



Field Education Manual

Department of Social Sciences
Social Work Program Office
College of Arts and Sciences Bldg. Room 152
3900 University Blvd
Tyler, Texas 75799

Chloe Forehand, LCSW, Field Director

cforehand@uttyler.edu

903-730-3925

Richard Kenney, LMSW, Social Work Program Director

richardkenney@uttyler.edu

903-565-6431

Welcome to Social Work Field Education

Social Work is a practice-based profession. As part of their social work education, students are required to apply theory to direct and community practice with clients. This is accomplished through a field education program. UT Tyler's Bachelor of Social Work (BSW) Field Education Program provides generalist practice opportunities for students to demonstrate the Council on Social Work Education's (CSWE) core competencies through a variety of placement opportunities.

Each agency is vetted and trained to offer students social work supervision alongside observation and practice experience. These agencies, known as field agencies or practicum sites, offer students the opportunity to develop skills in such areas such as case management, discharge planning, program administration, client advocacy, and public policy, while working with diverse populations and communities.

Alongside their time in their placements, students also participate in the courses Integrative Seminar I and II. During these classes, students share experiences from their practicum and complete field-related assignments, thus gaining a deeper understanding and sense of generalist social work practice.

This manual guides students, field instructors and agencies on policies and procedures relevant to the UT Tyler BSW Field Education experience. Included in this manual is a glossary of terms, field practicum timelines, agency affiliation requirements, and forms used during a student's field practicum.

Table of Contents

The Field Practicum Experience.....	5
Field Instruction.....	5
Pre-Requisites for Field Practicum.....	5
Field Practicum Hour Requirements.....	6
Field Education Definitions.....	6
Field Education Roles and Responsibilities.....	9
Policies and Procedures for Task Instructors, Field Supervisors, and Agencies.....	11
Selection of Field Agencies and Field Instructors.....	11
Criteria for the Selection of Field Agencies.....	12
Field Practicum Placements Where Students Work.....	13
Criteria for Selection of Field Instructors and Task Supervisors.....	14
Field Instructor and Task Supervisor Training.....	16
Applying to Field and Field Process.....	17
Application Steps for Field Practicum.....	17
Criteria for Matching of Student Learning Needs and Practicum Sites.....	18
Student Requirements in Field.....	19
Pre-Placement Interview Process.....	20
Sharing of Personal Information with Field Instructors.....	21
Accommodations in Field for Students with Disabilities.....	22
Practicum Agreement.....	23
Learning Contract.....	23
Corrective Action Plan.....	24
Tevera.....	24
Practicum Policies Concerning Time in Field.....	25
Timesheet.....	25
Leave Time.....	25
Supervision Logs.....	26

Agency Orientation of Student to Field Placement.....	26
Policy on Personal Use of Vehicle.....	27
Policy on Students with Criminal History.....	27
Policy on Liability Insurance.....	28
Policy on Sexual Harassment.....	28
Consensual Relationships.....	29
Policy on Personal Safety in Field Placements.....	29
Security of Belongings.....	30
Safety Issues Related to Working with Agency Clients.....	30
Safety Tips for Office Meetings.....	30
Safety Tips for Home Visits.....	30
Policy on Non-Discrimination.....	31
Policy and Procedures on Termination from Field Education.....	31
Practicum Seminar and Confidentiality.....	36
Policy and Procedures for Student Evaluations.....	36
Evaluation and Grades.....	36
Director and Liaison Visits.....	38
Field Instruction Learning Outcomes.....	39
Appendices/Forms.....	41

The Field Practicum Experience

Field Instruction

Field Instruction is an integral part of the UT Tyler Social Work Program. The Field Education Program is dedicated to fostering a learning environment for students that connects the theoretical and conceptual elements of what they have learned in the classroom with their practice settings. The Field Practicum emphasizes the student's ability to apply theories concepts, knowledge, values, and skills in real practice situations.

There are two components of Field instruction: Practicum (SOCW 4601/4602) and Integrative Seminars I and II (SOCW 4141/4142).

Block placement students: Students who complete their Field experience during the last semester of their senior year. Practicum (SOCW 4601/4602) and Integrative Seminars I and II (SOCW 4141/4142) will be taken concurrently.

Split placement students: Students who complete their Field experience during the Fall and Spring semesters of their senior year. SOCW 4601 Practicum I and SOCW 4141 Integrative Seminar I will be taken in the fall semester and SOCW 4602 Practicum II and SOCW 4142 Integrative Seminar II will be taken in the spring semester.

Pre-Requisites for Field Practicum

Prior to applying for Field Practicum, students are expected to have completed prerequisite courses, as identified in the BSW Student Handbook, including core curriculum courses, and to have completed the Pre-Field Workshop. Students are encouraged to contact the Social Work Program Field Director or Social Work Program Director if there are questions regarding the requirements prior to application for Field Practicum.

Prior to beginning their Field Practicum placement, block placement students are expected to have taken all required courses for graduation with the exception of SOCW 4141 Integrative Seminar I, SOCW 4142 Integrative Seminar II and SOCW 4601 and 4602 Field Practicum. Split placement students may continue to take other courses during Field. Required courses are: Core curriculum complete, SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303, SOCW 3304, SOCW 3308, SOCW 3309, SOCW 4331, SOCW 4332, SOCW 4333, SOCW 4334, SOCW 4335, SOCW 4140, and 9 credit hours of approved social work-related electives.

The BSW Handbook provides a list of recommended course sequencing and complete course descriptions.

Field Practicum Hour Requirements

Students are required to complete a minimum of 420 clock hours in their assigned field agency to successfully pass SOCW 4601 and 4602 Field Practicum. These hours may be completed over one semester (block placement) or the fall and spring semesters (split placement). Students will work with their agency to determine the hours they will be present. In general, block placement students should expect to be in their agency an average of 30 hours per week. Split placement students should expect to be in their agency an average of 15 hours per week.

Students' field practicum schedules are individually negotiated with their field instructors and must not conflict with their attendance in the Integrative Seminar classes.

Once completed, students earn 12 credit hours for SOCW 4601 and SOCW 4602.

Students are also required to attend SOCW 4141 Integrative Seminar I and SOCW 4142 Integrative Seminar II. This seminar course meets once a week and is instructed by the Field Director and/or Field Liaison. Once completed, students earn 1 credit hour for SOCW 4141 Integrative Seminar I and 1 credit hour for SOCW 4142 Integrative Seminar II.

Students must complete the entirety of their hours at one placement site. Students are not permitted to change placement sites, unless the change is related to issues listed in the Policy and Procedures on Termination from Field Education section of this manual.

Field Education Definitions:

Administration – Administration refers to those activities that are essential to the administration of the agency and generally are not related to any given client or client group. This includes activities which provide you with an orientation to the agency.

Direct Service to Clients - Direct service refers to any actual contact with the defined client or client group, e.g., interviews, telephone calls, letters to clients.

Field Agency – The field agency is the agency in which a student completes their field practicum. This agency must be vetted and approved by the Field Director. A list of approved agencies is available in Tevera. Students are responsible for finding their placement agency. Students are also responsible for contacting their assigned agency and

scheduling an interview. No placement will be approved and finalized until the student has met with the Field Director and the field agency officially accepts the student.

Field Director - The Field Director is responsible for recruitment, approval, and collaboration with agencies interested in and willing to supervise students. The Field Director provides agencies with an orientation to the UT Tyler BSW field education process, shares information about curriculum, and organizes training to enhance the supervisory knowledge and skill of field instructors. The Field Director works with students to facilitate their application process, assess readiness for field practicum, and explores options for student placements. In many instances, the Field Director will also serve as the faculty liaison.

Field Instructor – The field instructor is the social worker (usually not a UT Tyler faculty member) at the field agency who carries the primary responsibility for the instruction of the student in his/her practicum. The field instructor communicates directly with the student and field liaison regarding the student’s progress in practicum.

Field Liaison - The faculty liaison is a UT Tyler BSW faculty member (full-time or adjunct) assigned as the UT Tyler contact for the student and field instructor while the student is in a field practicum. The liaison helps facilitate goodness of fit in the field practicum, acting as an advocate for the student and as an educational support for the field instructor.

Field Practicum (“Practicum”) – The field practicum (SOCW 4601/4602) is an integral part of the Bachelor of Social Work (BSW) Program. It provides an opportunity for students to integrate knowledge, skills and values learned in prior coursework. While not completed in a classroom, the field practicum is a class. Students earn 12 hours of credit upon successful completion. A letter grade (A – F) is assigned at the end of the field practicum based on the student’s performance. Any student receiving a grade less than “C” in the field practicum will be required to re-enroll in field practicum a following semester and repeat all field hours. The field practicum requires a minimum of 420 clock hours of practice in an approved social services agency. The field practicum can be completed in one semester (i.e., a “block” placement) or over the course of two semesters (i.e., a “split” placement).

Indirect Service to Clients - Indirect service refers to any activities in which students engage which will assist them in preparing for or are contacts on behalf of the client, but do not involve immediate or personal contact with the clients served. This includes collateral contacts, research, policy development, organization development, community

organization, advocacy, education in support of direct service to clients, and administration related to a specific client or client group.

Integrative Seminar – The integrative seminar (SOCW 4141/4142) are courses taken concurrently with a student’s field practicum. Students earn 1 hour of credit upon successful completion of each course. A letter grade (A-F) is assigned at the end of the course and is based on the student’s performance in class, including any assignments and in-class activities.

Placement – Placement is the term used to describe a student’s assignment to complete required field practicum hours in his/her assigned field agency. The UT Tyler Social Work Program does not offer summer placements. **Students who wish to do a split placement must start in the fall semester.**

Block Placement – A field practicum assignment completed in one semester.

Split Placement – A field practicum assignment completed over the fall and spring semesters.

Practicum Student – This a BSW student who is currently participating in their Field Practicum Placement.

Pre-Field Workshop – The pre-field workshop is an online workshop taken a semester prior to the field practicum. This workshop is required before students may begin the Field placement process. The pre-field workshop helps prepare the student for the field practicum, including navigating Tevera, building a learning contract, and safety in Field.

Professional Development – Professional development refers to participation in workshops, seminars, in-service and other continuing education endeavors which aim to enhance your abilities as a professional social worker.

Seminar Instructor (“Practicum Seminar Instructor” or “Field Seminar Instructor”) - The seminar instructor is the faculty member responsible for instruction for students enrolled in SOCW 4141/4142 Integrative Seminar I/II. This person is the instructor of record for Practicum Seminar and enters the final grade for each student enrolled. The seminar instructor works alongside the Field Director, field instructor and field liaison to evaluate each enrolled student’s progress in Field Education. The Seminar Instructor may also serve as the Field Liaison or the Field Director.

Supervision – Supervision refers to scheduled meetings with your Field Instructor. Students are required to meet with their Field Instructor for at least 1 hour each week for supervision. This supervision can be individual or group, and it can take place in-person or virtually.

Task Supervisor – The task supervisor is a field agency employee who may or may not be a social worker. This individual is responsible for coordinating the student’s learning of knowledge and skills in the field agency setting. Often, agencies utilize a task supervisor alongside a field instructor; however, not all agencies will have a task supervisor.

Tevera – The software used by UT Tyler to facilitate the field placement process, to log and track student practicum hours, and to complete field-related paperwork and forms. Currently, Tevera comes at no cost to the student. The student, the agency, and the faculty in the Social Work Program will all be trained in how to use this software for time keeping, records keeping and field-related documentation.

Field Education Roles and Responsibilities

Field Director Roles and Responsibilities:

The Field Director, in conjunction with the UT Tyler Social Work Program:

- recruits, approves and collaborates with agencies interested and willing to supervise students in practicum.
- provides agency field instructors and task supervisors an initial orientation to the BSW Field Education Program, sharing information about curriculum and organizing training to enhance the supervisory knowledge and skill of field instructors.
- provides the field Instructor with information regarding the background, experience and education of students prior to pre-placement interviews with prospective students.
- works with students to facilitate their application process, assess readiness for field practicum, and explores options for student placements.
- matches students to potential field agencies.
- provides ongoing training and consultation for field instructors.
- Identifies and selects faculty members to serve as field liaisons.
- reviews and accepts student applications for practicum.
- acts as field liaison (See “field liaison’s roles and responsibilities.”) as needed.
- helps ensure university, program and CSWE policies, standards and requirements are met and upheld by students, field instructors, agencies, liaisons and seminar instructors.

