate to				

stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.				
Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.				
Advanced social workers in mental health/substance abuse assess the quality of client's interactions within their social contexts.				
Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.				
Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.				
Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM- V criteria and structure.				
Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.				
Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental				

illness through practice based research, and use evaluation of the process and/or outcomes to develop best practices.				
---	--	--	--	--

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.

Please rate your level of agreement of the student's ability to do the following:

CHILDREN & FAMILIES advanced practice behaviors:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.				
Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.				
Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.				
Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.				
Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.				
Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”				
Advanced social workers in children and families recognize disparities in the distribution of resources across families.				

Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.				
Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.				
Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.				
Advanced social workers in children and families understand the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.				
Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families				
Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families				
Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.				

Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.				
Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.				
Advanced Practitioners in Children and Families use multidimensional bio- psychosocial spiritual assessment tools.				
Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.				
Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice based research, and				

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.

Please rate your level of agreement of the student's ability to do the following:

HEALTH advanced practice behaviors:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advanced social workers in health practice active self- reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.				
Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.				
Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.				
Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.				
Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.				
Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.				

Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.				
Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.				
Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.				
Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.				
Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.				
Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.				
Advanced social workers in health advocate for policies that advance the social and economic well- being of those with health concerns and illness.				
Advanced social workers in health assess the quality of family members' interactions within their social contexts.				
Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.				
Advanced social workers in health implement participatory, collaborative,				

change oriented communication, and engagement processes with clients, families, and other members of the health care team.				
Advanced social workers in health demonstrate understanding of the bio- psychosocial spiritual model of human development and conduct multiple domain assessments within health settings and the community.				
Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.				
Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice- based research, and use evaluation of the process and/or outcomes to develop best practices.				

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.

Please rate your level of agreement of the student's ability to do the following:

AGING advanced practice behaviors:				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Advanced social workers in aging practice active self-- reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.				
Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.				
Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.				
Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.				
Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well- being of older adult clients from a strengths perspective.				
Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-- determination in their assessment and intervention strategies.				
Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.				

Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.				
Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.				
Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.				
Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.				
Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.				
Advanced social workers in aging advocate for policies that advance the social and economic well- being of older adults.				
Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.				
Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.				
Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.				
Advanced social workers in aging conduct biopsychic- social spiritual assessments				

using standardized measures appropriate for use with older adults.				
Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.				
Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice based research, and use evaluation of the process and/or outcomes to develop best practices.				

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.
