Social Work Program
Field Practicum Handbook
Revised 2018

...preparing students for evidence-based, justice-oriented, generalist practice in an urban environment.
The UHD Social Work Program has met its candidacy for Accreditation by the Council on Social Work Education, the accrediting body for schools of social work in the U.S. Any student who begins the program Fall 2009 or after will graduate from an accredited program. Policies and procedures that have been revised from the previous manual affect all students.

**Social Work Program Mission**

The mission of UHD’s Bachelor of Social Work Program is to prepare entry-level social workers evidence-based, justice-oriented, generalist practice in an urban environment.

**Social Work Program Vision**

Preparing Social Workers to address 21 century issues in the global environment.

**Program Goals**

The UHD Social Work Program has four program goals that are derived from our program mission. The achievement of the following goals will ensure the fulfillment of the program’s mission to educate and prepare the next generation of social workers:

1. To provide access to social work education to students from diverse backgrounds, cultures, and socioeconomic statuses, and prepare students for future professional development and graduate study.

2. To educate entry-level practitioners to the social work profession with an emphasis on its unique history, values, and ethical base.

3. To prepare baccalaureate-level social workers for culturally-sensitive, generalist practice in an interconnected world.

4. To promote understanding of urban and global social problems while preparing professional workers to empower, advocate, and otherwise meet the needs of marginalized populations and work for organizational and social change.
The BSW program at UHD defines and conceptualizes generalist practice as entry-level social work practice in any human or public service area that has at its foundation both a global and social justice orientation, and is fully grounded in professional social work values and ethics. Students will be prepared to work with different sizes and types of client systems (individuals, groups, families, organizations, & communities) from diverse populations and utilize a variety of intervention modalities, including case management and advocacy.

Field Experience represents a bridge between the knowledge and experience gained in the classroom to professional social work practice. It is intended as an opportunity for students to observe the application of social work techniques by seasoned professionals, to be mentored by experienced social workers, and to test newly acquired knowledge and skills in an educationally supportive environment.

Field Practicum and CSWE Competencies & Behaviors

Field Practicum is a requirement by the Council on Social Work Education for accredited programs. It is considered the “signature pedagogy of social work education” and fits into UHD’s BSW Program’s aim to offer students the fullest opportunity to develop as professional social workers. Field Practicum complements the development of a generalist social worker as conceived by the BSW Program by addressing all program objectives. Over the course of Field Practicum 1 and 2 (SOCW 4301 & 4303) and Issues in Field Practicum 1 and 2 (SOCW 4302 & 4304), all program goals and CSWE competencies are met. Please see the nine CSWE Competencies with their associated behaviors listed below:

Competency 1: Demonstrate Ethical and Professional Behavior
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
11. Use practice experience and theory to inform scientific inquiry and research;
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15. Assess how social welfare and economic policies impact the delivery of and access to social services;
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
28. Select and use appropriate methods for evaluation of outcomes;
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Field Experience Philosophy of Knowledge

Through field education and field placement, students demonstrate mastery of social work core competencies evident in the program’s goals and objectives. Field placement sites are chosen to provide opportunities for students to engage in supervised, entry-level, ethical, and value-based practice with the diverse and globally represented immigrant and native-born populations evident in Houston’s rich urban environment. Specifically, placements are chosen that provide optimum conditions in which to evaluate directly and indirectly student competence as they engage in professional multi-level practice that is appropriate, justice-oriented, and ethically informed.

Through the procedures of field education, BSW students become integrated into the Houston community in all areas of social work practice based on the demonstrated match between UHD’s diverse student population, current community needs, and projected population and demographic changes. To meet the specific needs of both our student population and the Houston community, we have selected state, federal, and local public and private agencies and institutions that are compatible with program goals and objectives. Specific types of agencies include those serving immigrant and urban populations of different system sizes and service methodologies including family and child welfare, aging, GLBT issues, education, mental and physical wellbeing, as well as those providing and supporting political activism and advocacy across the social work spectrum.

Required Field Education Hours & Course Work

Students perform two field placements, each consisting of a minimum of 200 supervised hours for a minimum total of 400 hours. Students completing the Traditional Field Practicum schedule are engaged in their field setting concurrently with any remaining course work during the Fall and Spring Semesters before graduation. Students completing the Summer Intensive Field Practicum schedule are engaged in their field practicum courses only during the Summer Session before graduation. Students completing the 8+8 Field Practicum schedule are engaged in their field setting concurrently with any remaining course work during a long semester (Fall or Spring) before graduation. SOCW 4301: Field Practicum I, is a three credit-hour course consisting of a minimum of 200 hours of professionally supervised field experience. Students, under the supervision of an approved agency field instructor, engage in generalist social work practice with individuals, families, groups, organizations and communities. SOCW 4302: Issues in Field Practicum I, is a three credit-hour course with field assignments, projects, and papers that help students integrate and apply classroom learning to their field experience. And it is a co-curricular course to SOCW 4301. SOCW 4303: Field Practicum II, is a three credit-hour course that also requires a minimum of 200 hours of field experience. Building on SOCW 4301, this course provides additional supervised generalist social work field experience in the same agency and on occasion at a new agency. Its co-requisite course SOCW 4304: Issues in Field Practicum II builds on SOCW 4302 with additional field assignments, projects,
and papers that focus on skill and leadership development, the use of evidence-based interventions, practice evaluation, and a Professional Assessment and Reflection (PAR) project. In SOCW 4304, the content expands to incorporate a greater focus on professional development to include graduate school and employment readiness and licensure exam preparation. Credit for field experience cannot be gained outside the approved internship placement, through either volunteer or paid work in any other setting. The Director of Field Education is responsible for all assignments to field settings. (Note: Field Syllabi can be found in the Appendix.)

Field Experience Administration and Evaluation

To administer field education, the Director of Field Education (DOFE) identifies, recruits, trains, and orients field agency site personnel who will provide the opportunity and appropriate supervision that BSW students need to demonstrate social work practice competence. The DOFE organizes and supervises the field selection process for students, working collaboratively to select an appropriate setting, and to provide a cohesive experience through direct oversight the DOFE ensures that both Issues in Field Practicum courses (SOCW 4302 and 4304) are taught by qualified, competent, and appropriate faculty (adjunct, instructor, or tenure track).

During each semester of co-requisite courses: Field Practicum and Issues in Field Practicum, a social work faculty member teaches the Issues in Field Practicum course. This individual also conducts two visits per site: one near the end of Field Practicum I to monitor and perform a mid-field evaluation, and one near the end of Field Practicum II as a final evaluation of the student’s performance in the field experience. Performance expectations are detailed in the field evaluation forms for each field practicum course and the DOFE makes these forms available to the student and the agency field supervisor at the time of placement.

Students are evaluated both in terms of academic achievement and professional conduct and demeanor in courses, field practicum, social work student association participation, and in their formal and informal interactions with staff, faculty, students, field supervisors, clients, and the community. Information regarding evaluation criteria used to assess academic and professional performance is found in the following sources: the UHD Social Work Program Student Handbook, the Social Work Program Field Practicum Handbook, and course syllabi.

Performance Expectations for Field Experience:

- Arrive to the worksite, meetings, and appointments on time and complete all hours as scheduled
- Dress appropriate to the work environment as guided by agency policy and practice
- Read and gain familiarity with agency handbook and policies and other assigned materials
Students are formally evaluated twice during the field experience using the Field Evaluation of Student by Field Instructor at the end of Field Practicum I and a final evaluation at the end of Field Practicum II. The SOCW 4302: Issues in Field Practicum I instructor and the agency field instructor will meet at least once during Field Practicum I to discuss the student’s performance. They may invite the student to this meeting. The SOCW 4304: Issues in Field Practicum II instructor, agency field instructor, and student will meet on site as a group at least once near the end of Field Practicum II to discuss the student’s and agency field instructor’s performances, the organizational setting, and practice issues. The evaluation process is meant to be a learning tool, to aid the student in the development of a professional self in accordance with the values, ethics, and best practices of social work. Both evaluations will utilize tools designed to operationalize the nine competencies and behaviors outlined by the Council on Social Work Education. Students will participate in the evaluative process and all parties will receive copies of the evaluation. If a student's performance is evaluated by the agency field instructor as less than satisfactory at any point, the agency field instructor shall notify the assigned UHD Issues in Field Practicum instructor immediately.

In addition, at the end of the field experience, students will evaluate both their placement location and their field agency field instructor based on the site’s and agency instructor’s ability to help the student achieve the nine competencies. All feedback forms are provided by and returned electronically to the UHD DOFE and will be considered for subsequent field experience planning and placement decisions.

**Academic Assessment**

Academic performance is evaluated in all courses. Students are evaluated by the instructor in accordance with the course syllabus. Criteria for assessment are determined by the instructor of the course for which the student is/was enrolled. Social work students are required to earn a “C” or better in all core social work courses and to maintain an overall GPA of 2.5 on a 4.0 scale for all courses taken while at UHD.

Academic performance is also evaluated by the Issues in Field Practicum instructor and the agency field instructor during the field sequence. Criteria for assessment in the
Issues in Field Practicum courses are determined by the course instructor(s) and are delineated in the course syllabi. The agency field instructor evaluates the student in terms of knowledge and skill development and application as delineated in the *Field Evaluation of Student by Field Instructor*. Finally, the Issues in Field Practicum instructor evaluates the student in terms of knowledge and skill development and application as defined in course assignments. The Field Practicum I & II courses are graded as satisfactory/unsatisfactory. The Issues in Field Practicum courses are graded on an A – F grading scale.

*Professional Assessment*

Professional performance is formally evaluated in the Field courses by the Issues in Field Practicum instructor and by the agency field instructor. The field practicum courses are satisfactory/unsatisfactory; to pass the professional performance portion of field practicum, the student must meet or exceed the requirements of the agency field instructor as delineated in the *Field Evaluation of Student by Field Instructor*.

Professional performance is also monitored in all social work courses and in interactions and communications with staff, faculty, students, agency field instructors, the DOFE, and the community. Students are required to maintain professional conduct in all of their interactions as guided by the NASW Code of Ethics.

Expectations for professional conduct further include adherence to the following:

a) The NASW Code of Ethics.
   For example: Students are expected to act in a nondiscriminatory manner and in an honest and responsible manner, to avoid dual relationships which may result in exploitive practices with clients, and to seek professional help for problems that affect their professional judgment and performance.

b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate Catalog.
   For example: Policy 3.3.2: Conduct Prohibited, [no student may engage in any of the following actions]…. §, 3.3.2.20 Bullying: Humiliating, abusing, or threatening conduct or behavior that denigrates or shows hostility or aversion toward and individual or a group, or creating an intimidating, hostile, or abusive learning, living or working environment that alters the conditions of learning, living or, or an unreasonable interference with an individual’s academic or work performance. Bullying includes but is not limited to using the internet, interactive, digital technologies or mobile phones to facilitate bullying activities.

c) Interacting with students, staff, faculty, advisors, agency field instructors, and clients in a professional manner.
   For example: Students are expected to attend class meetings and avoid tardiness, address problems with others in a constructive and non-confrontational manner and to consider, accept, and implement feedback from faculty and supervisors intended to help
with their professional development.

Throughout their time in the program, students are evaluated academically and professionally. The program’s goal is to provide corrective feedback to students in order to support students’ academic and professional development and progress. Students may be advised regarding their academic performance, interpersonal and social skills, and/or behavioral issues that appear to interfere with their adequate progress toward matriculation or professional development.

**Academic Performance**

Students must maintain an overall GPA of 2.50, and earn a C or above in all Social Work coursework. A student will be placed on academic probation from the Social Work program in the event any of the following occur:

1) Overall GPA falls below 2.50
2) Receive a grade of D or F in any Social Work course
3) Receive a grade of F or U in a Field Practicum course

The Social Work advisor and student will meet to discuss a plan for remediation. Among the issues to be discussed will be 1) the factors that may have contributed to the current deficiency, 2) the factors that need change or adjustment, 3) the available supports within the university to address any noted deficiencies, 4) the student’s willingness to utilize supports and make necessary changes for improvement, 5) terms for remediation, and 6) terms for probation (i.e., restrictions placed on the student which may range from disallowing coursework for a term, limiting the number of course hours, etc.). After discussing the terms for remediation and probation, the student will be provided with a Social Work Academic Probation Notice. The Notice will provide the specified goal(s) to be achieved to maintain standing in the program and dates for goal achievement and future meetings with the advisor. In the event the advisor is unable to arrange a face-to-face meeting with the student, the advisor will mail the Social Work Academic Probation Notice to the address the Social Work program has on file. Failure to meet the terms as specified in the Social Work Academic Probation Notice will result in termination from the Social Work program (see termination section below).

**Professional Performance**

When a concern is raised regarding a student’s professional conduct or behavior, the course of action is dependent upon the seriousness of the offense. The information below is provided as a guide, but the program reserves the right to make the determination of the level of seriousness of any offense in consideration of the nature, severity, impact, or potential impact of the offense.
Serious offenses
Serious offenses are those that threaten, cause, or have the potential for causing material, physical, psychological, or emotional harm to one’s self or others. Many serious offenses violate university, program, or agency policy or violate the NASW Code of Ethics. Serious offenses include, but are not limited to, assault of a supervisor, faculty, client, or student; sexual contact with a client; and intoxication at work. Serious offenses, as determined by the advisor or instructor in consultation with the Program Director, will result in immediate termination from the program (see termination section below).

Non-serious offenses
Offenses that are not deemed serious (see above) by the advisor or instructor and Program Director will be processed so that the student has an opportunity to address and correct the noted concern. The term non-serious is used not to minimize the nature of the offense, but rather to differentiate it from those offenses that result in immediate termination from the program. Non-serious offenses are those offenses that do not bring real or potential harm to self or others as stated above in the description of serious offenses. While non-serious offenses include acts that may be in violation of the NASW Code of Ethics or written university, program, agency policies, they are not necessarily proscribed by the aforementioned policies and standards. These offenses include, but are not limited to, minor difficulties in interacting with peers, staff or faculty, repeated class tardiness or unexcused absences, behavior or conduct that disrupts interaction or learning in the classroom, or an act of academic dishonesty. Again, the term non-serious applies only to distinguish such offenses from those that result in immediate termination from the program, not as an indication that such behavior or conduct is deemed acceptable.