- makes final recommendation to BSW Director for approval, review or dismissal of field education-related incidents.

Field Liaison

The field liaison, who may be either the Field director or another assigned UT Tyler BSW faculty member:

- acts as primary contact for the student, field instructor and field agency while the student is in his/her field practicum.
- reviews the student's progress with the field instructor, task supervisor, and student.
- provides guidance to field instructors in selection of learning assignments and tasks.
- Interfaces with field instructors regarding needs or problems that may arise during the practicum experience. Guidance may include a corrective action contract and/or referral to the Field Director.
- Is the instructor of record for the field practicum courses, SOCW 4601/4602 and SOCW 4141/4142 and is responsible for assigning the final grade for these courses based upon the student's mid-term evaluation, final evaluation and consultation with the field instructor and task supervisor

Field Agency

While students are placed in their practicum, each field agency should:

- promote students' identification of the core values and ethics of the social work profession.
- develop students' understanding of the agency's environment and the role of social work in the agency.
- provide a social work generalist perspective to practice with client systems in micro, mezzo and macro capacities.
- promote social work practice that is sensitive to and competent in diverse cultures, ethnicities, races, religions, classes, sexual orientations, genders, and abilities.
- understand students assigned to their agency are not a substitute for licensed social workers and should not be considered as employees.

Field Instructor

The field instructor is a social worker expected to carry primary responsibility for the instruction of students placed in his/her agency during practicum, although other agency staff members may participate in the educational process and carry a secondary responsibility for the instruction of students. The Field instructor is expected to:

- attend orientation sessions and meetings for field instructor as conducted by the UT Tyler Social Work Program.

- identify learning tasks for each student placed in the agency. This will facilitate the opportunity for application and integration of social work knowledge, skills and values.
- provide required written and oral assessments and evaluations of assigned students, such as practicum mid-term and final evaluations.
- provide at least 1 hour of supervision instruction per week
- communicate, in a timely manner, any needs or concerns regarding the practicum experience to the field liaison.
- follow guidance of field liaison and Field Director regarding any student practicum corrective actions.
- recommend a final grade for the field practicum course.

Task Supervisor

Sometimes agencies assign a task supervisor in addition to the field instructor. The task supervisor may or may not be a social worker. The task supervisor's role is to provide specific educational support for the learning of knowledge and skills applicable to the practice setting of the field agency in which the student is placed for practicum. The Task Supervisor will:

- function in a supportive role to that of the Field Instructor.
- provide input toward the written and oral assessments and evaluations of student progress in the development of those specific knowledge and skills.
- review this Field Manual and attend field orientation.

Policies and Procedures for Task Instructors, Field Supervisors, and Agencies

In this section of the Field Education Manual, the criteria and process for selecting and training field agencies and field instructors is discussed. It details the process of field practicum placement for students including pre-placement consultation/seminars, pre-placement interviews with Field Instructors, and requirements if requesting placement in agencies not previously approved by the Social Work Field Instruction Program, or in agencies in which one is employed. Criteria used in assessment of student learning needs and matching agencies and Field instructors with students to maximize the student's learning experience are outlined in this section.

Selection of Field Agencies and Field Instructors

The selection of Field Agencies and Field Instructors is an important aspect of Social Work curriculum development. The Field Director maintains responsibility for identification of appropriate Field Agencies, the suitability of a particular agency as a training site, and the Field Instructors' qualifications for providing field instruction. Criteria for selecting Field

agencies and Field Instructors are in accordance with the Curriculum Standards of the Council on Social Work Education.

Prospective Field Instructors and Task Supervisors are required to submit applications to serve as Field Instructor or Task Supervisor for review by the Field Director and to participate in orientation training by the Field Director.

Criteria for the Selection of Field Agencies

Potential Field placement agencies may be recommended to the Field Director by students, faculty, community members, and Social Work Program Advisory Committee members. The Field Director will then contact and interview the prospective site representative/Field Instructor. Once approved, an agency then completes the Affiliation Agreement and Agency Data Sheet and Application (**See Appendix B: Agency Application and Data Sheet and Appendix F: The Agency Affiliation Agreement.**) The Agency Data Sheet serves as a tool to assist students and faculty in making appropriate matches between student learning needs and the practice opportunities in the agency. The Agency Affiliation Agreement endorses a set of agreements between the Agency and The University of Texas at Tyler’s Social Work Program.

The Field Director is responsible to assess the agency's compatibility with the Social Work Program’s selection criteria and to recommend approval or disapproval to the Social Work Program Director.

Criteria for Selection of Field Practicum Agencies
<ol style="list-style-type: none">1. The Agency provides a sanctioned human service.2. The Agency can provide an opportunity for students to gain generalist social work practice experience in working with client systems of all sizes: individuals, groups, families, organizations and communities. Students can be allowed an increasing degree of autonomy in working with clients as the practicum progresses.3. The agency provides an opportunity for students to utilize the network of human services and resources available in the community in meeting clients' needs.4. The agency is willing and able to provide resources to students including release time for student supervision and evaluation by Task Supervisors

and Field Instructors, office space, and other resources necessary for students to perform as professionals.

5. The agency is willing and able to provide Field Instructors who have Council on Social Work Education accredited BSW or MSW degrees plus 2 years' experience or be willing to collaborate with agencies that do have accredited BSW or MSW graduates to provide Field Instructor Supervision.
6. The administration of the agency is supportive of students completing a practicum experience in their agency and is willing to support the Field Instructor and/or Task Supervisor by providing time for them to engage in supervision, consultation, and evaluation of student interns.
7. The agency and its employees adhere to the NASW Social Work Code of Ethics.
8. The agency is willing to follow procedures outlined in the Field Manual.
9. The agency is willing to complete and submit an approved Agency Agreement between the Agency and UT Tyler's Social Work Program.
10. The Agency adheres to the provisions of the Title VII of the Civil Rights Act of 1964, Titles I & V of the Americans with Disabilities Act (ADA), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Educational Amendments of 1972, and Section 503 and 504 of the Rehabilitation Act of 1973. As such, the agency will accept students without regard for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Field Practicum Placements Where Students Work

It is preferred by the UT Tyler Social Work Program that students complete their practicum in field agencies where students have never been employed or are currently employed. However, if students are employed at an agency that meets the above requirements, they may opt to do their Field placement there. In addition to the agency completing an affiliation application and being approved as a field agency, the student, with input from their employer, must complete the Employer-Based Practicum Application **(See Appendix N: Employer-Based Practicum Application.)** This application must be

submitted prior to or during the student's enrollment in SOCW 4141 Integrative Seminar I. The Field Director will review the application and notify the student and the agency of approval status within two weeks of application submission.

Students completing their practicum hours at their place of employment may still be supervised by their regular supervisor, if their supervisor meets the Social Work Program requirements for Field Instructors. Additionally, students must receive an hour of supervision per week that is separate and distinct from regular supervision at their job. Students' tasks should still fall under the 9 CSWE competencies outlined in the Learning Contract.

If students become unemployed during their Field Placement at their place of employment, they must notify the Field Director immediately. The Field Director will assist the student in finding an additional placement site as soon as possible, although there is no guarantee this can be completed within the current semester. Students who choose to complete their hours at their place of employment run the risk of extending their practicum experience beyond what they had originally planned, if they become unemployed during their practicum.

Criteria for Selection of Field Instructors and Task Supervisors

Field Instructors in the Field Practicum serve a fundamental role in the professional socialization and the training of students. In accordance with standards developed by the Council on Social Work Education and endorsed by the faculty of the Social Work Program at UT Tyler, approved Field Instructors must meet certain minimum standards (**See Criteria for Selecting Field Instructors.**). Field instructors will be asked to submit an application (**See Appendix C: Field Instructor Application.**), which includes a description of their regular job duties.

Task Supervisors offer their direct practice experience, knowledge and skills in the education and professional development of Practicum Students. A Task Supervisor does not necessarily need to have a social work degree; however, this person does need to have expertise in a specific area. (**See Criteria for Selection of Task Supervisors.**) Task Supervisors will be asked to submit an application (**See Appendix D: Task Supervisor Application.**)

In select situations, a member of the UT Tyler Social Work program faculty may act as a Field Instructor for students in placements without a BSW or MSW on staff.

Criteria for Selection of Field Instructors

- 1) The Social Work Program requires Field Instructors have 2 years of experience and be BSW or MSW graduate from a CSWE accredited Social Work program.
- 2) Field Instructors must be willing to provide the necessary time to supervise students and ensure an educational focus to their learning in practicum, including no less than one hour of supervision with the student per week.
- 3) Field Instructors will adhere to Field instruction orientation provided by the UT Tyler Social Work Program.
- 4) Field Instructors are willing to assist students in developing task specific learning contracts, in completing evaluations of student performances, and serving as role models and mentors to their students as future colleagues.
- 5) Field Instructors will assure that in the case a student is employed in the Agency where he/she is in Field placement, that students receive weekly supervision for at least one hour that is separate from any supervision related to their regular duties.
- 6) The Field Instructor agrees that they work with students in accordance with all applicable state and federal laws. In particular, the Field Instructor agrees that they will work with social work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Criteria for Selection of Task Supervisors

1. Task Supervisors must be employed by a sanctioned human service agency.
2. Task Supervisors do not necessarily need to have a social work degree, however they do need to have expertise in a specific area.
3. Task supervisors will collaborate with BSW and MSW Field Instructors and Social Work Program Faculty to plan task specific Learning Contracts, knowledge and skill acquisition, and to perform student evaluations.
4. The Task Supervisor must provide opportunities for students to gain generalist social work practice experience with an increasing level of autonomy as the practicum progresses.
5. The Task Supervisor must be willing to immediately alert the Field Director and Field Instructor of any problems in student performance, attendance, boundaries or confidentiality concerns.
6. The Task Supervisor must be willing and able to facilitate student learning, serve as a role model in professional ethics, and be willing to follow procedures outlined in the Field Manual.
7. The Task Supervisor agrees that they work with students in accordance with all applicable state and federal laws. In particular, the Task Supervisor agrees that they will work with social work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Field Instructor and Task Supervisor Training

Each year, the Field Director will offer orientation and training for any new field instructors or task supervisors or those who need or require further training. The purpose of this orientation is to introduce Field Instructors and Task Supervisors to the requirements and expectations of the Social Work Program as it relates to Field, as well as to equip Field Instructors and Task Supervisors to best train and support students.

Applying to Field and Field Process

Students are advised to begin planning for their Field Practicum experiences when they are admitted to the Social Work Program. The process begins with ongoing discussions between the student and his/her academic adviser. Students eligible for field education are notified the semester before they are scheduled to begin the field process. Every student is provided a degree plan to follow throughout the social work program.

One semester prior to entering Field, the student is required to successfully complete **the online Field orientation: Pre-Field Workshop**. During this workshop, students will learn how to navigate Tevera, find and interview with prospective sites, how to build a learning contract, and will be introduced to requirements, expectations, and safety in Field. The Pre-Field Workshop course encourages students to assess their readiness for Field, examine their individual learning needs, and explore their preferences of agency settings for Field Practicum placement. After completing the Workshop, students will be sent an invite email to Tevera and can begin the site placement process and paperwork.

Application Steps for Field Practicum

During First Semester of Junior Year:

- 1) Meet with program advisor to determine readiness for Field.
- 2) Ensure all prerequisite courses, including UT System core curriculum requirements and all required BSW courses have been completed.

Semester Prior to Entering Field (last semester of junior year or first semester of senior year, depending on placement type):

- 3) Attend Pre-Field Workshop at the beginning of the semester.
- 4) Sign up for Tevera, explore prospective sites, and complete required paperwork.
- 5) Once preferred sites have been identified, schedule a meeting with the Field Director to confirm everything is in order.
- 6) Schedule and complete placement interviews **no later than April (for Spring semester) or November (for Fall semester)**.
- 7) Enroll in appropriate courses
 - a) BLOCK Students: SOCW 4601 Practicum I, SOCW 4602 Practicum II, SOCW 4141 Integrative Seminar I, and SOCW 4142 Integrative Seminar II all concurrent during Field placement
 - b) SPLIT Students: SOCW 4601 Practicum I and SOCW 4141 Integrative Seminar I in the fall semester and SOCW 4602 Practicum II and SOCW 4142 Integrative Seminar II in the spring semester.