Issues may be brought to the attention of the advisor, instructor, or program administrators (herein: evaluator), who will then serve to evaluate whether the issue merits a meeting with the student. If it does not, then no further action is warranted. If the evaluator determines the issue merits a meeting with the student, the following will occur:

Phase One: Evaluation. The first phase is an evaluative phase and offers an opportunity for the student to reflect upon the issue and to seek support, if necessary. Upon notice of an issue, the evaluator and student will meet to discuss the concern. If the evaluator determines the issue does not have merit, the issue is considered dropped. The meeting will be noted in the student’s social work file.

If the evaluator determines the issue has merit, they will seek understanding of the situation and explore the need for supports. If the student has questions, the evaluator will address them. If the student requires supports, the evaluator will advise the student as to known available resources. A memo will be written by the evaluator indicating the two met to discuss the issue; the memo will be signed by the evaluator and student. A copy of the memo will be given to the student and the original will be placed in the student’s file.
Phase Two: Probation. The second phase is a formal process for addressing an issue of concern. Students who have gone through phase one on any issue, and have any subsequent concerns arise will proceed to phase two. Students with a number of concerns at once will bypass phase one and proceed to phase two. Phase two includes placing the student on probation from the Social Work program. Upon an issue of concern arising, the student and evaluator will meet to discuss: 1) the factors that may have contributed to the current situation, 2) the conduct or behavior that needs change or adjustment, 3) the available supports within the university to address any noted issues, 4) the student’s willingness to utilize supports and make necessary changes for improvement, 5) terms for remediation (that is the plan in place for which successful completion will remove the student from probation from the Social Work program), and 6) terms for probation (i.e., restrictions placed on the student which may range from disallowing coursework for a term, limiting the number of course hours, the placement of the student in certain courses, etc). The remediation plan will include specific goals to be met, dates for progress meetings with the evaluator (or other responsible party) while on probation from the Social Work program, and a timetable for goal completion; the successful completion of which will result in a removal from probationary status. Upon formulation of the plan, the student and evaluator will meet with the Program Director to present a written plan. The Program Director will review the plan and make suggestions for the plan, if necessary. The final plan will be signed by the evaluator, the student, and the Program Director. At this time, the student is placed on probationary status and receives a copy of the signed Remediation Plan and the Social Work Probation Notice. The original Social Work Probation Notice and Remediation Plan is placed in the student’s file. Revisions to the Remediation Plan can be made by the evaluator with approval from the Program Director.

Phase Three: Termination. If the student does not meet the goals as outlined in the remediation plan(s), the student will be terminated from the program (see termination section below). Violations deemed to be serious do not proceed through the first two phases, but rather result in immediate termination from the program.

If at any stage of the process (Phase One, Phase Two, or Phase Three), the evaluator is unable to arrange a meeting with a student, notice (e.g., memo of concern; remediation plan; etc.) will be sent to the student in writing to the address for the student that the Social Work program has on file and will serve as the official notice.

Rescindment of Probation: When the student believes they have met the terms of probation, they notify the Program Director. The Program Director will meet with the student and may require documentation or evidence of completion. If the student demonstrates successful completion of the terms, probation is “rescinded,” and the student is notified in writing of their cleared status.

Performance Hearing
At any time during the evaluative, probation, or termination phases students may request a hearing of the Social Work Hearing Committee if they present evidence that the action
taken by the program (evaluative, probation, or termination) was in violation of program and/or university policies and procedures. Requests for a hearing must be made in writing and postmarked or date stamped (by the Program) within 10 calendar days from the date of the action (memo, remediation plan, or termination notice). Within 20 calendar days of the receipt of the students’ request for a hearing, a hearing date will be set by the Hearing Committee. The Hearing Committee will be comprised of the Social Work faculty and one outside faculty member appointed by the Chair of the Department of Criminal Justice and Social Work. The student will meet with the Hearing Committee to present the necessary information. The Hearing Committee will issue a decision in writing within one week of the hearing. If the student has evidence that the Hearing Committee has made its decision in violation of the university’s or program’s policies, the student may appeal the Hearing Committee’s decision in the following sequence: 1) to the Department Chair, and 2) the Dean of the College of Public Services. (This policy is informed by PS 04.A.01 for Grade Appeals.)

University Policy
There may be additional actions required by the university, depending upon the offense. See UHD Student Handbook PS 04.A.01, Student Rights and Responsibilities, for a description of violations and their consequences.

Termination from the Social Work program
A formal notice of termination will be sent in writing to the address for the student that the Social Work program has on file. The student will be instructed to change their major. The Program Director will be responsible for monitoring the status of the major change. In the event the student does not change their major within two months, the Program will issue a request to the College Advising Office to change the student’s major to undeclared. Termination from the Social Work program does not mean termination from the University. The processes for probation or suspension from the University are outlined in University Policy PS 03.A.07 and PS 04.A.01.

Admission Criteria

The program’s specified criteria for formal social work majors to begin the field practicum sequence is as follows:
1. Students must be in good academic standing with a 2.5 overall GPA
2. Students must have senior-level standing and must have matriculated to an acceptable place in the curriculum. Specifically, they must have completed each of the following professional foundation courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 2361</td>
<td>Introduction to Social Work and Social Welfare</td>
</tr>
<tr>
<td>SOCW 3311</td>
<td>Urban Practice 1</td>
</tr>
<tr>
<td>SOCW 3312</td>
<td>Urban Practice 2</td>
</tr>
<tr>
<td>SOCW 3364</td>
<td>Social Justice &amp; Professional Ethics</td>
</tr>
<tr>
<td>SOCW 3313</td>
<td>Case Management</td>
</tr>
<tr>
<td>SOCW 3361</td>
<td>Human Behavior in the Social Environment 1</td>
</tr>
<tr>
<td>SOCW 3362</td>
<td>Human Behavior in the Social Environment 2</td>
</tr>
</tbody>
</table>
3. Be eligible for and purchase liability insurance through the National Association of Social Workers prior to arranging the practicum (SEE BELOW).
4. Complete a field application online and submit by the published due date.
5. Receive approval by the Director of Field Education.

Field Practicum Eligibility Application and Placement Process

How to apply for and arrange Field Practicum

1. In January (for a fall start date) or September (for a spring start date), a mandatory field practicum student orientation will be held (date and time to be announced in classes, in the social work suite & via email)

2. By the end of February (for a fall start date) or September (for a spring start date), complete the online Field Practicum Eligibility Application in Tk20/Watermark portal.

3. By the end of March or October, complete field practicum interview with the Director of Field Education (an invitation to schedule an interview will be sent to each student that submits a Field Practicum Eligibility Application). At this interview you will receive instructions on how to apply for liability insurance.

4. After the interview, you will receive the name of the agency that has been approved for you along with the agency field instructor’s contact information. Please arrange and complete a professional interview with the field as soon as possible. If for any reason you do not want to accept the placement, you must contact the Director of Field Education immediately to discuss your concerns after your interview.

5. By April 30th or November 30th please complete the Field Practicum Interview Outcome Form after you have completed your interview at the field practicum agency and upload it in your Tk20/Watermark binder/portfolio.

6. All placements should be formalized (both student and agency field instructor have approved the placement) by the end of April or November. Please plan accordingly.

7. As of August 1st for Traditional and Fall Block (8+8) Field schedules (or as of January 1st for Spring Block (8+8) Field Schedules), you must have received your proof of professional liability coverage certificate and submitted the NASW RRG Policy document online in your Tk20-Watermark binder/portfolio. Please do not arrange your coverage to begin before August 1st if you will participate in the
Traditional or Fall Block (8+8) Field schedule (or before January 1st if you will participate in the Spring block schedule) as you will only be covered for one year. (Note: you are allowed to select your preferred start date when you purchase the liability insurance.)
Field Practicum Liability Insurance

Prior to entering your field practicum site, you must apply and successfully receive student field liability insurance through the National Association of Social Workers’ (NASW) Student Professional Liability Insurance Program, and you must maintain coverage for the entire time that you are completing field practicum hours. If you are enrolled the Traditional Field Practicum schedule, you will work an average of 15 - 16 hours per week during the Fall and Spring Semesters. If you are enrolled in the Fall Block or the Spring Block Field Practicum schedule, you will work an average of 25-26 hours per week for 16 weeks. You may begin your practicum hours no sooner than 7 days before the official beginning of the Fall or Spring Semester (with the exception of a mandatory agency training requirement), and you may complete your hours no sooner than the last week of the semester in which you are completing Field Practicum II. (Note: this means that you may have more than the bare minimum of 400 hours by the end of your field experience. This will work to your benefit.)

The cost for your coverage in field is low because your coverage is supported by the NASW Trust. Therefore, you must also become a student member of NASW.

Step 1: Join NASW at the student member rate (about $57 per year):
https://www.socialworkers.org/nasw/join/default.asp

Step 2: Apply for your STUDENT liability insurance (you can do this as soon as you receive your NASW member number) and choose your preferred level of coverage. (Note: The lowest level of coverage at $15 meets the requirements of this program. However, you may choose to purchase a higher level of coverage.):
http://www.naswassurance.org/malpractice/student-liability-individuals/

Step 3: By August 1st (Traditional & Fall Block students) or by January 1st (Spring Block students) obtain a copy of the NASW RRG Policy document as proof that you are covered by the required liability insurance. Upload the copy to your binder/portfolio in the Tk20/Watermark portal.

This process must be completed by the published deadline on the social work webpage. Note: Prior to purchasing the liability insurance, you would have submitted a Field Practicum Eligibility Application, where you acknowledged that you understood that you CANNOT enter your field practicum unless you have successfully obtained Student Professional Liability Insurance AND supplied a copy to the Social Work Program.

Field Practicum Agency Interviews

Students are not to contact any agency regarding a potential placement until notified by the Field Office. Each student who has applied for field by the deadline will be tentatively assigned to an agency, pending the agency interview. Only after assignment to a potential field agency by the Director of Field Education (DOFE) will the student be
permitted to contact the agency to arrange an interview. It is then the student’s responsibility to schedule the placement interview. No placement is considered final until after the interview when the agency indicates its acceptance or rejection of the student either directly to the Director of Field Education or in writing. If two consecutive agency interviews result in the student not being accepted for placement due to performance or behavior concerns, no further interviews will be attempted until the student meets with the DOFE to determine appropriate alternatives.

If the student would like the DOFE to consider an agency not on the approved field agencies list, the student may request, in writing, to the DOFE to consider the agency. The student should write a brief statement regarding the appropriateness of the setting for social work, a description of the agency’s mission and operation, and the key argument of what the agency may offer in terms of helping the student meet educational goals. The student should include contact information for the agency. The information should be provided to the DOFE the semester prior to the student’s designated field semester.

Field Experience Placement in Place of Employment

Field placement at the student’s place of employment is difficult to arrange and is generally assessed to be not in the best interest of the student or compatible with the educational foundation goals and objectives of the program. However, if all conditions listed below can be met, field placement in an agency in which the student is also employed may be allowed:

- Condition number 1: The student’s employment agency meets all Program field agency selection criteria.
- Condition number 2: The agency provides evidence of an acceptable change of assignment that allows the student to engage in direct social work practice with a completely different population or in a completely different area of social work practice than their current employment responsibilities.
- Condition number 3: The student’s employment supervisor provides in writing that the student will be allowed to spend the required time for field engaged in this new assignment.
- Condition number 4: The employment supervisor provides in writing that the student will have a different supervisor for their field education assignment.
- Condition number 5: The proposed new supervisor meets all Program agency field instructor selection criteria, and accepts the required roles and responsibilities of the student for the duration of the field education.

The DOFE will have final authority to determine the appropriateness of all placements.
Student

To obtain a full field experience, students perform their work under the same general policies as a professional worker. They differ from the regular worker in the size of the workload carried, the amount of instruction per assignment, and, most importantly, in the fact that instruction for the student is a definite and planned learning process. Social work students assume the same level of responsibility as the regular professional staff to clients. The student fulfills the demands of the field agency, center, or organization in relation to service to clients, and administrative accountability to the organization. Thus, students are expected to:

1. Obtain the required liability insurance prior to the start of field and familiarize themselves with agency policies and with the NASW Code of Ethics prior to any direct work with clients.
2. Develop their individualized-learning plan with the assistance of their agency field instructor and return it to the Issues in Field Practicum instructor for review and consultation.
3. Arrive at their agencies and for scheduled meetings on time.
4. Carry out their assignments in a professional manner and in accordance with the NASW Code of Ethics.
5. Establish positive working relationships with all professionals and para-professionals that are associated with their agency.
6. Fulfill all requirements relating to written and verbal presentation of work accomplished.
7. Attend Issues in Field Practicum classes as scheduled. Students should come to class meetings having read the required material and prepared to discuss their assignments, with questions and practice alternatives. They should also use this time to discuss theoretical material from their classes and make connections between theory and practice.
8. Promptly notify agency field instructor of illness or anticipated absence. Students are entitled to religious holidays as per University policy but must arrange time off for the specific religious holidays with their agency field instructor. Students who take any sick day must follow the agency guidelines for reporting and validating their illness. But at a minimum, students must notify their agency field instructor if they are ill or otherwise need to be absent from work, preferably at least 24 hours prior to the absence. If students are expecting to be absent from the field for more than two consecutive days, they should inform the UHD Issues in Field Practicum Instructor member as well. The student is responsible for making arrangements with their agency field instructor for compensatory time according to the student’s schedule and the agency’s needs.
9. Appropriately terminate all relationships with clients and the agency upon completion of the field experience.
10. Complete all evaluations of the field practice experience as requested by the Field Office.
11. Students shall be responsible for their own learning. Therefore, at the first opportunity, they must alert their UHD Issues in Field Practicum Instructor.
and/or the DOFE of any concerns they have in respect to their field placement.

12. Meet as required by the agency field instructor, UHD Issues in Field Practicum Instructor, or the DOFE to discuss and resolve any issues or problems that may arise during the placement.