Criteria for Matching of Student Learning Needs and Practicum Sites

The Social Work Program encourages all students entering field practicum to identify their individual learning needs and assume responsibility for shaping their educational process. From the beginning of the Program, students are encouraged to explore their interests and volunteer at agencies in which they may later want to do a Practicum. They are encouraged to become familiar with agencies in the area through coursework in research, policy, and practice courses.

Field agencies with social work supervision offering practicum placements mainly during evening or weekend hours may be available; however, the UT Tyler Social Work Program does not support evening and weekend only placements. **Students should plan to be available for field practicum placements during normal business hours.** Part of the field experience involves participating in the life of the agency, attending regularly scheduled meetings, and other activities involving or sponsored by the field agency.

The Field Office will attempt to place students as close to their preferred geographical area as possible and within a 30-mile radius of their residence. However, in some instances, students may be placed in field agencies outside of a 30-mile radius of their residence as needed. Travel to and from a student field agency is not counted as contact hours.

Criteria for Assessment of Student Learning Needs and Factors Considered in Matching Students with Practicum Agencies:

- | |
|--|
| <ol style="list-style-type: none">1. Degree of preparation for Practicum demonstrated by work completed in Pre-Field and educational preparation demonstrated by performance in all Social Work courses and professional organizations.2. The breadth, depth and relevance of a student's prior employment experiences identified by the student and interpreted by the faculty and Advisory Committee
(i.e. work with diverse populations: racial, cultural and religious groups, individuals of diverse sexual orientations, and years in the field).3. Maturity and personal development during the Professional Social Work Program:<ol style="list-style-type: none">A. Extent to which student works autonomously. Ability to respond to directions.B. Need for structure as evidenced by student's work habits in the classroom. |
|--|

- C. Written and verbal communication skills as identified by Student and faculty.
 - D. Response to or stated preference for particular supervisory style or gender.
 - E. Risk taking and response to challenges and stress.
 - F. Student's abstract and concrete thinking skills as identified by faculty.
 - G. Nature and extent of Student's assertiveness and interpersonal skills.
 - H. Personal factors (prior emotional experiences, family or transportation issues)
4. Student's individual interests, career goals.
 5. Learning opportunities at the Practicum Agency and the nature of the placement.

Student Requirements in Field

1. Students are required to participate in a formal supervision meeting with their Field Instructor, at least one hour per week. **(See Appendix L: Weekly Supervision Form)**
2. Students are required, with input from their Field Instructor, to complete and adhere to a Learning Contract and, if needed, a Corrective Action Plan or behavioral contract.
3. Students will participate actively in midterm and final evaluations, sign all evaluations and ensure that due dates are met.
4. Students must complete the Student Evaluation of the internship. Failure to do so will result in an "I," Incomplete, for the course.
5. Attend all required or invitational meetings, conferences, etc., occurring in the agency.
6. Communicate openly with the Field Instructor/Task Supervisor when assistance is needed, e.g., clarification of assignments, agency policy, etc.
7. Maintain appropriate dress for the agency setting at all times.
8. Contact his/her field liaison, or the Field Director, immediately when clarification is needed, or a problem situation arises. Personal safety and sexual harassment issues are to be discussed with the Field Instructor and the Field Liaison.
9. Read thoroughly the content of the Field Manual prior to entering the placement.
10. Maintain an accountability of all hours earned in the practicum and submit a time report to the Field Liaison weekly.
11. Attend and participate in Seminar classes when scheduled. Students must maintain a grade of "C" or better in Seminar Classes. Completion of 4141 Integrative Seminar I and 4142 Integrative Seminar II is required in order to pass Field Practicum. Failure to do so will require repeating of both courses.

12. Notify the SAR office of any special accommodations required in the practicum related to any disability at least three months prior to the semester the student is scheduled to begin the field placement.
13. Maintain responsibility for understanding and adhering to all policies and procedures of the field agency and the Social Work Program. The noncompliance will result in the student's termination from the practicum (*Refer to section 12: Procedures on Termination from Field Instruction*).
14. Obtain malpractice insurance prior to starting practicum placement.

Pre-Placement Interview Process

Pre-placement interviews serve to establish the compatibility of the student, field instructors, task supervisors, and field agencies. The student, Field Instructor and Task Supervisors explore interests, goals and learning objectives, learning opportunities available in the agency, personal and professional interests and limitations in order to assess the mutuality of their needs and interests. After the student has interviewed with prospective agencies, both the Field Instructor and the student take the initiative to contact the Field Director and report on the acceptability of the placement. If there is mutual acceptability, the Field Director approves the site placement in Tevera. If acceptance of the student by the Field Instructor/Field Agency cannot be obtained, the Field Director will meet with the student to discuss the reasons for the decision and to explore alternative Field Instructors/Field Agencies.

HOW TO PREPARE:

- 1) Dress professionally.
- 2) Treat it as a job interview.
- 3) Be professional with all individuals you encounter.
- 4) Study the agency; review any written material about the agency.
- 5) Review what you have included in your résumé and application materials.
- 6) Come prepared to discuss your learning needs:
 - Why are you interested in this agency?
 - What do you hope to get out of this experience?
 - What do you know about the client groups served?
 - What are your perceptions of what social workers do in this agency?
 - What are your strengths and learning needs?
 - What are your career goals?
 - What is your past experience?
 - What are your supervisory expectations?

Examples of Questions a Practicum Student Might Want to Ask the Prospective Field Instructor

1. What are the learning opportunities in this practicum setting?
2. What do you consider to be ideal experiences for students in this practicum setting?
3. What is the largest single problem or issue facing the organization that I should know about? How would this affect my learning?
4. Please tell me about the primary client system with which I would be working.
5. What are your expectations of me as a practicum student?
6. Is there anything else I can tell you about my qualifications, abilities, or interests?

Examples of Questions That May Be Asked by Prospective Field Instructors

1. Why are you interested in a practicum in this setting?
2. What do you believe qualifies you for this practicum?
3. What do you believe you will contribute to this agency?
4. Tell me about your social work-related experiences.
5. Describe your educational goals.
6. What social work courses do you like best/least and why?
7. How do you believe you fit the requirements of this practicum setting?
8. What do you feel are your greatest strengths and limitations?
9. What kinds of people appeal most/least to you as potential clients?

Sharing of Personal Information with Field Instructors

You are expected to share information that is relevant to your field placement. Information can be seen as relevant if it relates to practice, to knowledge, values, skills of the profession, impacts your ability to succeed or function professionally in a setting, or impacts the ability to protect clients and place their needs as primary in treatment.

Examples of issues in an individual's personal life that could have the potential to impact a field experience are caregiving roles, domestic violence or stalking issues, serious chronic health issues, prior psychiatric or substance abuse treatment, history of being or a family member being a victim of sexual abuse or assault, committed a crime, had performance problems in classes, a prior field placement or job. The setting in which an individual is completing their field experience may also impact relevance. For example, if you want to work in a domestic violence program and were ever a victim of family violence, you would

probably want to share that. If a chronic health problem might affect your performance of your field responsibilities, you would probably want to share that. It is your responsibility as a student to share such information with the Field Director and your Field Instructor and Task Supervisor.

Information in pre-Field paperwork and all relevant personal information may be shared with faculty liaisons and Field Instructors. Relevant information may come from classrooms, practice labs, field seminars, and written and verbal information from the student. Information will be shared if it enables an appropriate placement, protects clients, provides informed choice by Field Instructors, or protects students. Students who feel personal information has been misused may appeal the Advisory Committee for assessment and recommendations. If the matter is not resolved at this level, they may appeal the committee's recommendations through appropriate channels starting with the Social Work Program Director, the Departmental Chairperson, and moving up to the next step if satisfactory resolution is not reached.

Accommodations in Field for Students with Disabilities

The Social Work Program and Field Education faculty are committed to the value of human diversity and the value of each unique individual. Considerable contributions have been made to the helping professions by those who have accomplished much in the face of adversity and whose personal attributes may have been historically perceived as barriers. It is with this attitude of seeking to enhance the realization of human potential that the Social Work Program and Field Instruction offers to assist in arrangements for accommodation to our students with disabilities. Because accommodation may greatly impact your field placement options or placement preferences, it is recommended students discuss their needs with the Field Director and other faculty before the Pre-Field Workshop is completed. Please be aware that should a health, substance abuse or mental health issue interfere with the successful completion of your Practicum experience, corrective intervention may be required of a student prior to resumption of the Field Practicum experience.

If you have a disability and desire a disability related accommodation(s) for a Field Practicum Experience, you should do the following:

- 1) Register with UT Tyler's Student Accessibility and Resources (SAR) Office. For more information, visit: <https://www.uttyler.edu/accessibility/disability-resources/#:~:text=Disability%20Support%20Services%20%2D%20Provides%20students,in%20the%20Disability%20Services%20Office>.**

- 2) The SAR office will communicate the relevant accommodations to the Field Director.
- 3) Once the need for an accommodation(s) has been established, the Field Director will work with the agencies regarding implementation of the accommodations. A written understanding regarding the nature of the accommodations to be made and the general procedures for handling accommodations during field placement will be approved in writing by the agency, the university and the student.

If a student begins a field practicum, then subsequently requests accommodations, it may be necessary to suspend the practicum until a statement of disability from Disability Support Services can be obtained, and arrangements made for accommodations. Students are encouraged to address these issues prior to attending the Pre-Field Workshop by contacting the SAR office promptly.

All reasonable efforts will be made to provide accommodations in field instruction and to facilitate successful completion of the BSW program for students with disabilities. Students may be informed that at times, no appropriate field practicum site can be arranged locally in which needed accommodations are available. A student may need to re-locate to accomplish field experience or it may require additional time to establish an agreement with a field agency. Faculty will work with students to locate appropriate placement agencies which also meets other requirements of the Social Work Program; however, these efforts are not guaranteed to be successful. The student is always free to contact Disability Support Services for assistance in obtaining accommodations.

Practicum Agreement

The Practicum Agreement (**See Appendix E: Practicum Agreement**) is completed in Tevera before the student begins at their agency. The student will initiate the agreement and fill out required fields in the form, then can send the form to their Field Instructor and the Field Director to complete remaining fields and signatures.

The Learning Contract

Field Practicum experience is based on a collaboration in which the Field Instructor, Task Supervisor, student, and the Social Work Program have a shared vision and expectations of learning outcomes. The student should take primary responsibility for creating the learning contract, with the assistance of the Task Supervisor, Field Instructor, and Field Director as needed (**See Appendix G: BSW Learning Contract.**) It is an essential component of the Field Practicum and is also used as a primary instrument for evaluating the student's progress toward meeting their learning objectives throughout the practicum experience.

The learning objectives that define Social Work Field Practicum are established by the Social Work Program in accordance with the Council on Social Work Education. An individualized student Learning Contract provides a structure for an intentional Field Instruction experience. The Learning Contract provides the framework directing the actions of the student with the expertise of the Task Supervisors and the interventions of the Field Instructor. It provides methods and tools for evaluation as the student and Field Instructor meet for regularly scheduled supervision during which they evaluate progress toward achievement of the learning objectives. Learning contracts and the tasks associated with them are subject to revision based upon student self-assessment and Field Instructor evaluation, and unanticipated opportunities for learning that arise during the term.

The learning contract will be created in Tevera and stored there after its completion. The learning contract will then become the basis for both the mid-term and final evaluations, in order to best track student learning process in accordance with the CSWE competencies.

Corrective Action Plan

If certain objectives have not been met by the student within the specified time period, a Corrective Action Plan is developed by the Field Director and the Field Instructor which identifies the student's deficiency, the action(s) to be completed by the student in correcting the problem and the target date, the action(s) to be taken by the supervisor, and the completion date.