Agency

Agencies are selected as sites for field experience from the great variety available in Houston and the surrounding areas. Each agency selected must:

1. Share a mission compatible with the University,
2. Provide adequate work access and opportunity for the student to achieve the goals and objectives of the Social Work Program,
3. Engage in work that is compatible with the overall purposes of the social work profession, and
4. Provide a site that is sensitive to and able to accommodate any special learning or access needs of the student.

Social service agencies, institutions, and community organizations are recruited annually to provide sites for social work education for students. They are asked to make available personnel who are experienced in their practice and are willing to become agency field instructors. Agencies indicating an interest in having social work students must provide their staff with the necessary adjustment in their workload in order that agency field instructors have enough time to supervise and teach their student(s).

In accepting social work students, agencies are committed to the training, education, and professional development of its students. Students are expected to be treated in a manner similar to staff and should be included, to the extent possible, in such departmental activities as staff meetings, committees, ward rounds, consultations, case conferences, Board meetings, etc. as appropriate to the particular setting.

Agencies will provide students with adequate administrative support services to carry out their assignments in the agency.

Students may be reimbursed by the agency for expenses incurred during the course of their duties such as travel costs for regular off-site assignments, if agency policy allows. Students should become aware of agency policies in relation to reimbursement, and make clear arrangements with their agency field instructor before incurring expenses.

Agency Field Instructors

Agency field instructors are chosen from persons recommended to the Social Work Program by administrative staff of an agency or organization, or known to the social work faculty, and work in an organization that has been approved as a field instruction setting. On occasion, a faculty member may serve as the field instructor if a change, in
an otherwise appropriate agency, leaves the student without supervision from a social work perspective.

Agency field instructors shall demonstrate the following attributes, and fulfill the following responsibilities:

Attributes
1. Mastery of their own work.
2. Interest in the teaching of practice.
3. Ability to select appropriate learning experiences to meet the student's learning objectives and the social work competencies.
4. Ability to facilitate student's integration of theory and practice.
5. Knowledge of the community and its resources.
6. Ability and willingness to provide appropriate educational, administrative and supportive supervision.
7. Ability to maintain professional standards (adherence to the NASW Code of Ethics).

Responsibilities
1. The agency field instructor ensures that the relationship of the student to the agency field instructor is an educational one.
2. The agency field instructor selects learning experiences particular to the field setting and in consultation with the student. This is done formally at the beginning of the field practicum through the development of the student’s individualized-learning plan/contract, which is completed by the student with guidance and input from the agency field instructor and submitted as assignment in the UHD Issues in Field Practicum course. The agency field instructor may consult the appropriate UHD faculty member if they have questions.
3. The agency field instructor meets with the student for approximately 1-1½ hours for supervisory purposes each week. The agency field instructor should use this time to review all of their student's assignments, social work competencies, provide feedback that is supportive and educational, and encourage their student to reflect on their practice and their growth and development as a practitioner. Agency field instructor should create an atmosphere that is open and flexible to the student's opinions, questions and learning process.
4. Further, the agency field instructor should incorporate the following:
   i. Discussion of knowledge, values, theories and skills, in connection with practice;
   ii. Preparatory work with students prior to practice intervention;
   iii. Retrospective analysis of student practice, utilizing some form of direct report - e.g. process recording, reflective log, meeting summary, audio tape, observation, video tape.
   iv. On-going feedback to the student, encouraging student participation in the planning and evaluation of the educational process.
Qualifications
Agency field instructors who are selected and accept the role must:
1. Hold a CSWE accredited Master’s or Bachelor's Social Work degree. To accommodate special or unusual opportunities where unique learning opportunities exist, the program may accept persons with other than social work training to assume the role of agency field instructor. In these circumstances, the agency field instructor must have a Bachelor’s degree or a Master’s degree in a related field (psychology, criminal justice, etc.) and the agency’s mission and delivery of services must be compatible with social work values. In such circumstances, the DOFE will provide comprehensive orientation and training to ensure that the agency field instructor and the agency maintain the ability to facilitate student learning consistent with the Social Work Program’s goals (and objectives and may assign an external social work field instructor).
2. Have two years of social or public service practice experience, with at least one year of tenure at their current job.
3. Have a history of and current commitment to the core values of the social work profession including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
4. Have the capacity to teach and guide student learning and experiences through supportive mentorship, from a strengths perspective.
5. Help foster a commitment to lifelong learning and effective use of supervision.
6. Attend all agency field instructor orientations, meetings, and trainings.
7. Complete all student learning evaluation forms.
8. Be available for consultation with UHD Director of Field Education.

Education
An annual orientation and training session are held for agency field instructors prior to the beginning of field. At orientation, the Director of Field Education (DOFE) provides training in a variety of areas as well as orients the agency field instructor on the significant role and position of the field experience for generalist social work education, along with the professional foundation development needs and expectations of the program in terms of education, supervision, and evaluation of students. It is also a goal of these meetings to foster a supportive network among the agency field instructors, for both individual support and program feedback. All agency field instructors are oriented to the University’s online process to access evaluation and other forms, and are provided with necessary information to contact program faculty. To further support agency field instructors, they are included in program activities, trainings and celebrations; and are given continuing education credit and certificates of appreciation for their critical support and contribution to social work education.

UHD Issues in Field Practicum Instructor
The Issues in Field Practicum instructor has the following attributes and responsibilities:

Attributes
1. Mastery of their own work.
2. Interest in the teaching of practice.
3. Ability to select appropriate learning experiences to meet the student's learning objectives.
4. Ability to facilitate student's integration of theory and practice.
5. Knowledge of the community and its resources.
6. Ability and willingness to provide appropriate educational, administrative and supportive supervision.
7. Have at least two years direct social work practice experience.
8. Ability to maintain professional standards (adherence to the NASW Code of Ethics).

The responsibilities of the UHD Issues in Field Practicum Instructor are to:

1. Prepare appropriate information for students about the field experience in order to meet the program objectives for that course.
2. Determine appropriate reading assignments, finalize the course syllabus, and order books at the bookstore or otherwise communicate to students the necessary information so that they may independently purchase their book or books in a timely manner.
3. Teach the Issues in Field Practicum courses.
4. Arrange and coordinate visits by expert speakers or presenters from the community as appropriate to the topic being covered.
5. Arrange and coordinate class excursions into the community as appropriate to the topic being covered.
6. Meet with the agency field instructor at least once during the semester to monitor the student’s progress, the agency’s appropriateness and fit as a placement, and the agency field instructor’s appropriate use of supervision.
7. Develop course assignments that will appropriately measure students’ achievement of CSWE competencies; communicate the assignment instructions, including criteria for assessment and deadlines, to students; and grade assignments. In no instance may a student who has not demonstrated base level mastery of the competencies receive a passing grade.

**UHD Director of Field Education (DOFE)**

The role of the UHD Director of Field Education is to:

1. Develop and oversee the complete field education process for the BSW program.
2. Prepare appropriate information for students about field placement choices and the field selection process; relate to the community and social work agencies regarding all issues relating to field teaching; and recruit agency field instructors on an ongoing basis.
3. Ensure that the Issues in Field Practicum courses (SOCW 4302, 4304) are taught by competent and appropriate UHD faculty members (adjunct, instructor, or tenure track).
4. Conduct an interview with each student that submits a Field Practicum Eligibility Application to discuss readiness, professional & learning goals, and placement choices.
5. Determine appropriate field placements for each student and provide students with the appropriate contact information so that the student can arrange an interview with the approved agency.
6. Approve all field placements.
7. Instruct students to arrange placement interviews with designated agency field instructors and receive feedback from students and agency field instructors about placement decisions.
8. Organize a student field orientation prior to the field practicum application process.
9. While the student is in the field practicum setting, be responsive to issues or concerns raised by the student, the agency field instructor, or the Issues in Field Practicum instructor.
10. Manage the evaluation process of the entire field experience.

Nondiscrimination and Human Diversity Policies

UHD adheres to a policy of nondiscrimination in the hiring of faculty and staff and in the admission of students. *U.S. News and World Report* names UHD one of the nation’s most ethnically diverse institutions of higher learning (UHD Handbook for Faculty, p.9).

The University and the Social Work Program seek to provide equal educational opportunity without regard to race, color, religion, national origin, gender, age, disability or veteran status in compliance with Title IX regulations and all other federal and state regulations (UHD Undergraduate and Graduate Catalog, p. ii). The following University policies will guide Program activities and behaviors in order to maintain an environment of nondiscrimination for all members of the Program, including students and faculty:

PS 02.A.20, *Affirmative Action Policy*

The University of Houston-Downtown is committed to the development, implementation, and administration of a comprehensive affirmative action plan that meets all federal and state laws and regulations specifying affirmative action and/or nondiscrimination in employment.

PS 02.A.21, *Equal Opportunity Policy*

The University of Houston-Downtown (UHD) is committed to equality of opportunity in all areas of education and employment, and its goal is to achieve a diverse community.

UHD is committed to the concept of equal opportunity as an element of its admissions and employment processes based on educational/job-related factors and not on extraneous factors such as age, race, color, disability, religion, national origin, veteran’s status, genetic information, sexual orientation, gender identity, gender expression or sex (including pregnancy), except where such a distinction is required by law.
UHD does not practice or condone discrimination, in any form, against any individual in any of these protected classifications, including employees, applicants, or students with respect to admission, educational activities, recruitment, appointment, benefits, training, promotion, retention, discipline, termination, or any other aspects of the terms, conditions and/or privileges of employment and/or enrollment. Additionally, UHD prohibits discrimination in all aspects of employment or education on the basis of sexual orientation, gender identity or gender expression. All personnel actions include a review for EEO compliance.


SAM.01.D.05, Equal Opportunity and Non-Discrimination Statement
The policy of the University of Houston System and its components is to ensure equal opportunity in all its educational programs and activities, and all terms and conditions of employment without regard to age, race, color, disability, religion, national origin, veteran’s status, genetic information, or sex (including pregnancy), except where such a distinction is required by law. Additionally, UH System prohibits discrimination in all aspects of employment and educational programs on the basis of sexual orientation, gender identity, or gender expression.

Employees, students, and visitors to campus with questions and/or complaints regarding discrimination, or sexual misconduct (such as sexual violence) under Title IX may contact the Title IX Coordinator for your campus or the U.S. Department of Education’s Office for Civil Rights. The name, title, office address, telephone number, and e-mail address of the Title IX Coordinator for each campus can be found here: http://www.uhsystem.edu/students/salutations/contacts/index.php

Each component university is responsible for ensuring compliance with all federal and state laws, regulations and guidelines, and with System policies.

SAM 01.D.07, Discrimination and Harassment Policy
This Discrimination and Harassment Policy (“Policy”) defines and describes prohibited discrimination and harassment and establishes a mechanism for processing complaints of unlawful discrimination and harassment against University faculty, staff, students and visitors. This Policy does not address allegations of sexual misconduct, which includes sexual harassment. (Please see the University’s Sexual Misconduct Policy, SAM 01.D.08, which defines and describes prohibited sexual misconduct and establishes a mechanism for processing complaints of sexual misconduct.) Nothing in this Policy shall be construed to limit the rights of University students or employees to seek remedies available to them outside of the University’s internal processes.
SAM 01.D.08, *Sexual Misconduct Policy*

The University is committed to maintaining and strengthening an educational, working and living environment where students, faculty, staff and visitors are free from sex discrimination of any kind. Sexual Misconduct (as defined in this policy), a form of sex discrimination, is antithetical to the standards and ideals of the University. The University will take appropriate action in an effort to eliminate Sexual Misconduct from happening, prevent its recurrence and address its effects.

SAM 01.D.09, *Student Academic Adjustments/Auxiliary Aids*

The University of Houston System does not discriminate on the basis of disability against students in any program, service or activity offered by the System. The System is committed to ensuring that no student with a disability is excluded, denied services, segregated or otherwise treated differently than other students because of the absence of a reasonable academic adjustment/auxiliary aid.

PS 04.A.01, *Student Rights and Responsibilities*

3.2.2 *Freedom from Discrimination*

No student or applicant for admission to the University may be discriminated against on the basis of race, color, religion, sex, age, disability or national origin by the University or any member of the University community. The University fully supports equal opportunity and affirmative action.

PS 04.A.01, *Student Rights and Responsibilities*

3.2.3 *Freedom of Speech, Expression, and Association*

The rights of free speech, expression, and association, as defined by the Constitution of the United States and developed by statutory laws and judicial decisions, are guaranteed to every member of the University community.
Appendix: Field Syllabi & Forms.
Social Work Field Practicum Handbook

University of Houston-Downtown  
College of Public Service  
Bachelor of Social Work Program

SOCW 4301-Field Practicum 1

Sample Course Syllabus

Instructor Contact Information:

Name  
Location  
Contact Information  
Office Hours

Social Work Program Mission: The mission of UHD’s Bachelor of Social Work Program is to prepare entry-level social workers for evidence-based, justice-oriented, generalist practice in an urban environment.

Course and Catalog Description: This course provides 200 hours of professionally supervised field experience. Students, under the supervision of an approved agency field instructor, engage in generalist social work practice with individuals, families, groups, organizations and communities of great diversity.

Competency Expectations: In this course, you are being evaluated on all- 9 Social Work Competencies as listed below, and their associated behaviors as found in the attached Field Evaluation.

2015 EPAS Competency Areas Covered:
This course facilitates competency in the following areas:
Competency 1 – Demonstrate Ethical and Professional Behavior
Competency 2 – Engage Diversity and Difference in Practice
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 – Engage in Practice-Informed Research and Research-informed Practice
Competency 5 – Engage in Policy Practice
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Course Prereqs: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3361, SOCW 3362, SOCW 3364 and senior-level standing

Concurrent Requirement: SOCW 4302 – Issues in Field Practicum I

Credit Hours: 3

Grades/Assignments:
The Course Competency Expectations will be measured by the Agency Field Instructor Evaluation/Assessment

Your final course grade will be computed based on the following:
Pass (C or better; > 70%) / Fail (below C; < 70%)

Late Assignment Policy:
Assignments are due on or before the deadline posted. You must receive permission from the instructor to submit an assignment late. Late assignments will only be accepted with the instructor’s permission and will be assessed a penalty of at least one letter grade. Students with an excused absence (see below) may have additional time to submit work and should communicate with the instructor promptly.