Tevera

Tevera is the site-placement and record-keeping software used by the UT Tyler Social Work Program. Tevera is currently free for students to use. Students will be invited to Tevera as part of their Field experience. Students will use Tevera to find a placement site, log hours and supervision, and to complete paperwork for Field. Field Supervisors and Task Instructors will also use Tevera to complete paperwork and sign off on student time reports. The Field Liaison and Seminar Instructors may use Tevera to support student learning through assignments. Tevera can be accessed through this link:

<https://uttyler.tevera.app/#/logon>

Practicum Policies Concerning Time in Field

All students are to report to the agency on the date determined by the UT Tyler academic calendar and the agency. Students will adhere to regular agency hours as established by the Field Instructor and are responsible for immediately notifying the Field Instructor anytime they will be late in reporting to the agency or absent for any reason. No student is allowed to begin an internship until the Practicum Agreement has been appropriately signed by the Field Instructor and submitted to the Field Director.

Students are required to complete a **minimum of 420 hours** in their field placement to successfully meet their practicum requirements. Students are expected to earn those hours over the duration of the term and should coordinate with their Field Instructors to ensure their hours are evenly spaced across their time at the agency. Students will not be allowed to consider the practicum complete before the end of the semester simply based on having met the required minimum hours.

Time Sheet

Students are required to log their hours in Tevera and run a weekly time report. Students have the option to save these time reports as a PDF if they would like back-up copies. The time report is then sent to the Field Supervisor to be signed in Tevera.

Students can expect to be contacted by the Field Director if they fail to submit weekly timesheets or if the weekly timesheets indicate the student is not present in the agency for the times agreed upon in the Learning Contract.

Leave Time: Holidays, Vacations, Illness

Students are expected to act responsibly in their practicum placements. The Field Director and Field Instructor must be notified by the student of any leave time or illness. Any leave time must be coordinated with the agency supervisor and/or Field Instructor. Students reported for excessive absences in the practicums may receive an unsatisfactory grade and are required to make up the time deficiency. Other policies regarding leave time are as follows:

Students are generally excused from practicum/agency hours on UT Tyler official holidays and vacations breaks. However, the Social Work Program understands that continuity of service sometimes requires students to carry out all or part of their assigned tasks during these times and/or to make arrangements with their Field Instructor for any necessary coverage required. It is important to discuss expectations about practicum hours early in

the placement, especially if there is the possibility that practicum responsibilities will require the student's participation at the field agency during Christmas break and other university holidays not shared by the agency.

Time the student spends away from the practicum setting due to illness, family obligations, or other reasons does not count toward the minimum of 420 hours of practicum time required of students. Only time approved by the Field Instructor and in accordance with the standards and policies of the Field Education Program will count toward practicum experience.

Supervision Logs

Students in practicum are to document their weekly supervision meetings with their field instructors (**See Appendix L: Weekly Supervision Form.**) This supervision form is completed and housed in Tevera. Supervision may be individual or group supervision and can take place in-person or virtually. Students are to prepare for their weekly supervision meeting. The form should be submitted weekly in Tevera.

Agency Orientation of Student to Field Placement

Students should be given a comprehensive orientation to the placement and to the agency. It is preferable for the Field Instructor to inform appropriate personnel in advance of the student's placement and advise them of ways the staff can participate in the student's learning experience. It is also important for students to have a work area that allows them to feel like a professional and an integral part of the agency structure. A desk, access to a telephone, and appropriate work supplies should be provided for the student before they begin the placement. Additionally, it is recommended that the following items and procedures be provided in the orientation material to all students by the agency.

Agency Formal Orientation

Each agency will schedule its own orientation for practicum students; however, basic guidelines should include the following. If basic guidelines are not provided, it is the student's responsibility to notify their field liaison.

- 1) Orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered.
- 2) Expectations concerning dress requirements, leave time and holidays, attendance requirements, etc.

- 3) Agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedures, etc.
- 4) Information concerning insurance requirements by agency and insurance coverage provided (i.e., professional liability, workman's compensation).
- 5) Specify agency recording requirements. Provide copies of all forms in addition to outlines for intake, psychosocial assessments, transfer forms, social history and diagnostic summaries, and all other required reports.
- 6) The agency will explain confidentiality requirements. Provide information on agency's informed consent form and its use; information on privileged communication if it applies, information on what can and cannot be released without client's consent; explanation of what to do if subpoenaed, etc.
- 7) Outline procedures for handling client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.)
- 8) Give the student a copy of the agency personnel manual, including written procedures concerning student responsibilities, etc.
- 9) Written description of agency security precautions and safety procedures.
- 10) Expectations concerning supervision responsibilities, supervisory conference times, style and content of supervision provided and other pertinent supervision issues.

Policy on Personal Use of Vehicle

Students may be required to have a valid driver's license, a vehicle or the ability to use a personal vehicle for transportation during their practicum. Some students may be required to accept practicum assignments that are out of town. In these situations, students will be responsible for making transportation arrangements between the practicum sites. In other situations, the nature of the practicum experience may require the student to travel across counties or cities to meet with clients and other professionals. **Students are NOT allowed, under any circumstance, to transport agency clients in their own vehicles.** Early in the application process, students should inform the Field Director of any limitations they may have with regard to transportation.

Policy on Students with Criminal History

Prospective students must be aware that agencies have the right to deny them for field placement due to any criminal history. 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. It is important that students discuss any criminal history before starting the Social Work program.

Policy on Liability Insurance

Students are required to obtain Professional Liability Coverage through the National Association of Social Workers or a private insurer. The college does not provide professional liability coverage for students and it is in the student's best interest to obtain such coverage prior to beginning practicum.

It is agreed between the College and Field Agencies, subject to Texas law and the limits of the insurance of UT Tyler, that each party shall be responsible for claims of negligence based on that party's acts in performance of their agreement. Nothing therein shall preclude the State of Texas from asserting against third parties any defenses to liability it may have under Texas law.

Policy on Sexual Harassment

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the Task Supervisor, Field Instructor or any other agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship.

The UT Tyler harassment policy states:

"The University of Texas at Tyler is committed to the principle that the university's learning and working environment be free from inappropriate conduct of a sexual nature. Sexual harassment in any form will not be tolerated and individuals who engage in such conduct will be subjected to disciplinary action," whether on or off campus."

Students are encouraged to notify their Field Liaison, Field Director and the UT Tyler Title IX Office.

UT Tyler's Title IX Office Contact information: <https://www.uttyler.edu/titleix/>

Office of Title IX
OAC 160
Tyler, Tx 75799

Office Hours:
M-F 8 a.m. - 5 p.m.
800 UT TYLER
Ph: 903.565.5760
titleix@uttyler.edu

Consensual Relationships

Students and faculty members are expected to conduct themselves in a manner that reflects favorably on the Social Work Program. Relationships of a romantic and/or sexual nature between faculty, agency employees and students during field practicum are not to be considered consensual and are strongly discouraged by the Social Work Program. What students or faculty may choose to do in private may be outside the boundaries of the contracted school relationships. As a result, they may not be subject to disciplinary action for having private contact. However, if a faculty member's or students' conduct on personal time subjects the Social Work Program to criticism or makes students unable to perform properly in their practicum, the Social Work Program is justified in taking corrective action.

Consensual romantic and/or sexual relations between Task Supervisors or Field Instructors and students, or between agency employees and students, are not appropriate during a practicum. The authority over students by Field Instructors or agency employees exacerbates the potential for sexual harassment. It is not considered appropriate for students and instructors or supervisors or employees of a Field Agency to engage in personal relationships.

Policy on Personal Safety in Field Placements

It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement on a continual and ongoing basis throughout the duration of the practicum.

Each agency and field instructor are responsible for orienting student interns to the safety and risk management policies and procedures of that setting during the agency orientation, as well as in supervision. It is important to discuss safety guidelines for home visits, evening office visits, service users who may become angry or violent, other staff members who behave unprofessionally and services that are politically sensitive which may result in threats of violence. Students should not be forced to engage in assignments

in which they feel their physical safety might be compromised. Students should discuss their safety concerns with their field instructor and their field faculty.

Security of Belongings

All students in the field are expected to have a secure place to keep their belongings while at the placement. It is preferable that the space be one that can be locked. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Agency Clients

When working with agency identified clients, it is important to remember that the change process often makes people feel vulnerable and may challenge their usual coping mechanisms. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. Students should consult with agency and/or field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the field instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. Students must schedule appointments with clients at times when the field instructor or other appropriate professional staff person is in the building and readily available if needed. It is also important to discuss the backup plan for assistance in the event the service user becomes agitated or there is another urgent need for support.

Safety Tips for Home Visits

The UT Tyler Social Work Program prefers students conduct home visits with another agency employee. Interns should not conduct home visits alone at any point during their practicum experience due to safety and university liability coverage. Prior to conducting a home visit with an agency employee, there should be a discussion overviewing the importance in having information about the client before the home visit. In addition, if there

is a question of safety, a potential plan should be discussed with the field instructor. Prior to the visit it is recommended to discuss an appropriate plan which may include:

- 1) the address and neighborhood of the client visit
- 2) the use of a cell phone
- 3) communicate with the agency when the home visit is completed.

Policy on Non-Discrimination

The UT Tyler Social Work Program is committed to providing procedures which will assure equal treatment of all students. It is committed to creating an environment for all students that is consistent with nondiscriminatory policy. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by The University of Texas System or any of its institutions, on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability. Further, the Social Work Program and its Field Education Program are committed to the pursuit of social, legal and economic justice for all peoples. It affirms the rich diversity of human beings, the value and worth of individuals, and the importance of human relationships to the well-being and individual development of all people.

In addition to notifying their field liaison and field director, students experiencing acts of discrimination are encouraged to contact the Vice President for Student Success, UT Tyler, 3900 University Blvd., Tyler, Texas 75799, Phone: (903)566-7350, for student assistance on matters regarding Title II, Title IX, Section 504, and Age Act.

Policy and Procedures on Termination from Field Instruction

Performance problems which result in termination from an agency practicum placement vary greatly. In general, they reflect the noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations. Performance problems will be addressed in the following manner:

- A. Student performance will be reviewed in supervision. Performance problems will be clearly identified (orally or in writing) by the agency field instructor and/or field faculty member. Specific examples of problem area and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.

- B. At any time during the practicum, if problem behaviors persist and/or are serious, the field instructor will contact the Field Liaison and Field Director for a consultation. The student also must advise his/her field liaison if he/she has concerns about the placement, the Task Supervisor and/or the Field Instructor. The student will also advise his/her Field Liaison and Field Director if there are concerns about performance issues raised from feedback received from the agency Field Instructor/Task Supervisors.
- C. The Field Liaison and Field Director will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency Field Instructor. This may include but is not limited to sharing past academic and performance information.
- D. Based on the discussion with the Field Director, a written “**Corrective Action Plan**” (*To be determined and constructed jointly by the Field Instructor and Field Liaison or Field Director*) and/or revised learning contract will be developed jointly by the student, Field Director and agency field instructor and signed by all parties, with copies distributed. Consequences for the noncompliance will be included. At times, a student enrolled in the Field practicum program may not be able to complete the practicum experience for a number of reasons. They are listed below:

Procedures for Handling Premature Termination of the Practicum When Field Instructor or Agency Director Desires to Terminate Placement

- 1) The Field Instructor should first give notification to and discuss the concerns with the Field Director before notifying the student. It is expected that a Field Instructor will contact the Field Director early in the practicum experience if they believe there may be problems with the student’s performance.
- 2) The Field Director and the Field Instructor will meet with the student to discuss reasons why termination is being considered. Attempts will be made by the Field Director to mediate any concerns between the student and the Field Instructor prior to termination of the placement.
- 3) If the resolution of the issue is termination of Field instruction for the student, then the Field Instructor and the student will develop a plan to determine how termination will be handled with clients whom the student has been serving.
- 4) If the Field Instructor chooses to terminate supervision without discussing the issues with the student or Field Director, the Field Instructor should present detailed reasons for termination in writing to the student and the Field Director. In

this situation, the Field Director will meet with the agency director to discuss and evaluate the concerns about the practicum site.

- 5) If the reason for termination is unrelated to the student's performance in the practicum, every reasonable attempt will be made by the Field Director to place the student in another agency during the course of the same semester.
- 6) The agency should refer to the Affiliation Agreement guidelines regarding termination of students.