Excused absence: Documented urgent or emergency situation for self or one who depends upon your care or death of a loved one; and other University excused absence.

Attendance Policy:
Attendance is an important aspect of professionalism in social work and key to your success in this course. As such, your attendance in this class will be expected. If you miss class, regardless of whether it is an excused or unexcused absence, you are responsible for getting with one of your classmates to get notes and class updates. Missed classes will affect your grade.

Excused absence: Documented urgent or emergency situation for self or one who depends upon your care or death of a loved one; and other University excused absence.

University Attendance Policy:
“Your failure to attend class (face-to-face or hybrid), engage course material (Online only); or make contact with faculty to adequately explain your absence by the 10th class calendar day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.”

Academic Adjustments/Auxiliary Aids Policy:
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section
504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu.

**Academic Honesty:** All students are subject to UH-Downtown’s Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook.

Please refer in general to the University's academic honesty policy at [Academic Honesty Policy](http://www.uhd.edu/library/guides/plagiarism.html). Plagiarism specifically is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying another’s work in whole or in part (this includes extra credit assignments). Do not turn in work that is not your own. If you are caught plagiarizing or cheating, you may receive a "0" for the work, an “F” in the course, and/or you can be suspended from the college. If you are having a problem in the class, see the instructor before you do something that could follow you the rest of your academic career.

**Blackboard Responsibility:**

This course is a Hybrid course. You are responsible for graded assignments that are posted and to be submitted solely on Blackboard. Please check Blackboard at least twice weekly for additional information/updates.

**Contacts:**

If you need to meet with me, I will be available during my posted office hours. You can also feel free to drop by my office outside these times. (Note: Sometimes I must attend meetings or am working to meet a deadline, so it is always a good idea to check with me if you’re planning on a visit.) I’m also available outside these posted office hours, please contact me to arrange a meeting time. The best way to contact me is by BlackBoard messaging. Please be aware that it is against university policy to give grades on the phone or by email, so I will be unable to do this.

**Professional Expectations for Social Work Majors:**

Students are required to maintain professional conduct and demeanor in all of their interactions as guided by the Social Work Code of Ethics. Expectations for professional conduct and demeanor further include adherence to the following:

a) The Social Work Professional Code of Ethics

b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate Catalog

c) Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional manner.

d) Agency policies and procedures

e) UHD Social Work Program policies and procedures as outlined in the Field Manual and Student Handbook
Confidentiality:
As an ethical principle in the profession, confidentiality ensures a safe environment for disclosure. It protects the interests of clients and social workers in their pursuit of problem solving by allowing the sharing of information without the fear or threat of the information (except in the case of potential harm to self or others) being shared with others. As we learn the principles, practice models and techniques of social work intervention and develop our professional selves, students may voluntarily disclose personal information (but will never be mandated to do this) in class. We hope to honor that disclosure by maintaining the principle of confidentiality and ask that you not discuss others’ information outside of the learning and teaching environment.

Boundaries:
Disclosure of personal information can be utilized as a developmental tool for the professional social worker. It occurs in a specific context for the purpose of working through those issues that may impede effective practice. However, social work education is not a substitute for personal counseling and should not be used as such. If you are having issues that may affect your professionalism, we ask that you meet with your Social Work Advisor or the Program Director to discuss the best course of action for you.

Required Books:
UHD Social Work Program Field Manual (found on our social work webpage).

Course Schedule:

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24 – 8/28</td>
<td>Complete at least 1 hour of supervision with your field instructor (guidance for topics will be provided in your Issues in Field Practicum Course).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit weekly timesheet to your field instructor to secure signature. Then, submit timesheets to the field office monthly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin working on field plan (to be submitted in your Issues in Field Practicum Course).</td>
</tr>
<tr>
<td>2-7</td>
<td>8/31* – 10/16</td>
<td>Complete at least 1 hour of supervision with your field instructor weekly (guidance for topics will be provided in your Issues in Field Practicum Course).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.</td>
</tr>
<tr>
<td>8</td>
<td>10/19 – 10/23</td>
<td>Ask field instructor to conduct an informal review by using the field evaluation/assessment tool. Discuss the evaluation during weekly supervision and use as guidance for growth and improvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete at least 1 hour of supervision with your field instructor. (guidance for topics will be provided in your Issues in Field Practicum Course).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.</td>
</tr>
</tbody>
</table>
9-14 10/26** – 12/4 Complete at least 1 hour of supervision with your field instructor weekly.
(guidance for topics will be provided in your Issues in Field Practicum Course).
Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.
Note: 11/24 Thanksgiving

15 12/7 – 12/8 Reading Days
12/9 – 12/11 Agency Field Evaluations Due (meet with your field instructor to review the evaluation document prior to it being submitted).

*Last day to drop without a grade is 9/9/15.
**Last day to withdraw from course (grade of “W” will be assigned) is 10/29/15.

---SAMPLE---
(The actual evaluation will be provided electronically with an internet link.)

Field Evaluation Assessment
(to be completed by field instructor/supervisor)

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Agency</td>
<td></td>
</tr>
<tr>
<td>Name of Field Instructor (person completing form)</td>
<td></td>
</tr>
<tr>
<td>Name of anyone else who supervised student</td>
<td></td>
</tr>
</tbody>
</table>

Please rate the student on the following nine competencies based on skill level demonstrated for each of the listed behaviors. Place your ratings in the right-hand column for the current semester.
1 = Not at all: Student has not exhibited this skill/behavior.
2 = Intermittently: Student exhibits this skill/behavior on occasion.
3 = Consistently: Student exhibits this skill/behavior all or almost all of the time.

I. Demonstrates Ethical and Professional Behavior

In the column on the right, please enter the number (1,2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.
1) makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

2) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations

3) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication

4) uses technology ethically and appropriately to facilitate practice outcomes

5) uses supervision and consultation to guide professional judgment and behavior

Comments:

II. Engages Diversity and Difference in Practice

In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) presents themselves as learners and engages clients and constituencies as experts of their own experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

III. Advances Human Rights and Social, Economic, and Environmental Justice

In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9) applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) engages in practices that advance social, economic, and environmental justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### IV. Engages in Practice-informed Research and Research-informed Practice

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11) uses practice experience and theory to inform scientific inquiry and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) uses and translates research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### V. Engages in Policy Practice

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>14) Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) assesses how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### VI. Engages with Individuals, Families, Groups, Organizations, and Communities

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>17) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18) uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Comments:

<p>| VII. Assesses Individuals, Families, Groups, Organizations, and Communities |</p>
<table>
<thead>
<tr>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the column on the right, please enter the number (1,2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.</td>
<td></td>
</tr>
<tr>
<td>19) collects and organizes data, and applies critical thinking to interpret information from clients and constituencies;</td>
<td></td>
</tr>
<tr>
<td>20) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>21) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>22) selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<p>| VIII. Intervenes with Individuals, Families, Groups, Organizations, and Communities |</p>
<table>
<thead>
<tr>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the column on the right, please enter the number (1,2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.</td>
<td></td>
</tr>
<tr>
<td>23) critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>24) applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>25) uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
</tr>
<tr>
<td>26) negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>27) facilitates effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
</tr>
</tbody>
</table>
### IX. Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th></th>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>28) selects and uses appropriate methods for evaluation of outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30) critically analyzes, monitors, and evaluates intervention and program processes and outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31) applies evaluation findings to improve practice effectiveness at the micro and macro levels</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
University of Houston-Downtown  
College of Public Service  
Bachelor of Social Work Program

SOCW 4302-Issues in Field Practicum 1

Sample Course Syllabus

Instructor Contact Information:

Name
Location
Contact Information
Office Hours

Social Work Program Mission: The mission of UHD’s Bachelor of Social Work Program is to prepare entry-level social workers for evidence-based, justice-oriented, generalist practice in an urban environment.

Course Description: Students participate in assignments to be carried out in the field setting, projects to enhance skill development, and written assignments to help them integrate and apply classroom learning in the field setting. The Issues in Field Practicum course is designed to assist the student in processing and evaluating field experiences.

2015 EPAS Competency Areas:

This course will develop student competencies in the following areas:

Competency 1 – Demonstrate Ethical and Professional Behavior
Competency 2 – Engage Diversity and Difference in Practice
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 – Engage in Practice-Informed Research and Research-informed Practice
Competency 5 – Engage in Policy Practice
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competencies and Behaviors (B)

Competency 1 – Demonstrate Ethical and Professional Behavior. This Competency will be measured by B # 1, 2, 3, 4 & 5 as outlined in the program behavior rubric at the bottom of the syllabus.
Competency 2 – Engage Diversity and Difference in Practice. This Competency will be measured by B # 6, 7 & 8 as outlined in the program behavior rubric at the bottom of the syllabus.
Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice. This Competency will be measured by B # 9 & 10 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 4—Engage in Practice-Informed Research and Research-informed Practice. This Competency will be measured by B # 11, 12 & 13 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 5—Engage in Policy Practice. This Competency will be measured by B # 14, 15 & 16 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 17 & 18 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 19, 20, 21 & 22 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 23, 24, 25, 26 & 27 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 9—Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 28, 29, 30 & 31 as outlined in the program behavior rubric at the bottom of the syllabus.

Assignments for assessing each Behavior

Competency 1: B # 1-B # 5 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 2: B # 6-B # 8 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 3: B # 9-B # 10 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 4: B # 11-B # 13 will be assessed via participation/class discussion/activities/weekly journals/reflection paper/Agency Research Paper/Logic Paper

Competency 5: B # 14-B # 16 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 6: B # 17-B # 18 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 7: B # 19-B # 22 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 8: B # 23-B # 27 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Competency 9: B # 28-B # 31 will be assessed via discussion board post /participation/class discussion/activities/weekly journals/reflection paper

Dimensions: Students are expected to demonstrate the following dimensions of knowledge, skill, values, cognitive and affect processes after mastery and practice of the 9 competencies in their field placements.
Course Prerequisites: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3361, SOCW 3362, SOCW 3364 and senior-level standing

Concurrent Course Requirement: SOCW 4301 - Field Practicum I.

Credit Hours: 3

Grades/Assignments:

- Your final course grade will be computed based on the following:
  A (100-90)  B (89-80)  C (79-70)  D (69-60)  F (59-0)

| Contributions to classroom activities, weekly journal entries, written assignments, reflection paper, research paper, field instructor evaluation | 70% |
| Discuss Post | 15% |
| Attendance/participation in class | 15% |
| TOTAL | 100% |

1) Participation to include weekly attendance in class and contributions to classroom discussions and activities.
2) The Issues in Field Practicum course is designed to promote important interaction and activity in the classroom. Your regular attendance and participation are critically important to receive maximum benefit in support of your field practicum experience.
3) As this is a Hybrid course, students will receive specific discussion post assignments in Blackboard. Each post will have specific instructions and will be graded in accordance with those instructions. Students should always present a thoughtful and well-constructed argument/discussion regarding the topic that is posted.

- Discussion Board Posts: You will be required to make at least three substantive responses to each discussion board post that I will pose to the class (i.e., you will respond directly to my post, then you will respond to at least two of your classmates’ posts as directed). Your responses should be thoughtful, grammatically-correct, and reference (and cite) the course lectures and assigned readings. As a rule of thumb, each of your responses should consist of 2-3 well-written paragraphs (at minimum). Responses will be graded based on their overall quantity and quality (e.g., responses essentially consisting of “I agree with Student X,” without providing evidence or citing sources will not earn
credit.) You may use some quotes, if cited properly using APA 5th or 6th edition style.

- There will be no make-up quizzes or discussion board posts for any reason.

**Participation:** You are required to respond to all discussion questions and the orientation quiz before the assignment due date. Your participation grade also consists of visiting the Blackboard site and viewing the course material in a timely manner.

**There SOCW 4302 Classroom Attendance and Participation Policy:** Students are expected to attend all classes and participate in all class activities. Chronic absenteeism and tardiness deprives students of exposure to course content and often demonstrates a lack of commitment to academic and professional development. You should not take cell phone calls, texts, or e-mails while class is in session. Students who are chronically late for class will be asked to schedule an appointment with me to discuss their reasons for tardiness and its impact on their course participation and performance.

**Students who miss more than 4 classes in face-to-face or hybrid courses (or who fail to log-in and/or participate in online courses for more than 4 weeks) during Fall and Spring semesters will receive an “F” in the course, regardless of reasons for these absences.** (Students enrolled in Summer, Maymester, or Winter classes will receive an “F” in the course if they fail to attend class or log-in and participate for one or more weeks, regardless of reasons for these absences.) Enrollment in this course signifies student agreement with this policy.

**University excused absence:** Urgent or emergency medical care for self or one who depends upon your care or death of a loved one. In cases of personal or family illness, a physician’s notes will be required explaining how long this illness may affect your ability to attend class or participate in course activities. In cases of unavoidable conflict with work, you must provide a note from your supervisor on company letterhead.

**University Attendance Policy:** Your failure to attend class (face to face or hybrid), engage course material (Online only), or make contact with faculty to adequately explain your absence by the 10th class day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

**Academic Adjustments/Auxiliary Aids Policy:**
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) [www.uhd.edu/disability/](http://www.uhd.edu/disability/) (Email) disabilityservices@uhd.edu.
Academic Honesty: All students are subject to UH-Downtown’s Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook. Please refer in general to the University’s academic honesty policy at: https://www.uhd.edu/administration/employment-services-operations/resources/Documents/PS03A19.pdf.

Please read this document carefully. It will help you in multiple areas to make certain that your work meets our high standards.

Plagiarism specifically is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying another’s work in whole or in part (this includes extra credit assignments). Do not turn in work that is not your own. And, do not turn in work that you have submitted to another course, even if it is the same or a similar assignment. This is defined as self-plagiarism and is a violation of both my class policy and a newly listed violation in the University’s Policy. If you are caught plagiarizing or cheating, you may receive a "0" for the work, an “F” in the course, and/or you can be suspended from the college. If you’re having a problem in the class, see me before you do something that could follow you the rest of your academic career.

Blackboard Responsibility:
This course is a Hybrid course. You are responsible for graded assignments that are posted and to be submitted solely on Blackboard. Please check Blackboard at least twice weekly for additional information/updates.

Professional Expectations for Social Work Majors:
Students are required to maintain professional conduct and demeanor in all of their interactions as guided by the Social Work Code of Ethics. Expectations for professional conduct and demeanor further include adherence to the following:

a) The Social Work Professional Code of Ethics
b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate Catalog
c) Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional manner.
d) Agency policies and procedures
e) UHD Social Work Program policies and procedures as outlined in the Field Manual and Student Handbook

Confidentiality: As an ethical principle in the profession, confidentiality ensures a safe environment for disclosure. It protects the interests of clients and social workers in their pursuit of problem solving by allowing the sharing of information without the fear or threat of the information being shared with others, except in the case of potential harm to self or others such as children, older adults, and those living with intellectual or developmental disabilities. As we learn the principles, practice models and techniques of social work intervention and develop our professional selves, students may voluntarily disclose personal information (but will never be mandated to do this) in class. We hope to honor that disclosure by maintaining the principle of confidentiality and ask that you not discuss others’ information.
outside of the learning and teaching environment. Additionally, you should not audiotape or use other means of recording or reproducing classroom lectures or discussions without the instructor’s permission.

**Boundaries:** Disclosure of personal information can be utilized as a developmental tool for the professional social worker. It occurs in a specific context for the purpose of working through those issues that may impede effective practice. However, social work education is not a substitute for personal counseling and should not be used as such. If you are having issues that may affect your professionalism or academic performance in this course, we ask the following:

- a) social work majors should meet with the Social Work Advisor or the Program Director to discuss the best course of action and applicable UHD student resources, and
- b) non-majors are advised to utilize the appropriate UHD student resources to address these issues.

- UHD Student Counseling Services (Main Building, S445, Telephone: 713-500-3852)
- UHD Student Health Services (Main Building, S445, Telephone: 713-221-8137)
- UHD Title IX/Student Conduct (Main Building, S380, Telephone: 713-221-8056)
- MySafeCampus (www.mysafecampus.com)
- UHD Center for Student Diversity, Equity, & Inclusion (Main Building, S370, Telephone: 713-221-2664)

**Classroom Diversity Policy:** Social work is a profession that promotes the inherent worth and dignity of all persons. As a social work educator, it is my responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and wellbeing of everyone. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. In this social work program, we aspire to foster a climate of mutual respect and empathy by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. As a classroom, we will strive to provide an opportunity for all students to respectfully and openly discuss issues of diversity including, but not limited to, age, ability, ethnicity, gender, race, religious beliefs, sexual identity, health status, immigrant status, and Veteran status. However, students should note that respectful and open discussion consists of using culturally aware and competent language. Derogatory and discriminatory language is not permitted in this course. Students found in violation of this diversity policy may receive verbal and/or written warnings from the instructor, as well as point deductions on course assignments or assessments.

**Sensitive Subject Matter Disclaimer:** Social work professionals often work with clients and issues of a highly sensitive nature. Such work may include, but are not limited to, use of audiovisuals, texts, and open discussions of religion, sexuality, political ideology, and other social issues. Examples include sexual and gender identity, HIV/AIDS, political discourse on social welfare policies or religions, and human sex trafficking. Some students may find these materials and discussions offensive. However, as a classroom, we will engage in such discussions and use these materials as they advance the program and course objectives. Enrollment in this course signifies student agreement with this policy.

**Required Books:**


2) UHD Social Work Program Field Manual (found on our social work webpage).
Late Assignment and Missed Assessment Policy: Electronic copies of assignments are due in Blackboard Learn on the assigned due date. I will not accept assignments submitted via e-mail to my uhd.edu account; these will be deleted immediately. Late assignments will be accepted via Blackboard Learn until the official last class meeting day of the semester; however, they will be assessed a 10-point per day penalty (equivalent to one letter grade per day). Students with university excused absences may submit papers via Blackboard Learn without penalty upon their return, after presenting appropriate documentation. **There will be no make-up discussion board posts for any reason.**

Grades of “Incomplete”: You are expected to fulfill all course requirements within the semester. It is not my preference to assign “incompletes” for a final grade. If some extraordinary circumstance occurs that will impact your academic performance during the semester, please make an appointment to discuss the situation with me as early in the semester as possible so that we can make an action plan. **Grades of “Incomplete” (“I”) are only assigned to students who: 1) have documented university excused absences and have not violated the course attendance policy; 2) completed the majority of coursework (≥70%) and still need to complete a paper or other major course activity; and 3) have an action plan in place prior to the official last class day of the enrolled semester.** (Exams, quizzes, discussion board posts, and presentations are ineligible for consideration and must be completed by previously mentioned semester deadlines.)

Student and Instructor Contacts:
It is a good idea to exchange contact information with other students you know and trust, and with whom you can form some kind of agreement to help each other. These agreements will prove helpful if you miss class and need copies of class notes or information about any class announcements.

If you need to meet with me, I am available in person and via Zoom by appointment. **If you want to schedule a meeting, you must e-mail me from your UHD GATOR MAIL account to request an appointment. You should include the course number and reason for appointment (e.g., “SOCW 4302, Appointment for Feedback on Paper”) in the subject line.** I will acknowledge your request via a reply e-mail within 24-48 hours and tell you whether I am available to meet on the requested date/time. **I do not provide grades or other course information over the telephone or via e-mail.**

**When you schedule appointments, please be on time.** If you arrive late for an appointment, you may have to wait until I have finished meeting with other students to consult with me. **If you miss an appointment without notifying me, you will have to reschedule meetings during the days/times of my choosing for the rest of the semester.**

Course Schedule:  **Reading assignments should be completed before class on the day assigned.**

This syllabus and class schedule is subject to change during the semester. I reserve the right to add quizzes, homework assignments, and other learning assessments as I deem necessary to facilitate student learning. All changes will be reported in class, as well as clearly posted on Blackboard Learn. **It is the student’s responsibility to stay current with class policies and check Blackboard and email often during the semester.**

**If you’re having a problem in the class**, you should contact me as soon as possible so that we can work together and develop an action plan. I am available during weekly office hours, as well by appointment.
Note: There may be reasons for changes to be made to this schedule during the semester. If a change is to be made, an announcement will be made in class and on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments Due (W&amp;M = Ward &amp; Mama)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 27</td>
<td>Professional liability insurance; UHD liability forms; Field Manual &amp; Policies; review of syllabus; status of placements; Learning Plan/Contract</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 3</td>
<td>Professional Relationships &amp; Learning Plan/Contract \ Readings: W&amp;M Chapters 1, 2, &amp; 3</td>
</tr>
</tbody>
</table>
| 3    | Sept. 10   | Professional Use of Self \ Readings: W & M Chapters 4 & 5, \  
                  Discussion Post # 1 “Displaying Ethical and Professional Behavior”-due Sept 17- (Competency # 1) |
| 4    | Sept. 17   | Communication & Rapport Building \ Readings: W & M Chapters 6 & 7 \  
                  Field Student Learning Plan due                                    |
| 5    | Sept. 24   | Record Keeping \ Readings: W & M Chapter 8 \  
                  Discussion Post # 2- “Diversity Post” due Oct. 1- (Competency # 2)                                                |
| 6    | Oct. 1     | Theory in the field setting \ Readings: W & M Chapter 9 \  
                  Discussion Post # 3—“Human Rights and the Danger of Silence” due—Oct. 8—Competency # 3   |
| 7    | Oct. 8     | Fitting in at your agency \ Readings: W & M Chapter 11                                                                 |
| 8    | Oct. 15    | Self-Evaluation and Informal Evaluation with Field Instructor \ Readings: W & M Chapter 14 Discussion Post # 4-“Engaging in Policy Practice” due Oct. 22-(Competency # 5) |
| 9    | Oct. 22    | Treatment Plans & Case Management \ Readings: W & M Chapter 10 \  
                  Discussion Post # 5-Engaging with Individuals, Families, Groups, Communities and Organizations” due Oct. 29- (Competency # 6) |
| 10   | *Oct. 29   | Boundaries \ Readings: W & M Chapter 12 (Competency # 4 –Agency Research Paper Paper Due)                              |
| 11   | Nov. 5     | Difficult Clients/Involuntary Clients \ Readings: W & M Chapter 13 \  
                  Discussion Post # 6—“Theory and Assessment Mini Presentations” Due Nov. 12, (Competency # 7) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 12</td>
<td><strong>Discussion Post # 7--“Intervention and Evaluation Reflection” Due Nov. 12, (Competency # 8)</strong></td>
</tr>
</tbody>
</table>
| Nov. 19 | Career Development Guest Speaker  
Readings: see Blackboard  
**Discussion Post # 8--“Intervention and Evaluation Reflection” Con’t. due Nov. 25 (Competency # 9)** |
| Nov. 26 | Thanksgiving Nov. 26-27  
No CLASS |
| Dec. 3 | Intro/draft Resumes & Cover Letters  
Readings: see Blackboard  
**LAST DAY of CLASS  
Service Learning Reflection Due** |
| Dec. 7-8 Dec. 9-16 | Reading Days  
Final Exam Week - Submit Agency Field & Instructor Evaluation |

Sept. 9, 2015 is the last day to drop without a grade  
October 29, 2015 is the last day to withdraw from courses (assigned grade “W”)  
Dec. 3, 2015 is the last class day for this course
Complete Behaviors (B) List

After completion of this course, student shall:
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes;
5. Use supervision and consultation to guide professional judgment and behavior.
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. Engage in practices that advance social, economic, and environmental justice.
11. Use practice experience and theory to inform scientific inquiry and research;
12. Apply critical thinking to engage in critical analysis of quantitative and qualitative research methods and research findings; and
13. Use and translate research findings to inform and improve practice, policy, and service delivery.
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15. Assess how social welfare and economic policies impact the delivery of and access to social services;
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
17. Apply knowledge of human behavior and the social environment Person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
19. Collect, organize, and critically analyze and interpret information from clients and constituencies;
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
28. Select and use appropriate methods for evaluation of outcomes;
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
University of Houston-Downtown
College of Public Service
Bachelor of Social Work Program

SOCW 4303 – Field Practicum 2

Sample Course Syllabus

Instructor Contact Information:

Name
Location
Contact Information
Office Hours

Social Work Program Mission: The mission of UHD’s Bachelor of Social Work Program is to prepare entry-level social workers for evidence-based, justice-oriented, generalist practice in an urban environment.

Catalog and Course Description:
This course provides 200 hours of professionally supervised field experience. Students, under the supervision of an approved agency field instructor, engage in generalist social work practice with individuals, families, groups, organizations and communities of great diversity.
In both SOCW 4301 and SOCW 4303, students are required to spend a combined total of 400 hours in their approved agency, while simultaneously taking full advantage of learning opportunities in the required concurrent - Issues in Field Practicum courses (SOCW 4302 & 4304). Field Practicum II allows the student to continue the learning and skills practice that began in Field Practicum I to move toward greater mastery.

Competency Expectations: In this course, you are being evaluated on all 9 Social Work Competencies as listed below, and their associated behaviors as found in the attached Field Evaluation.

2015 EPAS Competency Areas Covered:
This course facilitates competency in the following areas:
Competency 1 – Demonstrate Ethical and Professional Behavior
Competency 2 – Engage Diversity and Difference in Practice
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 – Engage in Practice-Informed Research and Research-informed Practice
 Competency 5 – Engage in Policy Practice
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Course Prereqs: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3361, SOCW 3362, SOCW 3364 and senior-level standing

Concurrent Requirement: SOCW 4304 – Issues in Field Practicum II

Credit Hours: 3

Grades/Assignments:
The Course Competency Expectations will be measured by the Agency Field Instructor Evaluation/Assessment

Your final course grade will be computed based on the following:
A grade of ‘S’ (Satisfactory) means that you received a satisfactory evaluation from the Agency Field Instructor and verifiable documentation of 200 or more completed field practicum hours.
A grade of ‘F’ (Fail) means that you received an unsatisfactory evaluation from the Agency Field Instructor and/or you failed to submit verifiable documentation of 200 or more completed field practicum hours.

Late Assignment Policy:
Assignments are due on or before the deadline posted. You must receive permission from the instructor to submit an assignment late. Late assignments will only be accepted with the instructor’s permission and will be assessed a penalty of at least one letter grade. Students with an excused absence (see below) may have additional time to submit work and should communicate with the instructor promptly.

Excused absence: Documented urgent or emergency situation for self or one who depends upon your care or death of a loved one; and other University excused absence.

Attendance Policy:
Attendance is an important aspect of professionalism in social work and key to your success in this course. As such, your attendance in this class will be expected. If you miss class, regardless of whether it is an excused or unexcused absence, you are responsible for getting with one of your classmates to get notes and class updates. Missed classes will affect your grade.

Excused absence: Documented urgent or emergency situation for self or one who depends upon your care or death of a loved one; and other University excused absence.

University Attendance Policy:
“Your failure to attend class (face-to-face or hybrid), engage course material (Online only); or make contact with faculty to adequately explain your absence by the 10th class calendar day of the semester will result in your being administratively dropped from this course. Being
dropped from this course may affect your enrollment status and/or your financial aid eligibility.”

**Academic Adjustments/Auxiliary Aids Policy:** The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-

South, Houston, TX 77002. (Office) 713-226-5227 (Website) [www.uhd.edu/disability/](http://www.uhd.edu/disability/) (Email) disabilityservices@uhd.edu

**Academic Honesty:** All students are subject to UH-Downtown’s Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook.

Please refer in general to the University’s academic honesty policy at [Academic Honesty Policy](http://www.uhd.edu/library/guides/plagiarism.html). Plagiarism specifically is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying another’s work in whole or in part (this includes extra credit assignments). Do not turn in work that is not your own. If you are caught plagiarizing or cheating, you may receive a "0" for the work, an “F” in the course, and/or you can be suspended from the college. If you are having a problem in the class, see the instructor before you do something that could follow you the rest of your academic career.

**Blackboard Responsibility:**

This course is a Hybrid course. You are responsible for graded assignments that are posted and to be submitted solely on Blackboard. Please check Blackboard at least twice weekly for additional information/upDATES.