Procedures for Handling Premature Termination of the Practicum When Field Director Terminates Placement

- 1) The Field Director must give notification to both the student and the agency.
- 2) The Field Instructor and the student will develop a plan to determine how the student will terminate services with clients that the student has been serving, unless there is a need for immediate termination.
- 3) The notice must be in writing and must contain detailed reasons for termination.
- 4) If the placement is terminated because of an alleged agency problem, the student can appeal the Field Director's decision by following the procedures outlined in the Social Work Student Handbook.
- 5) If the placement is terminated because of an alleged student problem, the student has the right to appeal the Field Director's decision by following the procedures discussed below.

Generally, students are not permitted to terminate their placement. When students agree to partner with an agency for their practicum, it is seen as a commitment to be carried out over the course of the practicum. However, students may initiate the termination of their placement under the following circumstances:

- 1) The agency is participating in unethical behavior that student has either documented or reported to the Field Director.
- 2) The student is not being supervised consistently, or at all, by their Field Instructor.
- 3) The student is not being given sufficient tasks to aid them in their social work education or to help them meet their required hours.
- 4) The student has a major health concern or life event that will interfere with their ability to complete their placement.

Procedures for Handling Premature Termination of the Practicum When Student Terminates Placement

- 1) The student should provide written notification to the Field Director and the Field Instructor containing detailed reasons for the termination.
- 2) The Field Director will meet with the student and Field Instructor, if there is a possibility of mediating or remedying the situation.
- 3) The student and the Field Instructor will develop a plan to arrange for the student to terminate client services, if there is no other alternative.

If any of the above outlined situations occur, a review of the student's progress in the Field will be conducted by the Field Director and the Social Work Program Director. The Field Director will put this information in writing for the student and will meet with the student to review and discuss the course of action taken by the Social Work Program and the recommendations and options available regarding future placements.

The course of action the Program may take includes, but is not limited to, the following:

- The student receiving a failing grade for the semester and being allowed to register for and re-take Practicum and Integrative Seminar during the next semester.
- The student receiving an "I" (Incomplete) and being allowed to re-enroll in Practicum. The student would be expected to participate in discussions and case presentations in Practicum Seminar but would not re-register for that course if it was successfully completed during the previous semester. The final decision regarding whether a student will be required to register for Seminar during a second internship rests with the Field Director.
- The student is asked to wait to re-enroll in the Field placement experience program until the student's personal and professional issues have been resolved.
- The student may be placed in another agency setting that same semester. The Field Director will be responsible for the final grade the student will receive that semester.
- The student will be asked to withdraw from the Social Work Program.

If the student wishes to appeal the Field Director's decision, the Social Work Student Handbook specifies administrative procedures to follow. The student is expected to follow the procedures outlined in the Social Work Student Handbook and the Appeal Procedure for students in Social Work.

In some cases, it may not be appropriate for the student to remain in the same placement. The student would complete the practicum at a different agency to be determined by the Field Director. A second practicum is contingent on disclosure of the student's performance problems which may include a copy of the last field evaluation to the new potential field instructor. The Social Work Program reserves the right not to offer a second practicum based on student performance issues and/or the student's refusal allow the Social Work Program representatives to share information about the termination with the new internship agency.

If the student is assigned to a new practicum after earning an "I" in the first practicum, the student will be required to complete the full number of hours required for the course. There are exceptional cases of illness where a physician has documented a reason for hours missed or in cases where there were extenuating circumstances at the internship, and the Field Director and will negotiate with the student "hours credited" from the first internship. The student would need to re-register for the course in these instances. The student would then be expected to participate in discussions and case presentations in Practicum Seminar but would not re-register for that course if it was successfully completed in the previous semester. The final decision regarding whether a student will be required to register for seminar during a second internship rests with the Field Director.

The Field Director may assign an "F", based upon the recommendation and documentation of the agency Field Instructor. This grade and the subsequent termination from the practicum are based on the students' performance which has violated policies of the agency, the Social Work Program and/or any standards set by the NASW Code of Ethics. In these situations, a student must:

1. Complete a typed written request for another practicum stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve problem area. (e.g., attend a workshop on confidentiality, etc.). This request is submitted to the Field Director and Program Director within 60 days from the date of the termination. The Field Director and Program Director review the letter and all pertinent information. If is decided that the student will be offered another practicum, there would NOT be a grade change of the original "F" and the entire practicum MUST be retaken, with no credit given for previous hours. The student must re-register for the full credit hours of the course.
2. At times the Social Work Program may determine that it is in the best interest of the student not to immediately reenter another practicum placement. In these cases, it may be recommended by the Field Director and Social Work Program Director that the student

completes certain tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance. Examples of such actions are taking a course in ethics, engaging in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completion dates.

3. The Social Work Program reserves the right to deny a student a second practicum based on student performance issues and other pertinent information.

The student has the right to appeal grades earned in Field Instruction courses. The grade appeal will be in accordance with The UT Tyler and Social Work Program policies.

Practicum Seminar and Confidentiality

In addition to time spent at their field agency in practicum activities, students will attend the seminar courses 4141 Integrative Seminar I and 4142 Integrative Seminar II. These classes provide students with informal feedback and evaluation. Students will meet weekly to process events occurring in their practicum. Seminar assignments will encourage reflection, skills for increased competency, and application of class knowledge to practice with client populations. Students will complete a confidentiality form as part of their Seminar classes (**See Appendix M: Seminar Confidentiality Guidelines.**)

Policy and Procedures for Student Evaluation

Evaluations and Grades

Students are evaluated at midterm and at the end of the practicum (final evaluation) by their Field Instructor and Field Director (**See Appendix H: Evaluations.**) The Field Instructor also includes feedback from any Task Supervisor who worked with the student. Student progress in tasks associated with the CSWE competencies are rated on a 1-5 scale as follows:

5 = Outstanding

4 = Proficient

3 = Developing

2 = Needs Improvement

1 = Unsatisfactory/Failing

IE = Insufficient Evidence (at Mid-Term only)

Mid-Term and Final Evaluations with ANY single evaluation criteria rated as a 1 or 2 (on the evaluation forms) indicate that the student must demonstrate improved performance in that area. Failure to do so could result in the student receiving a grade below “C” in the Field education course, which is posted at the completion of the final evaluation. The student will repeat all internship hours and be required to re-enroll for Field Practicum prior to receiving their BSW degree. The student will also continue to participate in Seminar case presentations and discussions, even if that portion of Field Education was completed successfully during the first placement.

Continued poor performance or a single incident that is considered by the agency to be unprofessional or unethical will result in the termination from the practicum (*Refer to section on Procedures on Termination from Field Instruction.*). This decision is made jointly by the agency supervisor and the Field Director, in conjunction with the Director of the Social Work Program and can be made at any time during the practicum.

The Field Liaison will determine what grade to assign for the students’ final grade based on Field Instructor’s and the Student’s feedback and, sometimes, with consultation with the Field Director.

If the grade of “I” (Incomplete) is assigned the following will occur:

If the student is demonstrating significant progress in the identified problem areas of performance, but has yet to obtain the goals set, an “I” grade may be assigned, and the student would remain in that internship for a period of time specified by the agency field instructor and the Field Director. If the student consistently completes satisfactory work at the end of the specified time, a grade change will be submitted, changing the “I” to a letter grade. Students may also receive an “I” if they have not completed the necessary hours for their Field Instruction course due to authorized unavoidable absences. In these cases, the student, agency field instructor and Field Director reach a written agreement specifying how the hours will be completed, and those agreements must have met before the grade is changed to a letter grade. The Social Work Program expects the Practicum to be completed within the next semester.

The student receiving an “I” (Incomplete) will re-enroll in Practicum, SOCW 4601/4602. The student would be expected to participate in discussions and case presentations in Seminar but would not re-register for that course if it was successfully completed during the previous semester. The final decision regarding the student being required to register for a second semester of Seminar rests with the Field Director.

If the student has not meet minimum expectations (ALL ratings at “4” or above) by the due date of the final evaluation, the following will occur:

The Field Instructor will complete the narrative portion of the evaluation specifying the reasons for the student's failure to meet expectations, and the quantitative portion would clearly indicate the still developing, needs improvement, incomplete or unsatisfactory areas (all scores rated “1” or “2” or “3”). The Field Instructor will recommend, to the Field Liaison, the grade of C, D or F. It is the responsibility of the Field Liaison to assign grades based on the Field Instructor’s recommendation and feedback received from the student.

Students earning a grade of "C" in any Field Education course will be required to schedule a conference with the Field Director and/or the Director of the Social Work Program to discuss the nature of the unsatisfactory grade. The Field Director and the Director of Social Work Program shall consider all aspects of the situation and determine if another practicum should be offered. **The Program is not obligated to offer more than one practicum and will not offer any more than two practicums.** Students can utilize the Social Work Program grade appeal process to dispute any grade.

Director and Liaison Visits

The Field Director will make in person or virtual visits to agencies prior to approval of the Agency as a Practicum site. It will be important for prospective Field Instructor(s) and Task Supervisors, and agency Director to meet with the Field Director at that time.

The Field Liaison (which may or may not also be the Field Director), will visit with the student and Field Instructor at the field agency for the mid-term evaluation. Field Liaison/Director may meet with student and Field Instructor for the final evaluation if needed/requested. Visits may be conducted in-person or virtually. The Field Director/Liaison will only make in-person evaluation visits to sites within 10 miles of UT Tyler; all other evaluation visits will be conducted virtually. The type of visit conducted will be determined based on student/site preference and distance.

If **ANY** difficulties arise or adjustments need to be made, the Field Liaison **MUST** be contacted by the student and/or the Field Instructor. (It is much easier to resolve issues early.). The role of the Field Liaison is to act as a “bridge” between the agency, the university and the student. Additional visits may be scheduled as needed to assist in problem solving. If a problem is noted, the Field Director will assist in formulating a written “Corrective Action Plan” to clarify what and how a student and/or agency can resolve a problem. The Field Director may also share any other academic performance information necessary to assist in the resolution of problems.

Field Instruction Learning Outcomes

#1	Demonstrate the knowledge and skills of a generalist social worker by demonstrating your skills and knowledge in working with (a) individuals, (b) families, (c) groups, (d) organizations, and (e) communities and (f) local, state, and federal regulatory and legislative entities.
#2	Demonstrate an ability to identify ethical dilemmas and use ethical reasoning in ethical dilemmas present in social work practice situations.
#3	Develop and demonstrate by knowledge and behavior, identification with the purposes, values and ethics of the social work profession: commitment to clients' right to confidentiality and self-determination, appreciation of the importance of relationships and dignity and worth of individuals, commitment to social, economic and legal justice, and commitment to professional competence and the ethical use of self.
#4.	Develop and demonstrate an understanding and valuation of human diversity with sensitivity to race, ethnicity, gender, sexual preference, age, political orientation, mental and physical disabilities, alternative lifestyles, economic and marital status. Demonstrate skill in working with the diverse client system representing vulnerable populations within this region.
#5	Demonstrate critical thinking skills and apply social work theories utilizing strength-based, person-in-environment and systems perspective in the problem-solving process including analysis of complex situations, application of intervention and evaluation of interventions at all systems levels.
#7	Demonstrate the ability to communicate effectively in written and verbal forms and engage in appropriate working relationships with colleagues and diverse client populations.
#8	Demonstrate professional knowledge and skill to assist client systems at all levels to define, develop and implement capacity building strategies, determine and achieve their goals, utilize their strengths to create change, and identify tools with which to empower individuals, families, groups and communities.
#9	Demonstrate the ability to locate, to interpret, and integrate empirical and practice-based knowledge and to use findings from research to inform and evaluate practice with clients at all system levels.

#10	Demonstrate implementation of appropriate research methodology to design and to carry out research/program evaluation which is responsive to the needs of clients and host agencies.
#11	Demonstrate the ability to research and analyze policies, identify potential targets for effective policy intervention, plan and implement appropriate policy interventions, and serve as an advocate for client populations.
#12.	Demonstrate the knowledge and skills to enhance professional practice by appropriate use of training opportunities, supervision, peer consultation, and self-reflection in professional relations with diverse peoples at all system levels.