**Contacts:** If you need to meet with me, I will be available during my posted office hours. You can also feel free to drop by my office outside these times. (Note: Sometimes I must attend meetings or am working to meet a deadline, so it is always a good idea to check with me if you’re planning on a visit.) I’m also available outside these posted office hours, please contact me to arrange a meeting time. The best way to contact me is by BlackBoard messaging. Please be aware that it is against university policy to give grades on the phone or by email, so I will be unable to do this.

**Professional Expectations for Social Work Majors:**

Students are required to maintain professional conduct and demeanor in all of their interactions as guided by the Social Work Code of Ethics. Expectations for professional conduct and demeanor further include adherence to the following:

- b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and
Graduate Catalog

c) Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional manner.
d) Agency policies and procedures
e) UHD Social Work Program policies and procedures as outlined in the Field Manual and Student Handbook

Confidentiality:
As an ethical principle in the profession, confidentiality ensures a safe environment for disclosure. It protects the interests of clients and social workers in their pursuit of problem solving by allowing the sharing of information without the fear or threat of the information (except in the case of potential harm to self or others) being shared with others. As we learn the principles, practice models and techniques of social work intervention and develop our professional selves, students may voluntarily disclose personal information (but will never be mandated to do this) in class. We hope to honor that disclosure by maintaining the principle of confidentiality and ask that you not discuss others’ information outside of the learning and teaching environment.

Boundaries:
Disclosure of personal information can be utilized as a developmental tool for the professional social worker. It occurs in a specific context for the purpose of working through those issues that may impede effective practice. However, social work education is not a substitute for personal counseling and should not be used as such. If you are having issues that may affect your professionalism, we ask that you meet with your Social Work Advisor or the Program Director to discuss the best course of action for you.

Required Books:
UHD Social Work Program Field Manual (found on our social work webpage).

Academic Adjustments/Auxiliary Aids Policy:
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409- South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

Spring 2016 Course Schedule:

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Complete at least 1 hour of supervision with your field instructor (guidance for topics will be provided in your Issues in Field Practicum Course). Submit weekly timesheet to your field instructor to secure signature. Then, submit timesheets to the field office monthly. Begin working on field plan (to be submitted in your Issues in Field Practicum Course).</td>
</tr>
<tr>
<td>2-7</td>
<td></td>
<td>Complete at least 1 hour of supervision with your field instructor weekly (guidance for topics will be provided in your Issues in Field Practicum Course).</td>
</tr>
</tbody>
</table>
Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.

8
Spring Break

9
Ask field instructor to conduct an informal review by using the field evaluation/assessment tool. Discuss the evaluation during weekly supervision and use as guidance for growth and improvement.

Complete at least 1 hour of supervision with your field instructor. (guidance for topics will be provided in your Issues in Field Practicum Course).

Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.

10 - 14
Complete at least 1 hour of supervision with your field instructor weekly. (guidance for topics will be provided in your Issues in Field Practicum Course).

Submit weekly timesheets to your field instructor to secure signature. Then, submit timesheets to the field office monthly.

Note: 11/24 Thanksgiving

15
Reading Days

Agency Field Evaluations Due (meet with your field instructor to review the evaluation document prior to it being submitted).

*Last day to drop without a grade is______.
**Last day to withdraw from course (grade of “W” will be assigned) is______.

---SAMPLE---
(The actual evaluation will be provided in an electronic format with an internet link.)

Field Evaluation Assessment
(to be completed by field instructor/ supervisor)

| Name of Student | |
| Name of Agency | |
| Name of Field Instructor (person completing form) | |
| Name of anyone else who supervised student | |

Please rate the student on the following nine competencies based on skill level demonstrated for each of the listed practice behaviors. Place your ratings in the right-hand column for the current semester.
Social Work Field Practicum Handbook

1 = Not at all: Student has not exhibited this skill/behavior.
2 = Intermittently: Student exhibits this skill/behavior on occasion.
3 = Consistently: Student exhibits this skill/behavior all or almost all of the time.

<table>
<thead>
<tr>
<th>I. Demonstrates Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.</td>
</tr>
<tr>
<td>Field 1</td>
</tr>
<tr>
<td>1) makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
</tr>
<tr>
<td>2) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
<tr>
<td>3) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
</tr>
<tr>
<td>4) uses technology ethically and appropriately to facilitate practice outcomes</td>
</tr>
<tr>
<td>5) uses supervision and consultation to guide professional judgment and behavior</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Engages Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.</td>
</tr>
<tr>
<td>Field 1</td>
</tr>
<tr>
<td>6) applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
</tr>
<tr>
<td>7) presents themselves as learners and engages clients and constituencies as experts of their own experiences</td>
</tr>
<tr>
<td>8) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
### III. Advances Human Rights and Social, Economic, and Environmental Justice

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9) applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td></td>
</tr>
<tr>
<td>10) engages in practices that advance social, economic, and environmental justice</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Engages in Practice-informed Research and Research-informed Practice

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11) uses practice experience and theory to inform scientific inquiry and research</td>
<td></td>
</tr>
<tr>
<td>12) applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
</tr>
<tr>
<td>13) uses and translates research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### V. Engages in Policy Practice

*In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.*

<table>
<thead>
<tr>
<th>Field 1</th>
<th>Field 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>14) Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td></td>
</tr>
<tr>
<td>15) assesses how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
</tr>
<tr>
<td>16) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
VI. Engages with Individuals, Families, Groups, Organizations, and Communities

In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.

| 17) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |
| 18) uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |

Comments:

VII. Assesses Individuals, Families, Groups, Organizations, and Communities

In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.

| 19) collects and organizes data, and applies critical thinking to interpret information from clients and constituencies; |
| 20) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies |
| 21) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |
| 22) selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |

Comments:

VIII. Intervenes with Individuals, Families, Groups, Organizations, and Communities

In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required.

| 23) critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies |

Comments:
24) applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

25) uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

26) negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

27) facilitates effective transitions and endings that advance mutually agreed-on goals

Comments:

| IX. Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities |
|---|---|
| In the column on the right, please enter the number (1, 2, or 3) that corresponds with your assessment of the student’s performance for each item based on the ratings described above. Comments may be added but are not required. |
| Field 1 | Field 2 |
| 28) selects and uses appropriate methods for evaluation of outcomes |
| 29) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |
| 30) critically analyzes, monitors, and evaluates intervention and program processes and outcomes |
| 31) applies evaluation findings to improve practice effectiveness at the micro and macro levels |

Comments:
University of Houston-Downtown  
College of Public Service  
Bachelor of Social Work Program

SOCW 4304-Issues in Field Practicum 2

Sample Course Syllabus

Instructor Contact Information:

Name  
Location  
Contact Information  
Office Hours

Social Work Program Mission: The mission of UHD’s Bachelor of Social Work Program is to prepare entry-level social workers for evidence-based, justice-oriented, generalist practice in an urban environment.

Course and Catalog Description: Students participate in assignments to be carried out in the field setting, projects to enhance skill development, and written assignments to help them integrate and apply classroom learning in the field setting. The Issues in Field Practicum course is designed to assist the student in processing and evaluating field experiences with the university faculty liaison.

Competencies and Course Connection to Competencies

2015 EPAS Competency Areas:  
This course should help the student’s development in the following areas:  
Competency 1 – Demonstrate Ethical and Professional Behavior  
Competency 2 – Engage Diversity and Difference in Practice  
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice  
Competency 4 – Engage in Practice-Informed Research and Research-informed Practice  
Competency 5 – Engage in Policy Practice  
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities  
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities  
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities  
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competencies and Behaviors (B)
Competency 1—Demonstrate Ethical and Professional Behavior. This Competency will be measured by B # 1, 2, 3, 4 & 5 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 2—Engage Diversity and Difference in Practice. This Competency will be measured by B # 6, 7 & 8 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice. This Competency will be measured by B # 9 & 10 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 4—Engage in Practice-Informed Research and Research-informed Practice. This Competency will be measured by B # 11, 12 & 13 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 5—Engage in Policy Practice. This Competency will be measured by B # 14, 15 & 16 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 17 & 18 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 19, 20, 21 & 22 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 23, 24, 25, 26 & 27 as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 9—Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B # 28, 29, 30 & 31 as outlined in the program behavior rubric at the bottom of the syllabus.

Assignments for assessing each Behavior:

Competency 1: B # 1-B # 5 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project/Mock Interview

Competency 2: B # 6-B # 8 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project

Competency 3: B # 9-B # 10 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project

Competency 4: B # 11-B # 13 will be assessed via participation/class discussion/activities/weekly journals/reflection paper/Agency Research Paper/Logic Paper

Competency 5: B # 14-B # 16 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project

Competency 6: B # 17-B # 18 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project

Competency 7: B # 19-B # 22 will be assessed via discussion board post/participation/class discussion/activities/weekly journals/reflection paper/PAR Project
Competency 8: B # 23-B # 27 will be assessed via discussion board post / participation / class discussion / activities / weekly journals / reflection paper / PAR Project

Competency 9: B # 28-B # 31 will be assessed via discussion board post / participation / class discussion / activities / weekly journals / reflection paper / PAR Project / Logic Model Paper

Dimensions: Students are expected to demonstrate the following dimensions of knowledge, skill, values, cognitive and affect processes after mastery and practice of the 9 competencies in their field placements.

Prerequisites: Social Work Major, SOCW 2361, SOCW 2363, SOCW 3311, SOCW 3312, SOCW 3313, SOCW 3361, SOCW 3362, SOCW 3364, SOCW 4301, SOCW 4302, and Approval of Social Work Field Director

Concurrent Course Requirement: SOCW 4302 - Field Practicum II.

Credit Hours: 3

Your final course grade will be computed based on the following:
A (100-90) B (89-80) C (79-70) D (69-60) F (59-0)

Your final grade will be determined by your performance as follows:

| Contributions to classroom activities, any written assignments, reflection paper | 70% |
| Discussion Posts | 15% |
| Attendance/participation in class | 15% |
| TOTAL | 100% |

1) Participation to include weekly attendance in class and contributions to classroom discussions and activities and written assignments. Some of these assignments will be addressing the competencies as outlined in the syllabus.
2) The Issues in Field Practicum course is designed to promote important interaction and activity in the classroom. Your regular attendance and participation are critically important to receive maximum benefit in support of your field practicum experience.
3) As this is a Hybrid course, students will receive specific discussion post assignments in Blackboard. Each post will have specific instructions and will be graded in accordance with those instructions. Students should always present a thoughtful and well-constructed argument/discussion regarding the topic that is posted.

- Discussion Board Posts: You will be required to make at least three substantive responses to each discussion board post that I will pose to the class (i.e., you will respond directly to my post, then you will respond to at least two of your classmates’ posts as directed). Your responses should be thoughtful, grammatically-correct, and reference (and cite) the course lectures and assigned readings. As a rule of thumb, each of your responses should consist of 2-3 well-written paragraphs (at minimum). Responses will be graded based on their
overall quantity and quality (e.g., responses essentially consisting of “I agree with Student X,” without providing evidence or citing sources will not earn credit.) You may use some quotes, if cited properly using APA 5th or 6th edition style.

- **Participation:** You are required to respond to all discussion questions and the orientation quiz before the assignment due date. Your participation grade also consists of visiting the Blackboard site and viewing the course material in a timely manner. **There will be no make-up discussion board posts for any reason.**

**SOCW 4304 Classroom Attendance and Participation Policy:** Students are expected to attend all classes and participate in all class activities. Chronic absenteeism and tardiness deprives students of exposure to course content and often demonstrates a lack of commitment to academic and professional development. You should not take cell phone calls, texts, or e-mails while class is in session. Students who are chronically late for class will be asked to schedule an appointment with me to discuss their reasons for tardiness and its impact on their course participation and performance. **Students who miss more than 4 classes in face-to-face or hybrid courses (or who fail to log-in and/or participate in online courses for more than 4 weeks) during Fall and Spring semesters will receive an “F” in the course, regardless of reasons for these absences.** (Students enrolled in Summer, Maymester, or Winter classes will receive an “F” in the course if they fail to attend class or log-in and participate for one or more weeks, regardless of reasons for these absences.) Enrollment in this course signifies student agreement with this policy.

**University excused absence:** Urgent or emergency medical care for self or one who depends upon your care or death of a loved one. In cases of personal or family illness, a physician’s notes will be required explaining how long this illness may affect your ability to attend class or participate in course activities. In cases of unavoidable conflict with work, you must provide a note from your supervisor on company letterhead.

**University Attendance Policy:** Your failure to attend class (face to face or hybrid), engage course material (Online only), or make contact with faculty to adequately explain your absence by the 10th class day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

**Academic Adjustments/Auxiliary Aids Policy:**
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu.
Academic Honesty: All students are subject to UH-Downtown’s Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook. Please refer in general to the University's academic honesty policy at https://www.uhd.edu/administration/employment-services-operations/resources/Documents/PS03A19.pdf. Please read this document carefully. It will help you in multiple areas to make certain that your work meets our high standards. Plagiarism specifically is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying another’s work in whole or in part (this includes extra credit assignments). Do not turn in work that is not your own. And, do not turn in work that you have submitted to another course, even if it is the same or a similar assignment. This is defined as self-plagiarism and is a violation of both my class policy and a newly listed violation in the University’s Policy. If you are caught plagiarizing or cheating, you may receive a "0" for the work, an “F” in the course, and/or you can be suspended from the college. If you’re having a problem in the class, see me before you do something that could follow you the rest of your academic career.

Blackboard Responsibility:
This course is a Hybrid course. You are responsible for graded assignments that are posted and to be submitted solely on Blackboard. Please check Blackboard at least twice weekly for additional information/updates.