Forms and Appendices

Appendix A: Pre-Field Questionnaire

Appendix B: Agency Application and Data Sheet

Appendix C: Field Instructor Application

Appendix D: Task Supervisor Application

Appendix E: Practicum Agreement & Acceptance Contract

Appendix F: Agency Affiliation Agreement

Appendix G: BSW Learning Contract

Appendix H: Evaluation of Student Performance in Practicum (Midterm and Final)

Appendix I: Student Evaluation of Practicum Field Experience

Appendix J: Student Evaluation of Practicum Site Experience

Appendix K: Field Instructor/Task Supervisor's Evaluation of Practicum

Appendix L: Weekly Supervision Form

Appendix M: Seminar Confidentiality Guidelines

Appendix N: Employer-Based Practicum Application

Appendix A



PRE-FIELD QUESTIONNAIRE

I. General Information:

Name: _____

Address: _____

E-mail: _____

Phone: _____

Desired City for Field Placement (Tyler, Longview, Marshall, etc):

What kind of placement are you requesting?

- Split (Starting in Fall semester only; 420 hours over Fall and Spring semester)
- Fall Block (Fall semester only; 420 hours over one semester)
- Spring Block (Spring semester only; 420 hours over one semester)

II. Previous Experience:

Please describe any previous work or volunteer experience you feel would benefit you in your practicum placement:

III. Interests and Goals:

What are your current career goals?

Practice Areas/Populations of Interest: (please check all that interest you)

- | | |
|---|--|
| <input type="checkbox"/> Children | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Macro-Level Social Work |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Refugees, Asylees, and/or Immigrants |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Survivors of Intimate Partner Violence |
| <input type="checkbox"/> Families | <input type="checkbox"/> Survivors of Violence or Sexual Assault |
| <input type="checkbox"/> Students | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> People with Disabilities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Unhoused People | |
| <input type="checkbox"/> Low-Income Individuals or Families | |
| <input type="checkbox"/> LGBTQ+ Community | |
| <input type="checkbox"/> Substance Use Disorders | |

Learning Opportunities in Field: (please check all that interest you)

- | | |
|--|--|
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Resource Connection |
| <input type="checkbox"/> Child/Family Welfare | <input type="checkbox"/> Client Advocacy |
| <input type="checkbox"/> Education/Training | <input type="checkbox"/> Policy Work |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Research |
| <input type="checkbox"/> Family Services | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> School Social Work | <input type="checkbox"/> Program Development |
| <input type="checkbox"/> Administration/Management | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Hospital Social Work | |
| <input type="checkbox"/> Grief/Bereavement | |
| <input type="checkbox"/> Legislative | |
| <input type="checkbox"/> Intake Assessments | |
| <input type="checkbox"/> Crisis Intervention | |
| <input type="checkbox"/> Discharge Planning | |
| <input type="checkbox"/> Home Visits | |
| <input type="checkbox"/> Housing Assistance | |
| <input type="checkbox"/> Community Organizing | |
| <input type="checkbox"/> Program Evaluation | |

IV. Work

1. Do you plan to work during your practicum? Yes No
2. If yes, do you plan to work full-time or part-time? Full-time Part-time
3. If yes, what days/times are you hoping to work? _____

V. Barriers to Field & Questions

List any agency or work that would NOT be a good fit due to personal/religious beliefs, personal experiences, or situations that might affect your work in an agency:

Please comment on any other current or anticipated situation that might affect your work in your practicum placement:

What additional questions or concerns do you have about Field Practicum?



AGENCY APPLICATION AND DATA SHEET

Agency: _____

Address: _____

City/State/Zip Code: _____

Telephone(s): _____

Email: _____

Hours of Operation: _____

Agency Contact: _____

Title/License: _____

Phone: _____

Email: _____

Field Instructor: _____

Title/License and License: _____

License Number, if applicable: _____

Phone: _____

Email: _____

Field Instructor Degree: BSW MSW Other: _____

Task Supervisor: _____

Title/License: _____

License Number, if applicable: _____

Phone: _____

Email: _____

Agency Setting: (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Business/Industry | <input type="checkbox"/> Mental Health: Outpatient | <input type="checkbox"/> Residential Facility |
| <input type="checkbox"/> Court/Justice System | <input type="checkbox"/> Mental Health: Inpatient | <input type="checkbox"/> Health: Inpatient |
| <input type="checkbox"/> Social Service Agency | <input type="checkbox"/> School | <input type="checkbox"/> Health: Outpatient |
| <input type="checkbox"/> Managed Care | <input type="checkbox"/> Long-Term Care | <input type="checkbox"/> Other _____ |

Areas of Practice/Populations Served: (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Children | <input type="checkbox"/> LGBTQ+ Community |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Substance Use Disorders |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Macro-level Social Work |
| <input type="checkbox"/> Families | <input type="checkbox"/> Refugees, Asylees, and/or Immigrants |
| <input type="checkbox"/> Students | <input type="checkbox"/> Victims of Intimate Partner Violence |
| <input type="checkbox"/> People with Disabilities | <input type="checkbox"/> Victims of Violence or Sexual Assault |
| <input type="checkbox"/> Unhoused People | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> Low-Income Individuals or Families | <input type="checkbox"/> Other _____ |

Special Requirements of Students: (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Personal transportation | <input type="checkbox"/> Immunization verification |
| <input type="checkbox"/> Cell phone | <input type="checkbox"/> Background check |
| <input type="checkbox"/> Personal laptop | <input type="checkbox"/> Drug screening |
| <input type="checkbox"/> Driver's license | <input type="checkbox"/> CPR certification |
| <input type="checkbox"/> TB Test | <input type="checkbox"/> Other: _____ |

Supervision Available to Students: (check all that apply)

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Individual |
| <input type="checkbox"/> Biweekly | <input type="checkbox"/> In-person |
| <input type="checkbox"/> Monthly | <input type="checkbox"/> Virtual |
| <input type="checkbox"/> Group | |

****A social work student intern must be supervised by a credentialed social work professional. Bachelor's degree in social work (BSW) with two consecutive years post educational experience or Master's Degree in Social Work (MSW) with two consecutive years post educational experience as required credentials.***

Intern Request by Semester

Fall semester is late August to early December (15 weeks). Spring semester is late January to early May (15 weeks). Students in their final semester are permitted to accrue internship hours two weeks before the start of the semester and two weeks after the end of the semester.

- | | | |
|-------------------------------|---------------------------------|---|
| <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Both Semesters |
|-------------------------------|---------------------------------|---|

What days/times can you host practicum students? (Please specify any evening or weekend options, as well as any specific days/times students may be required to be at your agency such as for staff meetings or events):

Do you have paid internships or stipends available?

- Yes No

How many students can you accept each semester? _____

Internship Learning Opportunities (check all that apply):

- Case Management
- Child/Family Welfare
- Education/Training
- Group Work
- Family Services
- School Social Work
- Administration/Management
- Hospital Social Work
- Grief/Bereavement
- Legislative
- Intake Assessments
- Crisis Intervention
- Discharge Planning
- Home Visits
- Housing Assistance
- Community Organizing
- Program Evaluation
- Resource Connection
- Client Advocacy
- Policy Work
- Research
- Grant Writing
- Program Development
- Other _____

Appendix C



FIELD INSTRUCTOR APPLICATION

Name:			
_____		_____	
<i>First</i>		<i>Last</i>	
Home Address:			

<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
Phone:			

<i>Cell</i>		<i>Work</i>	

Current Employment: _____	
Employer's Phone: _____	
Employer's Address:	

<i>Street</i>	<i>City</i> <i>State</i> <i>Zip</i>
Title: _____	E-mail: _____

Professional Experience		
Employer/Location:	Positions Held:	Dates:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<u>Educational Background:</u>			
Institution:	Location:	Dates Attended:	Degree(s) Earned:
_____	_____	_____	_____

Professional Licenses and Certifications:			
License or Certification:	License #:	State:	Expiration Date:

Current Professional Memberships and Positions Held:
1. _____
2. _____
3. _____
4. _____

Prior Experience in Field Supervision and/or Teaching:			
Dates:	College/University:	Responsibilities	:

Description of regular job duties at Field Agency:

Expectations of a Field Instructor with UT Tyler’s Social Work Program

1. Interview prospective student interns to assess the match between student and yourself.
2. Serve as a role model and mentor to students under your instruction. Serve as the primary supervisory instructor for the student while in the Field Agency. Other staff may provide task specific input.
3. Collaborate with Student Interns, Task Supervisors, and the Field Director, in development of task specific Learning Contracts that operationalize the Learning

Outcomes of the Field Practicum, the goals and objectives of the program. Verify acceptance of the learning contract by signing off on the final contract in Tevera.

4. Assist the student in being oriented to the agency, agency policies, and duties as applicable. Assist the student in obtaining agency resources to complete tasks in timely manner.
5. Ensure an educational focus in the practicum experience and provide a minimum of one hour per week of supervision to each student you supervise (one hour bi-weekly for half-time placements.) Be available to the student on an ongoing basis to respond to questions and to provide episodic supervisory guidance.
6. Assist the student in arranging work schedules to expedite her/his ongoing attendance at required Field Seminars during academic term. Field Instructors will also ensure that if a student is employed in the agency in which they are doing practicum in which they are working with a) a different supervisor, b) a different population and/or c) a different mode of service delivery.
7. Verify that the student completes the required hours in Field placement by signing a weekly time report form in Tevera.
8. Complete the midterm and final examinations of student performance on designated forms and according to the standards provided by the Social Work Program. Mail completed evaluations to the Field Director by published deadlines, and/or have written evaluation sections prepared by the time established for face-to-face evaluation meetings with the student and Field coordinator. Provide the student with ongoing feedback related to performance in the field practicum.
9. Contact the Field Director promptly if concerns or problems regarding student learning, attendance, or performance occur during the Field placement.
10. For Field Instructor Education, review Field Manual and view training videos provided.
11. Attend orientation sessions for Field Instructors new to the Social Work Program at UT Tyler.
12. Assist the Social Work Program at UT Tyler to evaluate the effectiveness of curriculum to prepare students for beginning entry into the Social Work Profession by completion of survey forms, participating in focus group meetings, and participating on advisory committees if requested.
13. The Field Instructor agrees that they will work with students in accordance with the NASW Code of Ethics and with all applicable state and federal laws. In particular, the Field Instructor agrees that they will work with Social Work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Field Instructor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

Appendix D



UT Tyler SOCIAL WORK

TASK INSTRUCTOR APPLICATION

Name: _____
First *Last*

Home Address: _____
Street *City* *State* *Zip*

Phone: _____
Cell *Work*

Current Employment: _____

Employer's Phone: _____

Employer's Address: _____
Street *City* *State* *Zip*

Title: _____ E-mail: _____

Professional Experience

Employer/Location:	Positions Held:	Dates:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Educational Background:

Institution:	Location:	Dates Attended:	Degree(s) Earned:
_____	_____	_____	_____

Professional Licenses and Certifications:

License or Certification:	License #:	State:	Expiration Date:

Current Professional Memberships and Positions Held:

1. _____
2. _____
3. _____
4. _____

Prior Experience in Field Supervision and/or Teaching:

Dates:	College/University:	Responsibilities	:

Description of regular job duties at Field Agency:

Expectations of a Task Instructor with UT Tyler’s Social Work Program

1. Interview prospective student interns regarding the specific learning objectives for which they are requesting your supervision and to assess the match between student and yourself.
2. Collaborate with student interns, Field Instructors, and the Field Director, in development of task specific learning contracts. Provide task specific instruction in the area of your expertise.