Professional Expectations for Social Work Majors:
Students are required to maintain professional conduct and demeanor in all of their interactions as guided by the Social Work Code of Ethics. Expectations for professional conduct and demeanor further include adherence to the following:

a) The Social Work Professional Code of Ethics
b) UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate Catalog
c) Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional manner.
d) Agency policies and procedures
e) UHD Social Work Program policies and procedures as outlined in the Field Manual and Student Handbook

Confidentiality: As an ethical principle in the profession, confidentiality ensures a safe environment for disclosure. It protects the interests of clients and social workers in their pursuit of problem solving by allowing the sharing of information without the fear or threat of the information being shared with others, except in the case of potential harm to self or others such as children, older adults, and those living with intellectual or developmental disabilities. As we learn the principles, practice models and techniques of social work intervention and develop our professional selves, students may voluntarily disclose personal information (but will never be mandated to do this) in class. We hope to honor that disclosure by maintaining the principle of confidentiality and ask that you not discuss others’ information...
outside of the learning and teaching environment. Additionally, you should not audiotape or use other means of recording or reproducing classroom lectures or discussions without the instructor’s permission.

Boundaries: Disclosure of personal information can be utilized as a developmental tool for the professional social worker. It occurs in a specific context for the purpose of working through those issues that may impede effective practice. However, social work education is not a substitute for personal counseling and should not be used as such. If you are having issues that may affect your professionalism or academic performance in this course, we ask the following: a) social work majors should meet with the Social Work Advisor or the Program Director to discuss the best course of action and applicable UHD student resources, and b) non-majors are advised to utilize the appropriate UHD student resources to address these issues.

- UHD Student Counseling Services (Main Building, S445, Telephone: 713-500-3852)
- UHD Student Health Services (Main Building, S445, Telephone: 713-221-8137)
- UHD Title IX/Student Conduct (Main Building, S380, Telephone: 713-221-8056)
- MySafeCampus (www.mysafecampus.com)
- UHD Center for Student Diversity, Equity, & Inclusion (Main Building, S370, Telephone: 713-221-2664)

Classroom Diversity Policy: Social work is a profession that promotes the inherent worth and dignity of all persons. As a social work educator, it is my responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and wellbeing of everyone. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. In this social work program, we aspire to foster a climate of mutual respect and empathy by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. As a classroom, we will strive to provide an opportunity for all students to respectfully and openly discuss issues of diversity including, but not limited to, age, ability, ethnicity, gender, race, religious beliefs, sexual identity, health status, immigrant status, and Veteran status. However, students should note that respectful and open discussion consists of using culturally aware and competent language. Derogatory and discriminatory language is not permitted in this course. Students found in violation of this diversity policy may receive verbal and/or written warnings from the instructor, as well as point deductions on course assignments or assessments.

Required Books:

2) UHD Social Work Program Field Manual (found on our social work webpage).

Academic Adjustments/Auxiliary Aids Policy:
The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability
Late Assignment and Missed Assessment Policy: Electronic copies of assignments are due in Blackboard Learn on the assigned due date. I will not accept assignments submitted via e-mail to my uhd.edu account; these will be deleted immediately. Late assignments will be accepted via Blackboard Learn until the official last class meeting day of the semester; however, they will be assessed a 10-point per day penalty (equivalent to one letter grade per day). Students with university excused absences may submit papers via Blackboard Learn without penalty upon their return, after presenting appropriate documentation. There will be no make-up discussion board posts for any reason.

Grades of “Incomplete”: You are expected to fulfill all course requirements within the semester. It is not my preference to assign “incompletes” for a final grade. If some extraordinary circumstance occurs that will impact your academic performance during the semester, please make an appointment to discuss the situation with me as early in the semester as possible so that we can make an action plan. Grades of “Incomplete” (“I”) are only assigned to students who: 1) have documented university excused absences and have not violated the course attendance policy; 2) completed the majority of coursework (≥70%) and still need to complete a paper or other major course activity; and 3) have an action plan in place prior to the official last class day of the enrolled semester. (Exams, quizzes, discussion board posts, and presentations are ineligible for consideration and must be completed by previously mentioned semester deadlines.)

Student and Instructor Contacts:
It is a good idea to exchange contact information with other students you know and trust, and with whom you can form some kind of agreement to help each other. These agreements will prove helpful if you miss class and need copies of class notes or information about any class announcements.

If you need to meet with me, I am available in person and via Zoom by appointment. If you want to schedule a meeting, you must e-mail me from your UHD GATOR MAIL account to request an appointment. You should include the course number and reason for appointment (e.g., “SOCW 4304, Appointment for Feedback on Paper”) in the subject line. I will acknowledge your request via a reply e-mail within 24-48 hours and tell you whether I am available to meet on the requested date/time. I do not provide grades or other course information over the telephone or via e-mail.

Course Schedule:

Reading assignments should be completed before class on the day assigned.
This syllabus and class schedule is subject to change during the semester. I reserve the right to add quizzes, homework assignments, and other learning assessments as I deem necessary to facilitate student learning. All changes will be reported in class, as well as clearly posted on Blackboard Learn. It is the student’s responsibility to stay current with class policies and check Blackboard and email often during the semester.

If you’re having a problem in the class, you should contact me as soon as possible so that we can work together and develop an action plan. I am available during weekly office hours, as well by appointment.
Note: There may be reasons for changes to be made to this schedule during the semester.
If a change is to be made, an announcement will be made in class and on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments Due (W&amp;M = Ward &amp; Mama)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 19</td>
<td>Professional liability insurance; UHD liability forms; Field Manual &amp; Policies; review of syllabus; status of placements; Learning Plan/Contract—PAR Project Discussion Post # 1 due 1/26/16</td>
</tr>
<tr>
<td>2</td>
<td>January 26</td>
<td>Professional Relationships &amp; Learning Plan/Contract Resumes and Cover Letters-Career Services Speaker</td>
</tr>
<tr>
<td>3</td>
<td>February 2</td>
<td>Student Topics</td>
</tr>
<tr>
<td>4</td>
<td>February 9</td>
<td>Field Student Learning Plan due</td>
</tr>
<tr>
<td>5</td>
<td>February 16</td>
<td>Record Keeping Readings: W &amp; M Chapter 8 Discussion Post # 2 due 2/23/16 Speaker</td>
</tr>
<tr>
<td>6</td>
<td>February 23</td>
<td>Student Topics</td>
</tr>
<tr>
<td>7</td>
<td>March 1</td>
<td>Fitting in at your agency Readings: W &amp; M Chapter 11 Discussion Post # 3 due 3/8/16</td>
</tr>
<tr>
<td>8</td>
<td>March 8</td>
<td>Self-Evaluation and Informal Evaluation with Field Instructor Readings: Chapter 14</td>
</tr>
<tr>
<td>9</td>
<td>March 15</td>
<td>NO CLASS SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>March 22</td>
<td>Boundaries Readings: W &amp; M Chapter 12</td>
</tr>
<tr>
<td>11</td>
<td>March 29</td>
<td>Difficult Clients/Involuntary Clients Readings: W &amp; M Chapter 13</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>April 5</td>
<td>Termination&lt;br&gt;Readings: W &amp; M Chapter 15&lt;br&gt;Discussion Post # 4 Due 4/12/16</td>
</tr>
<tr>
<td>13</td>
<td>April 12</td>
<td>Guest Speaker Readings: see Blackboard&lt;br&gt;Discussion Post # 5 due 4/19/16</td>
</tr>
<tr>
<td>14</td>
<td>April 19</td>
<td>Speaker</td>
</tr>
<tr>
<td>15</td>
<td>April 26</td>
<td>Readings: see Blackboard LAST DAY of CLASS&lt;br&gt;Service Learning Reflection Due</td>
</tr>
<tr>
<td>16</td>
<td>May 3-4</td>
<td>Reading Days</td>
</tr>
<tr>
<td></td>
<td>May 5-12</td>
<td>Final Exam Week - Submit Agency Field &amp; Instructor Evaluation</td>
</tr>
</tbody>
</table>

Social Work Reference Page

To learn more about the history of the Social Work Profession, go to: [http://www.socialworkers.org/pressroom/features/general/history.asp](http://www.socialworkers.org/pressroom/features/general/history.asp)

To learn more about the social work profession and social work education, visit the Council on Social Work Education at: [http://www.cswe.org/](http://www.cswe.org/).


To learn more about the employment opportunities for social workers, go to: [http://workforce.socialworkers.org/](http://workforce.socialworkers.org/)

To view many of the social work associated organizations, go to:<br> [http://socialworkers.org/swportal/swo1/Default.asp?o](http://socialworkers.org/swportal/swo1/Default.asp?o)
This is a sample of the electronic form that is made available to students by the director of field education annually.

Field Practicum Eligibility Application

Please demonstrate your eligibility to apply for the Field Practicum series (SOCW 4301, 4302, 4303, & 4304) by reviewing statements 1 - 5 below. By completing this application, you are confirming that you meet all eligibility criteria listed.

1) I have a 2.5 overall GPA.
2) I have senior-level standing and a) I have completed, b) I am currently enrolled in, or c) I will complete prior to starting field all of the following professional foundation courses:
   - SOCW 2361: Introduction to Social Work & Social Welfare
   - SOCW 3311: Urban Practice 1
   - SOCW 3312: Urban Practice 2
   - SOCW 3364: Social Justice & Professional Ethics
   - SOCW 3313: Case Management
   - SOCW 3361: Human Behavior in the Social Environment 1
   - SOCW 3362: Human Behavior in the Social Environment 2
3) I am able and I commit to purchasing NASW Assurance - liability insurance through the National Association of Social Workers (www.socialworkers.org) prior to starting Field Practicum and I will provide a copy to the Social Work Office. (Note: NASW student membership plus NASW Assurance Student Liability Insurance approx. $72)
4) I am able to meet all Field Practicum related deadlines (i.e., course registration, interview with Field Director, interview at field site, purchase of liability insurance, submission of all paperwork required by the Field Director).

Please pay attention to your grammar, spelling, and punctuation throughout the application.

Name

Type your 900 number here:

Indicate the Field Practicum schedule for which you are applying:

- [ ] Summer 2016 (Intensive Selective Block)
- [ ] Fall 2016 through Spring 2017 (Traditional)
Address (street name, street number, apt number, city, state, & zip code)

Phone number

Gator email address (Note: please remember to check your Gatormail often during this process)

Do you speak a language other than English?

- ☐ Yes
- ☐ No

List other languages here:

Are you eligible for the Federal work-study program? (If so, providing a copy of your work-study verification letter to the Director of Field Education could result in you receiving work-study dollars for your field practicum.)

- ☐ Yes
- ☐ No

Who is your current employer?

If you plan to continue working while completing the Field Practicum, how many **hours per week** do you plan to work?


Are you registered with Disability Services at UHD?

**Note:** If you are registered with Disability Services at UHD, you must provide an approved list of accommodations that you may need in order to fulfill the requirements for Field Practicum. Please submit the list to the Field Director when you submit this application. You may send it via email to smithda@uhd.edu or deliver it to the Social Work office (C.345).

- ☐ Yes
- ☐ No

Please describe any previous **paid** social service experience(s) that you have had? Please include length of time or number of hours spent in paid social service agency/agencies. (Note: If you have not had any, put N/A in the space.)

Please describe any **volunteer** social service experience(s) that you have had? Please include length of time or number of hours spent in volunteer social service agency/agencies. (Note: If you have not had any, put N/A in the space.)

Please update any criminal history information **(check all that apply):**

(Note: This information is critical to being able to place you with a field agency. Please plan to meet with the Field Director if any of the following apply to you.)

- ☐ I have been convicted of a felony.
- ☐ I have been convicted of a misdemeanor. (Note: Do not include traffic violations.)
- ☐ I have been convicted of abuse, exploitation, or other offense of a child or elder.

Your responses to the next 5 questions will help the Field Director in determining an appropriate field placement for you. Please pay attention to your grammar, spelling, and punctuation.
In general terms, what kind of Field Practicum are you looking for? Some examples include: agencies that work within the court and criminal justice systems, child or adult protection/welfare, community organizing, clinics/medical, schools, shelters, etc… Please identify a specific population and/or issue area if possible.

Is there an agency in the Houston area that you are already interested in as a possible Field Practicum site? Please identify the agency and describe the population it serves. (Note: this is not a guarantee that we will be able to place you at this particular agency.)

Is there a population that you may have difficulty working work?

- ☐ Yes
- ☐ No

*If you answered yes to the previous question, please explain here or contact the Field Director for a private meeting as soon as possible.*

Do you have any special work schedule needs?

- ☐ Yes
- ☐ No

*If you answered yes to the previous question, please provide specific information on times/days of the week you are available to be in your Field Practicum.*
Note: Most Field Practicum sites work on a normal business schedule (8-5, M-F). While some offer limited evening weekend hours, there is no guarantee that you will receive a placement that can accommodate hours and days outside the standard work week.

Please check one of the following to indicate the primary type of transportation you will use.

- I have reliable transportation.
- I will rely on public transportation.

Is there any other information you would like to share that will assist the Field Director in identifying an appropriate placement for you?

If you are not requesting to be considered for Summer the Summer Selective Block Field Placement, please stop here.

If you are requesting to be considered for the Summer Selective Block Field Placement please respond to a few additional questions:

Are you able to commit to a 40 hour per week field practicum work schedule while also taking the Issues in Field Practicum courses (SOCW 4302 and SOCW 4304)?

- Yes
- No

Are you prepared (or have financial aid funding) to cover the cost of tuition for 12 credit hours in the summer?

- Yes
Do you work well under pressure? Please elaborate:

Do you believe that with any personal or family obligations you have, you will be able to be successful in this intensive and accelerated process? (e.g. childcare, family responsibilities, vacation, etc.) Please discuss.

Please list the names of two UHD social work faculty members that you believe can speak to your ability to handle the intensity of the summer selective block experience.

By submitting this application, you are confirming that to the best of your knowledge, the information you have provided is true and complete.
Agency Eligibility Application

Q3. Please provide your agency name and address (if there are other possible field site locations, please provide):

Q4. Please provide a brief history of the agency, mission of the organization, as well as a list of the current services:

Q5. Do you offer a stipend or any other forms of student support? (e.g., mileage reimbursement for any off site work arrangements)
   Yes
   No
   If yes, please provide details.

Q6. What specific experience could students have in your agency?

Q7. Briefly describe the hours and days of the week a BSW student could work under supervision in your agency.

Q8. How many students would you have the capacity to host?
   1-2 students
2-3 students
3-4 students
5 or more students
Other (please explain)

Q9. Does the agency require any of the following:
Please check all that apply.