3. Assist the student in being oriented to the agency, agency policies, and duties as applicable. Assist the student in obtaining agency resources to complete tasks in timely manner.
4. Be available to the student on an ongoing basis to respond to questions and to provide task specific instruction.
5. Assist the student in arranging work schedules to expedite her/his ongoing attendance at required Field seminars, professional seminars and supervision with Field Instructors during the academic term.
6. Verify that the student completes the required hours in your portion of the Field placement by signing a weekly time report form in Tevera.
7. Complete the midterm and final and examinations of student performance and written evaluation sections applicable to the portion of the Field experience for which you are providing supervision. Participate in face-to-face evaluation meetings with the student, Field Instructor and Field Director. Provide the student with ongoing feedback related to performance in the field practicum.
8. Contact the Field Instructor and Field Director promptly if concerns or problems regarding student learning, attendance, or performance occurs during the Field placement.
9. Attend orientation sessions for Task Supervisors new to the Social Work Program at UT Tyler. Attend continuing education seminars provided by the Social Work Program for Field Instructors and Task Supervisors when possible.
10. Assist the Social Work Program at UT Tyler to evaluate the effectiveness of curriculum to prepare students for beginning entry into the Social Work Profession by completion of survey forms, participating in focus group meetings, and participating on advisory committees if requested.
11. The Task Supervisor agrees that they will work with students in accordance with the NASW Code of Ethics and with all applicable state and federal laws. In particular, the Field Instructor agrees that they will work with Social Work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Task Instructor Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Appendix E
(Completed in Tevera)



PRACTICUM AGREEMENT AND ACCEPTANCE CONTRACT

To Be Completed by Student:

Full name: _____

Phone number: _____

Email address: _____

Agency name: _____

Beginning date of field practicum: _____

Expected date student will complete practicum: _____

Approximate hours per week at practicum: _____

To Be Completed by Field Instructor:

Full name: _____

Phone number: _____

Email address: _____

Title at agency: _____

Task supervisors assigned to student: _____

Expectations of student during holidays and breaks _____

Student's general assignments and responsibilities:

Student will have adequate space:

Yes No

Student will have a phone:

Yes No

Student will have access to support services:

Yes No

Student will meet with Field Instructor for no less than one hour per week:

Yes No

Field Instructor is approved to function as a Field Instructor per CSWE policies: (Field Instructor holds a BSW or MSW degree from a CSWE-accredited university and has at least 2 years of post-graduation experience.)

Yes No

Field Instructor/Task Supervisor have been provided with the Field Manual:

Yes No

Field Instructor/Task Supervisor have completed learning modules in Tevera:

Yes No

Student's Signature: _____

Date: _____

Field Instructor's Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

Appendix F
(Completed in Tevera)



AFFILIATION AGREEMENT

This agreement, dated _____, is between The University of Texas at Tyler, acting through its **College of Arts and Sciences** (of which the Social Work Program is a part), and _____ (**Agency**).

In this agreement all clinical training, fellowships, internships, preceptorships, or field experiences will be referred to as “field practicum”.

In consideration of the mutual promises herein contained, the parties agree as follows:

UT Tyler’s College of Arts and Sciences and the Social Work Program agree:

- 1.1 To be responsible for meeting program accreditation requirements.
- 1.2 To provide a field-based instruction manual to the agency and to the students that outlines the standards of performance and provides guidelines for the Social Work practicum experience.
- 1.3 To provide general liability insurance for the students and college faculty. Students are encouraged to obtain additional Professional Liability Coverage through their professional organization or private insurer.
- 1.4 To inform students of the confidential nature of all Agency and client records and information.
- 1.5 To provide to the Agency information regarding the student's experience or academic background both prior to placement and as authorized by the student’s signed waiver in the Application for Practicum.
- 1.6 To place only students who have satisfactorily completed all required prerequisite courses and any other academic requirements, who have satisfactorily applied for Field instruction, and who have been unanimously recommended by Social Work program faculty for placement.

1.7 To meet with the Agency Field Instructor and student intern at least two times during an academic term or at least four times when the internship covers two academic terms.

II. THE AGENCY AGREES:

1.8 That students in either paid or unpaid internships with the Agency are considered students of the College and not employees of the Agency. As such, the ultimate priority for students in practicum placement is the completion of assigned learning tasks and learning experiences. In the case of placements where students are placed in agencies where currently employed, student learning contracts must involve learning experiences and tasks that are wholly different from the experiences and tasks normally performed by the student in the course of employment. Furthermore, students must have a Field Instructor that is different from his or her normal work supervisor. The agency will participate with the College and the student in developing a time schedule that protects student opportunities to carry out their learning contracts.

1.9 To collaborate with the Social Work Program at UT Tyler in the development and selection of learning assignments which meet the educational needs of students as set forth in the Field Manual and established by the Council on Social Work Education and the College, prior to the student commencing the practicum.

2.0 To supervise and instruct the students during the social work experience by being available for minimum of one hour per week of individual supervision and by being available during the week for additional consultations.

2.1 To participate in Midterm and Final student performance evaluations as directed by the Social Work Program.

2.2 To notify the Social Work Program Field Director immediately if the student is not performing satisfactorily.

2.3 To provide the students with appropriate space and resources, including but not limited to: mileage for Agency activities, telephone, and access to the agency's support services in order to carry out assigned duties.

2.4 To orient students and, as needed, the Field Director, to the Agency and its policies, procedures, rules and regulations applicable to student conduct while in the agency.

2.5 To notify the Social Work Program prior to student placement in the Agency of any requirements for a vehicle, criminal background investigation, student immunizations, medical insurance coverage, or other liability coverage.

2.6 To maintain all licenses, permits, certificates and accredited statuses held at the time of execution of this Agreement which are applicable to performance of this Agreement.

2.7 To allow Task Supervisors and Field Instructors adequate time for instruction and supervision of the student.

III. THE UT TYLER SOCIAL WORK PROGRAM AND THE AGENCY AGREE:

2.8 That the number of students placed in the Agency, the duration and the timing of the social work experience, shall be mutually agreed upon.

2.9 To collaborate with each student placed in the Agency in completing a written learning contract that specifies the expected time frame for completing the Field Placement, estimated number of hours to be worked each week, Social Work experience objectives to be completed, assignments related to those objectives, and other learning activities covering the duration of the student's placement in the agency.

3.0 To follow termination procedures outlined in the Field Instruction Manual in the event a placement is terminated prior to its intended conclusion.

3.1 That the Agency may exclude from participation any student whose performance is determined to be detrimental to the Agency's clients; who fails to comply with proper channels of communication, or established agency policies and procedures, or with the Social Work Code of Ethics; or whose performance is otherwise unsatisfactory, including any student who is unable to maintain compatible working relationships with the Agency's employees, or whose health status may prevent required attendance and the student's successful completion of the Social Work Practicum experience.

IV. LIABILITY

3.2 Each party will be responsible for any claims arising out of the negligent or wrongful acts or omissions of its employees acting within the scope of their duties in the performance of this agreement.

3.3 Subject to Texas law and the limits of insurance of The University of Texas at Tyler, if any, each party shall be responsible for claims of negligence based on that party's acts in performance of this agreement. Nothing herein shall preclude the State of Texas from asserting against third parties any defenses to liability it may have under Texas law.

3.4 The Agency agrees to inform the Social Work Program in the event either an investigation or claim arises out of patient or client care services performed by a student or Social Work Program faculty and shall provide the Social Work Program with reasonable access to information involving such student or faculty in any investigation or claim. The Agency shall notify the Social Work Program of the disposition of any such investigation or claim.

V. TERM AND TERMINATION OF THIS AGREEMENT:

3.5 This agreement shall be effective beginning the first day student reports for practicum and ends with student's last day of practicum.

3.6 The Social Work Program at The University of Texas at Tyler may terminate this agreement effective upon delivery of written notice to the agency or on a later date as may be stated in the notice, if any license, permit, certificate or the accreditation required by law, rule or regulation, or by the terms of this agreement, is for any reason denied, removed, suspended, or not renewed.

VII. APPLICABLE LAW:

Texas Law to Apply: This Agreement shall be interpreted, construed, and governed according to the laws of the State of Texas.

VIII. ASSIGNMENT AND NOTIFICATIONS:

Only Agreement: This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understanding or written or oral agreements between parties respecting the within subject matter.

Neither party may assign, transfer, or delegate any right or duty without the written consent of the other party. All communications and notices affecting the rights and duties under this Agreement will be given by registered or certified mail, addressed to the parties as indicated below.

Notices to the Social Work Program Field Department at The University of Texas at Tyler shall be addressed to:

Chloe Forehand, LCSW, Field Director
The University of Texas at Tyler, College of Arts and Sciences
Department of Social Sciences/Social Work Program
3900 University Blvd
Tyler, Texas 75799

This agreement may not be waived, altered, modified, supplemented, or amended in any manner except by written agreement signed by both parties.

Authority to execute documents pertaining to this agreement is vested in the Social Work Program at The University of Texas at Tyler and the Executive of the Agency or her/his designee. This agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this agreement.

Print Name

Signature
Agency Representative

Date

Print Name

Signature
Field Director

Date

Appendix G
(Completed in Tevera)



BSW FIELD EDUCATION: LEARNING CONTRACT

The Council on Social Work Education (CSWE) identifies nine Core Competencies for all social work students in accredited BSW programs. UT Tyler’s Social Work Program uses these Competencies and Practice Behaviors to guide both the activities completed in the field practicum and to evaluate the social work student’s progress. The Learning Contract identifies field practicum activities that support the student’s development of professional social work practice. This is a working document which guides student intern activities in field practicum.

The Learning Contract is a multi-use, collaboratively developed instrument that serves as the basis for development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency ratings on the student’s Mid-Term and Final Field Evaluations.

The Learning Contract is developed by the student, field instructor, and/or task supervisor (where applicable). The Field Liaison is available as needed to support the development of this plan, as well. These social work practice activities are field agency-specific and individualized with the goal of facilitating the student’s successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior (in-person or remotely). Students’ progress towards achievement of social work practice behaviors will be assessed during a **Mid-Term Evaluation** and a **Final Evaluation**.

Student Name: _____

Field Agency Name: _____

Field Agency Supervisor/Instructor: _____

Day and Time of Weekly Supervision: _____

Directions:

Under each competency, **write at least two learning activities/tasks** that correspond with the listed behaviors. If your placement site has an intern job description available, you may use that to help you complete this learning contract. **If the learning activity/task will be completed virtually, please indicate this by writing “(virtual)” next to the activity/task.**

EXAMPLE**Competency 1: Demonstrate Ethical and Professional Behavior**

	Behaviors	Learning Activities/Tasks
a.	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<ol style="list-style-type: none"> 1) Student will review and discuss the NASW Code of Ethics in supervision with Field Instructor. 2) Student will present one ethical dilemma to Field Instructor in supervision and will use ethical problem solving to address the dilemma.
b.	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<ol style="list-style-type: none"> 1) Student will dress appropriately for field placement. 2) Student will compose professional emails to agency staff and clients. Field Instructor will review at least 3 emails with student in supervision.

Competency 1: Demonstrate Ethical and Professional Behavior

	Behaviors	Learning Activities/Tasks
a.	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	
b.	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	
c.	Use technology ethically and appropriately to facilitate practice outcomes.	

d.	Use supervision and consultation to guide professional judgment and behavior	

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

	Behaviors	Learning Activities/Tasks
a.	Advocate for human rights at the individual, family, group, organizational, and community system levels.	
b.	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

	Behaviors	Learning Activities/Tasks
a.	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	
b.	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

	Behaviors	Learning Activities/Tasks
a.	Apply research findings to inform and improve practice, policy, and programs.	
b.	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	

Competency 5: Engage in Policy Practice

	Behaviors	Learning Activities/Tasks
a.	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	
b.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

	Behaviors	Learning Activities/Tasks
a.	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	

b.	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	
----	--	--

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

	Behaviors	Learning Activities/Tasks
a.	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	
b.	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

	Behaviors	Learning Activities/Tasks
a.	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	
b.	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Behaviors	Learning Activities/Tasks
a.	Select and use culturally responsive methods for evaluation of outcomes	
b.	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	

Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	

Appendix H
(Completed in Tevera)



STUDENT MIDTERM AND FINAL EVALUATION

Student: _____

Semester: _____

Year: _____

Agency: _____

Agency Address: _____

City: _____

State: _____

Zip Code: _____

Agency Phone: _____

Field Instructor: _____

Field Instructor email address: _____

This document will serve as the Mid-Term Evaluation document for Social Work students who are enrolled in undergraduate field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field are to be met by all students graduating with a BSW or MSW degree from all CSWE accredited programs.

The Field (Agency) Instructor should ensure that he tasks on the educational contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria. In the even a student is graded at level 5 for all tasks relating to one objective at midterm, new activities/ tasks may be developed for the remainder of the semester.

The Field (Agency) Instructor should evaluate the student at mid-term and at the end of the semester using the following scale:

- | | | |
|-----------------|----------------------------|----------------------------|
| 5 = Outstanding | 2 = Needs Improvement | IE = Insufficient Evidence |
| 4 = Proficient | 1 = Unsatisfactory/Failing | (at Mid-Term only) |
| 3 = Developing | | |

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

c. Use technology ethically and appropriately to facilitate practice outcomes.