<table>
<thead>
<tr>
<th>Physical exam</th>
<th>State central registry child abuse clearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuberculosis (TB) test</td>
<td>Criminal background</td>
</tr>
<tr>
<td>Proof of immunization</td>
<td>Finger Printing</td>
</tr>
<tr>
<td>Drug testing</td>
<td>Nothing is required</td>
</tr>
<tr>
<td>Proof of US Citizenship</td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>Proof of legal residence (Student Visa or Green card)</td>
<td></td>
</tr>
</tbody>
</table>

YES
NO

Q10. Does your agency have staff that meet the following criteria:
Hold a Bachelor or Master's degree in Social Work from a CSWE accredited school, or a Master's degree or Bachelor's Degree in a related field (Psychology, Criminal Justice, etc.)

YES (Social Work related)
YES (other related degree)
NO

Q11. If yes to the previous question, do they also meet the following criteria:
Have two years of social or public service practice experience, with at least one year of tenure at their current job.

Yes
No

Q12. In addition, do these qualified staff have both the commitment and capacity to:

Promote the core values of Social Work
Teach and mentor from a Strengths perspective
Foster lifelong learning and effective use of supervision
Attend field supervisor orientations, meetings and training
Complete all student learning evaluation forms
Be available for consultation with UHD Field Director
Spend at least one hour per week in a supervision session with the student(s)

Yes
No

Q13. Please provide your contact information.
Name:
Credentials
Title
Address:
City/ Town:
State:
ZIP:
Email Address:
Phone Number:
Field supervision is critical to the success of our social work majors and therefore we emphasize and greatly value the process and the person providing supervision. We believe supportive and nurturing supervision it is not only key to success in field practicum, but critical to the successful career of every social worker.

Field instructors will provide the first professional social work supervision experience for our BSW students and our goal is for this experience to provide a strong foundation for lifelong learning and professional development.

To reach this goal, agency field instructors must meet the following criteria and be willing and able to assume this important role:

1) Hold a CSWE accredited Bachelor or Master’s Social Work Degree or to accommodate special or unusual opportunities where unique learning opportunities exist, the program may accept persons with other than social work training to assume the role of field supervisor. In these circumstances, the field supervisor must have a Bachelor’s Degree and or Master’s degree in a related field (psychology, criminal justice, etc.) and the agency’s mission and delivery of services must be compatible with social work values. □ Y □ N

2) Have two years of social or public service practice experience, with at least one year of tenure at their current job. □ Y □ N

3) Have a history of and current commitment to the core values of the social work profession including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. □ Y □ N

4) Have the capacity to teach and guide student learning and experiences through supportive mentorship, from a strengths perspective. □ Y □ N

5) Help foster a commitment to lifelong learning and effective use of supervision. □ Y □ N

6) Attend field supervisor orientations, meetings and trainings. □ Y □ N

7) Complete all student learning evaluation forms. □ Y □ N

8) Be available for consultation with UHD Director of Field Education. □ Y □ N
9) Attend field instructor orientations, meetings and trainings. □ Y □ N

10) Complete all student learning evaluation forms. □ Y □ N

11) Be available for consultation with UHD Director of Field Education. □ Y □ N

If you believe that you meet these criteria, please complete the following questionnaire.

1. Does your current employment allow you to fulfill the above roles and responsibilities of a UHD field supervisor?

   □ Yes □ No

2. Please provide your name, physical work address, e-mail and phone number:

3. The name of your agency/organization and your current job description with title:

4. Academic degrees (with graduation dates) and licenses held:
5. Time in service at your current place of employment:

6. How long have you been in your current position?

1. More than 2 years: □ Y □ N

7. Briefly describe the work that you do in your agency:
Field Practicum Interview Outcome

I ____________________________ interviewed at (agency)

________________________________________________________ with field instructor,

________________________________________________________ on __________________________.

☐ At the close of the interview, my field practicum was confirmed with this agency.

☐ At the close of the interview, my field practicum was NOT confirmed with this agency.

Please explain: __________________________________________________________

Signature of student: _____________________________________________________

Printed name: ___________________________________________________________

Date: __________________________
Student Evaluation of Field Instructor

Dear BSW Field Student,
This survey provides you the opportunity to evaluate your agency field instructor (supervisor) at the end of SOCW 4301. Each area is designed to measure the extent to which your agency field instructor (supervisor) fulfills the roles and responsibilities required by the Social Work Program. Please assess your agency field instructor (supervisor) up to this point. There are 11 items and we encourage you to provide written comments to support your evaluation.

The information you share will be used by the Social Work Program to make improvements to procedures and trainings for field instructors. Your field instructor will not see this survey.

Name of Field Agency:

Name of Field Instructor/Supervisor:

Name of Student (your name):

Please carefully consider the rating scale before you begin:

1 = Not at all: the field instructor has not exhibited or demonstrated this behavior or characteristic

2 = Intermittently/Occasionally: on occasion, the field instructor has demonstrated this behavior or characteristic

3 = Consistently/Frequently: regularly, the field instructor has demonstrated this behavior or characteristic
My field instructor is knowledgeable about the work of the field agency.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:

My field instructor is demonstrates in their work, a commitment to the social work value of service.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:

My field instructor is demonstrates in their work, a commitment to the social work value of social justice.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:

My field instructor is demonstrates in their work, a commitment to the social work value of dignity and worth of the person.

Not at all  Intermittently/Occasionally Consistently/Frequently
Please provide comments to the previous question here:

My field instructor is demonstrates in their work, a commitment to the social work value of the importance of human relationships.

Not at all  Intermittently/Occasionally  Consistently/Frequently

Please provide comments to the previous question here:

My field instructor is demonstrates in their work, a commitment to the social work value of integrity.

Not at all  Intermittently/Occasionally  Consistently/Frequently

Please provide comments to the previous question here:

My field instructor demonstrates in their work, a commitment to the social work value of competence.

Not at all  Intermittently/Occasionally  Consistently/Frequently

Please provide comments to the previous question here:
My field instructor demonstrates in their work, a commitment to the strengths perspective of social work practice with clients, colleagues, staff and students.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:

My field instructor meets the definition of a supportive mentor: they teach, provide counsel and monitor my development as a professional social worker.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:

My field instructor demonstrates a commitment to life-long learning by attending conferences and actively seeking skill and leadership development opportunities.

Not at all  Intermittently/Occasionally Consistently/Frequently

Please provide comments to the previous question here:
My field instructor demonstrates a commitment to their role as a field instructor by actively seeking supervisory skill development opportunities, seeking feedback from students and staff under their supervision, and by attending UHD field instructor training sessions.

Not at all  Intermittently/Occasionally  Consistently/Frequently

Please provide comments to the previous question here:

Thank you for completing this evaluation. Please provide any other general comments that you may have below:
Student Evaluation of Field Agency

Dear BSW Field Student,

This survey provides you the opportunity to evaluate your field agency at the end of SOCW 4301: Field Practicum 1. Each question is designed to measure the extent to which the AGENCY AS A WHOLE is providing opportunities and support toward achieving the 31 behaviors of the nine Field Practicum Competencies thus far. Please assess the agency as a whole (not simply the field instructor) based on your experience up to this point. We encourage you to provide written comments with examples to support your evaluation for each of the nine competency sections. (Note: you will be given an opportunity to complete another evaluation of the agency at the end of SOCW 4303: Field Practicum 2.)

There is a separate survey for you to evaluate your field instructor/supervisor.

Please carefully consider the rating scale which is posted at the top of each of the nine sections.

Servant Leadership (by Dwayne Estes, Professor of Leadership, Leadership Institute, Louisiana State University)

Q3

Q4

Q5

Name of supervisor:

Q6

Name of field agency:

Q7

Name of field student (your name):

Page Break

Q8

Competency 1: Opportunities and support related to “Ethical and Professional Behavior”
Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q9
☐
I have been encouraged (and assisted) in applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context of my field site.
Not at all    Intermittently/Occasionally    Consistently/Frequently
☐         ☐                     ☐

Q10
☐
I have been encouraged (and assisted) in the use of reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
Not at all    Intermittently/Occasionally    Consistently/Frequently
☐         ☐                     ☐

Q11
☐
I have received support (and guidance) in demonstrating professionalism in behavior, appearance; and oral, written, and electronic communication.
Not at all    Intermittently/Occasionally    Consistently/Frequently
☐         ☐                     ☐

Q12
☐
I have received support (and guidance) on how to use technology ethically and how to appropriately facilitate practice outcomes.
Not at all    Intermittently/Occasionally    Consistently/Frequently
☐         ☐                     ☐

Q13
☐
I have been encouraged to use supervision and consultation to guide my professional judgment and behavior.
Not at all    Intermittently/Occasionally    Consistently/Frequently
☐         ☐                     ☐

Q18
☐
Please list comments related to Competency 1: Opportunities and support related to “Ethical and Professional Behavior” below:
Competency 2: Opportunities and support related to "Diversity and Difference in Practice".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q15

I have been provided with opportunities to demonstrate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Q16

I have been provided with the opportunity (and encouraged) to engage clients and constituencies as experts of their own experiences.

Q17

I have been provided with the opportunity (and encouraged) to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Q19

Please list comments related to Competency 2: Opportunities and support related to “Diversity and Difference in Practice” below:
Competency 3: Opportunities and support related to "Human Rights and Social, Economic, and Environmental Justice".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q25
☐
I have received support (and guidance) on how to apply my understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
Not at all Intermittently/Occasionally Consistently/Frequently
☐ ☐ ☐

Q27
☐
I have been provided with the opportunity (and encouraged) to engage in practices that advance social, economic, and environmental justice.
Not at all Intermittently/Occasionally Consistently/Frequently
☐ ☐ ☐

Q24
☐
Please list comments related to Competency 3: Opportunities and support related to “Human Rights and Social, Economic, and Environmental Justice” below:

Competency 4: Opportunities and support related to "Practice-informed Research and Research-informed Practice".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior
Q33
☐
I have been provided with the opportunity (and encouraged) to use practice experience and
theory to inform scientific inquiry and research.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q34
☐
I have received support (and guidance) on how to apply critical thinking to engage in analysis of
quantitative and qualitative research methods and research findings.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q35
☐
I have received support (and guidance) on how to use and translate research evidence to inform
and improve practice, policy, and service delivery.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q32
☐
Please list comments related to Competency 4: Opportunities and support related to "Practice-
informed Research and Research-informed Practice" below:

Q41
☐
Competency 5: Opportunities and support related to "Policy Practice".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to
practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve
this behavior

Q38
☐
I have received support (and guidance) on how to identify social policy at the local, state, and
federal level that impacts well-being, service delivery, and access to social services.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐
Q39
☐
I have been provided with the opportunity (and encouraged) to assess how social welfare and economic policies impact the delivery of and access to social services.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q40
☐
I have received support (and guidance) on how to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q36
☐
Please list comments related to Competency 5: Opportunities and support related to "Policy Practice" below:

Q37
☐
Competency 6: Opportunities and support related to "Engaging Individuals, Families, Groups, and Communities".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q42
☐
I have received support (and guidance) on how to apply my knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
Not at all  Intermittently/Occasionally  Consistently/Frequently
☐  ☐  ☐

Q44
☐
I have received support (and guidance) in how to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 6: Opportunities and support related to "Engaging Individuals, Families, Groups, and Communities" below:

[Space for comments]

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Competency 7: Opportunities and support related to "Assessing Individuals, Families, Groups, and Communities".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

I have been encouraged (and assisted) in the collection and organizing of data and applying critical thinking to interpret information from clients and constituencies.

I have been encouraged (and assisted) in how to apply my knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

I have been encouraged (and assisted) in how to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
☐ I have received support (and guidance) on how to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Not at all Intermittently/Occasionally Consistently/Frequently
☐ ☐ ☐
Q43
☐

Please list comments related to Competency 7: Opportunities and support related to "Assessing Individuals, Families, Groups, and Communities" below:

Page Break
Q52
☐

Competency 8: Opportunities and support related to "Intervening with Individuals, Families, Groups, and Communities".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q53
☐

I have received support (and guidance) on how to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
Not at all Intermittently/Occasionally Consistently/Frequently
☐ ☐ ☐
Q54
☐

I have received support (and guidance) on how to apply my knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
Not at all Intermittently/Occasionally Consistently/Frequently
☐ ☐ ☐
Q55
☐

I have received support (and guidance) on how to use inter-professional collaboration (as appropriate) to achieve beneficial practice outcomes.
Not at all Intermittently/Occasionally Consistently/Frequently
Q56
☐ ☐ ☓
I have received support (and guidance) on how to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
Not at all       Intermittently/Occasionally       Consistently/Frequently
☐ ☓ ☓

Q57
☐
I have received support (and guidance) on how to facilitate effective transitions and endings that advance mutually agreed-on goals.
Not at all       Intermittently/Occasionally       Consistently/Frequently
☐ ☓ ☓

Q51
☐
Please list comments related to Competency 8: Opportunities and support related to "Intervening with Individuals, Families, Groups, and Communities" below:

Page Break

Q59
☐
Competency 9: Opportunities and support related to "Evaluating Individuals, Families, Groups, and Communities".

Rating scale:
1 = Not at all: there has not been an opportunity or support to practice/achieve this behavior
2 = Intermittently/Occasionally: on occasion, there are opportunities or support to practice/achieve this behavior
3 = Consistently/Frequently: regularly, there are opportunities or support to practice/achieve this behavior

Q60
☐
I have received support (and guidance) on how to select and use appropriate methods for evaluation of outcomes.
Not at all       Intermittently/Occasionally       Consistently/Frequently
☐ ☓ ☓

Q61
☐
I have received support (and guidance) on how to apply my knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Q62

I have received support (and guidance) on how to critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Q63

I have received support (and guidance) on how to apply evaluation findings to improve practice effectiveness at the micro and macro levels.

Q58

Please list comments related to Competency 9: Opportunities and support related to "Evaluating Individuals, Families, Groups, and Communities" below:

Page Break

Q64

If you have any additional comments that you would like to make before submitting the evaluation, please provide them below.

THANK YOU!