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
----------------------------------	-------------------------------------

d. Use supervision and consultation to guide professional judgment and behavior.

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
----------------------------------	-------------------------------------

Competency Overall Score:

Midterm/Final Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
----------------------------------	-------------------------------------

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
----------------------------------	-------------------------------------

Competency Overall Score:

Midterm/Final Comments:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

Competency Overall Score:

Midterm/Final Comments:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from inter-professional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

Competency Overall Score:

Midterm/Final Comments:

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

Competency Overall Score:

Midterm/Final Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the

principles of inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies; and

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

Competency Overall Score:

Midterm/Final Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use inter-professional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>

Competency Overall Score:

Midterm/Final Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in inter-professional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
<u>Tasks:</u> 1. 2.	<u>Midterm/Final Rating:</u>

Competency Overall Score:

Midterm/Final Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

Tasks:

- 1.
- 2.

Midterm/Final Rating:

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Tasks:

- 1.
- 2.

Midterm/Final Rating:

Competency Overall Score:

Midterm/Final Comments:

Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: (if applicable)		Date:	

Appendix I
(via Microsoft Forms)

BSW Field Experience: Student Evaluation of Practicum Field Experience

This form is a tool to assist in gathering relevant and consistent information about the quality of our Field program. Below you will find some general questions developed to help us gage the overall quality of your Field experience in our program. **This is an internal form only and will be anonymous.**

1. Date:

Please input date (M/d/yyyy)

2. I was adequately informed about what I needed to do to enter field practicum.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I was adequately informed about any deadlines related to field practicum.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4. The Field Manual is clear and well-organized.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. I utilized the Field Manual during my Field experience.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. Agency Placement Process:

I like that I got to choose my agency. Yes/No

I would have preferred that the Field Director place me in an agency based on my preferences. Yes/No

7. The Pre-Field Orientation Webinar clarified the expectations and requirements for Field.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8. Tevera was easy to navigate and use.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9. Additional comments about Tevera:

Enter your answer

10. The Field Director was accessible when I had questions about Field.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11. The Field Director was helpful in preparing me for Field.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

12. The Field Director helped support me in choosing an appropriate agency.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

13. Overall, I would rate the Field Director's performance as
Required to answer. Likert.

Excellent Good Average Poor Very Poor

14. Additional comments about your Field experience:

Enter your answer

BSW Field Experience: Student Evaluation of Practicum Site Experience

This form is a tool to assist in gathering relevant and consistent information about the quality of our placement sites. Below you will find some general questions developed to help us gage the overall quality of our placements. **This is an internal form only and will not be shared with any site or supervisor.** If you consent to us doing so, we may share your feedback with future BSW students.

Section 1

1. Agency

Enter your answer

2. Field Instructor

Enter your answer

3. Task Supervisor (If Applicable)

Enter your answer

4. Student

Enter your answer

Section 2

Field Practicum Site

5. I went through an orientation at this Field Practicum Site.

Yes

No

6. Please rate the **Supervision and Support** you received at your Field Practicum Site on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

Quality supervision was provided to me on a weekly basis

I was given constructive feedback by my supervisors.

I was given opportunities for professional growth and development.

7. Please rate the **Learning Opportunities** you received at your Field Practicum Site on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

I was assigned a variety of tasks and responsibilities that allowed me to practice what I learned during the course of my BSW education.

I was given opportunities for hands-on experience.

I was exposed to different aspects of social work practice.

8. Please rate the **Work Environment and Culture** at your Field Practicum Site on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

There was inclusivity and respect at the workplace.

There was professional communication among the staff.

The work environment was safe and accessible.

There were opportunities for networking and mentorship.

There was a supportive culture in this work environment.

9. Please rate how well your Field Practicum Site adhered to **Ethical Practice Standards** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

This agency adhered to ethical practice guidelines and standards outlined in the NASW Code of Ethics.

I was given opportunities to navigate and discuss ethical dilemmas.

10. Overall, how would you rate your experience at this Field Practicum Site?

Very poor

Poor

Average

Good

Excellent

11. Would you recommend this site to another BSW student?

Strongly agree

Agree

Strongly disagree

Neutral

Disagree

12. This Field Practicum placement led to employment opportunities.

Yes

No

13. Additional Comments:

Enter your answer

Section 3

Field Instructor (aka "Field Supervisor")

14. Please rate your Field Instructor's **Availability and Accessibility** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

My field instructor made time for my questions and concerns.

My field instructor was available and accessible when I needed assistance.

15. Please rate the quality of **Supervision with your Field Instructor** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

My field instructor met with me once a week for supervision (either in an individual or group setting).

My field instructor provided clear, timely, and constructive feedback.

My field instructor supported me in setting and achieving my learning goals.

My field instructor supported me in opportunities for self-directed learning.

My field instructor encouraged my autonomy and decision making.

16. Please rate the quality of your **Field Instructor's Professionalism and Cultural Competence** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

My field instructor demonstrated ethical behavior as outlined in the NASW Code of Ethics.

My field instructor modeled effective social work skills and techniques.

My field instructor demonstrated cultural sensitivity and awareness toward both staff and clients.

My field instructor worked to create an inclusive environment.

My field instructor was able to address conflicts constructively.

17. Overall, how would you rate your Field Instructor?

Excellent

Very good

Good

Average

Poor

18. Would you recommend this Field Instructor to other BSW students?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

19. Additional Comments:

Enter your answer

Task Supervisor

20. Please rate your Task Supervisor's **Availability and Accessibility** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

My task supervisor made time for my questions and concerns.

My task supervisor was available and accessible when I needed assistance.

My task supervisor communicated with me clearly and professionally.

21. Please rate the quality of your **Task Supervisor's Professionalism and Cultural Competence** on a scale of 1-5, with 1 being the lowest. Please indicate N/A where not applicable.

1 2 3 4 5 N/A

My task instructor demonstrated ethical behavior as outlined in the NASW Code of Ethics.

My task instructor modeled effective social work skills and techniques.

My task instructor demonstrated cultural sensitivity and awareness toward both staff and clients.

My task instructor worked to create an inclusive environment.

My task instructor was able to address conflicts constructively.

22. Overall, how would you rate your Task Supervisor?

Excellent

Very good

Good

Average

Poor

23. Would you recommend this Task Supervisor to other BSW students?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

24. Additional Comments

Enter your answer

Appendix K
(Completed in Tevera)



Field Instructor or Task Supervisor Evaluation of Practicum Experience

I am a:

Field Instructor Task Supervisor

Semester:

Year:

Student Supervised:

Please provide feedback to the Social Work Program regarding your experience as a Field Instructor or Task Supervisor. Please rate the following questions:

1. The Social Work Field Director provided sufficient orientation to the program, its goals, and the process of Field education, as well as the expectations of Students, Field Instructors, and Task Supervisors.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

2. The Social Work Field Director provided adequate instruction and support in the process of the development of a Learning Contract.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

3. I was provided with a copy of the Field Manual.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

4. The Field Director accepted my input regarding student's progress.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

5. The amount of activity in our agency was sufficient to create a challenging learning environment for the student.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

6. The Field Director was accessible when needed.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

7. I was able to navigate Tevera and to access help when needed.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

8. Hosting a BSW student intern positively impacted our program outcomes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
9. I would like to supervise other UT Tyler BSW students in the future.					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A

10. Additional comments, concerns, or suggestions for improvement:

Field Instructor/Task Supervisor Signature:

Appendix L
(Completed in Tevera)



Weekly Supervision Log

Date:

Student Name:

Field Agency Instructor/Supervisor:

Supervision Session Missed:

Yes No

Method of Supervision:

In Person Virtual

Duration of Supervision Session:

Supervision topics discussed:

Learning Contract/CSWE Competencies reviewed:

Student Signature:

Field Instructor Signature:

Appendix M
(Completed in Tevera)



Social Work Program
Seminar Confidentiality Agreement

It is the policy of the Social Work Program at The University of Texas at Tyler that all students who participate in Field Practicum will maintain ethical standards expected of social workers.

All students are expected to maintain the principle of confidentiality in their Field Practicum in recognition of the trust which is placed in them by the faculty of the College, the clients they work with, and the agencies which have given them the opportunity for work experience.

Students are expected to maintain the following standards regarding confidentiality:

1. Outside of the placement agency, no information regarding specific clients or consumers is to be revealed.
2. In seminar sessions, students may discuss events and clients from their field agencies, but **may not identify clients or staff by name**. Additionally, discussions which take place in seminar must remain in the seminar. It is especially important that **no** identifying information be revealed. No information may be discussed outside of seminar, except with appropriate faculty members.
3. Written work such as logs or case studies **may not contain the real names of clients, consumers or agency personnel**.
4. Students must take initiative and responsibility for knowing the confidentiality policies of agencies in which they are placed and must abide by such policies.
5. When in doubt about any confidentiality issue or practice, students should consult with their Field Instructor, Practicum Seminar Instructor, or the Field Liaison.
6. Any student who violates the standards of confidentiality listed herein may lose the opportunity to continue the Field Practicum, may receive a failing grade, and may be subject to dismissal from the Social Work Program.

I understand the above-stated policy of confidentiality of the Social Work Program at The University of Texas at Tyler, and I agree to abide by it during any field practicums in which I participate.

Student Signature _____ Date _____

Appendix N

(Completed in Tevera)



Employer Based Practicum Guidelines and Application

The Social Work program believes that the student benefits from a wide variety of social work experiences during their social work education. Although the Social Work Program does not encourage a student performing their field placement at their place of employment, it is permitted in certain circumstances.

Employer-based practicum requests are reviewed for consideration by the Field Director. The Field Director will notify students who have been approved for an employer-based practicum. Students will need to demonstrate the following criteria in their application and supporting documentation:

1. The field practicum has social work as its primary function and the job duties reflect advanced level social work practice.
2. At least half of student's practicum tasks must be different than their regular employment tasks, demonstrated by submission of a job description and the learning contract.
3. The student must be supervised by a BSW or MSW with at least two years of post-graduate experience.
4. If the student is being supervised by their regular supervisor, they must receive at least one hour of supervision that is separate from supervision related to their employment.
5. Student's obligations to the university for written assignments, projects, and integrative seminars must be supported by the organization. The availability of release time for course and field instruction should be ensured.
5. The agency must be formally affiliated with The UT Tyler Social Work Program prior to the start of the practicum.

Employer Based Practicum Application

General Information:

Student Name:

Student Email:

Student Phone number:

Semester(s) and year for proposed field placement:

Name of Employer Agency:

Dual Roles:

It is understood the student and agency will have discussed potential dual roles and established communication channels for managing potential conflicts between the role of student learner and that of employee. To ensure clarity, complete the following sections in as much detail as possible:

Current Employment Responsibilities:

Employment:

Employment supervisor:

Employee title:

Employment responsibilities:

1. *Performs charting function; creating, printing and filing all necessary documentations to include but not limited to service begin/end, assessment, treatment plans, reviews discharging (discharge assessment, plan and summary) and progress notes (individual, group, educational and administrative)*
2. *Performs assessment function by identifying clients' strengths, weaknesses, problems, and needs for the development of treatment plans.*
3. **ATTACH A CURRENT JOB DESCRIPTION**

Proposed Internship Responsibilities:

Current placement:

Proposed social work field instructor:

Field instructor title:

Proposed internship responsibilities:

1. *<Work with clients individually and set up appointments in the community and on-site that foster self-sufficiency.*
2. *Develop and maintain a working relationship with community agencies that provide services to clients while in treatment and post discharge.*
3. *Performs orientation function by describing to clients the general nature and goals of the program and the program's specific rules, parameters, costs, and client rights>.*
4. **ATTACH A JOB DESCRIPTION**

Describe ways the student learner role will be protected: *<fill in your own – these are examples>*

1. *<The student will be working in different departments so minimal overlap is anticipated.*
2. *The student will switch out intern and employee badges as well as a "The Intern is IN" and "The Intern is OUT" sign at her cubicle."*
3. *The student's new role as an employee will be announced in team meeting and her hours in each role made known to enlist the support of her co-workers in respecting her boundaries.>*

Field Instructor Signature:

Employment Supervisor Signature:

Student Signature:

Field Director Signature: