Field Practicum Handbook

…preparing future Social Workers as change agents committed to inclusion, equity, and justice through innovation, collaboration, and service.

Revised 2023

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The UHD Social Work Program was established in the fall of 2009 and is accredited
by the Council on Social Work Education, the accrediting body
for schools of social work in the United States.

Mission

UHD's Bachelor of Social Work program prepares future Social Workers as change agents
committed to inclusion, equity, and justice through innovation, collaboration, and service.

Vision

To create a community that heals, nurtures, and enhances well-being for all people.

Goals

The program goals are:
1. *Model* a caring and collaborative educational environment where students, faculty, and staff are valued for their strengths, background, and life experiences.
2. *Provide* opportunities for students to gain awareness of their thoughts and feelings and critically reflect on their alignment with social work values.
3. *Equip* future social workers for anti-oppressive practice and leadership in diverse communities through innovative classroom practice and learning.
4. *Nurture* intellectual curiosity, demystify graduate education, and promote community through professional organizations for life-long learning and service.

Generalist Practice Definition

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 in human rights and justice and is grounded in professional social work values and ethics, the liberal arts, and the person in environment framework. Generalist practice students are preparing to work with individuals, families, groups, organizations, and communities of diverse populations, utilizing a variety of prevention and intervention modalities, and operating with an anti-oppressive, diversity- and justice-focused, equitable and inclusive lens.

Purpose of Field Practicum

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

Field Practicum and CSWE Competencies

The Field Practicum is a requirement by the Council on Social Work Education for accredited programs. It referred to as the "signature pedagogy of social work education" and fits into UHD's BSW Program's aim to offer students the opportunity to develop as professional social workers. The 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 I and II (SOCW 4301 & 4303) and Issues in Field Practicum I and II (SOCW 4302 & 4304), all program goals and CSWE Competencies are met. The nine CSWE Competencies as listed in the 2022 Educational Policy and Accreditation Standards are as follow:

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior

a. 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;

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

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

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

COMPENTENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

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

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

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

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

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

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

COMPETENCY 5 – Engage in Policy Practice

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

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

COMPETENCY 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

COMPETENCY 7 – Assess Individuals, Families, Groups, Organizations, and Communities

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing and mutually agreed-upon plan.

COMPETENCY 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

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

b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COMPETENCY 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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

Field Experience Philosophy and Knowledge

Through field placement and field education, students demonstrate achievement of the nine social work competencies. Field placement sites are selected 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 anti-oppressive, diversity-focused, equitable, and inclusive practice at all system levels.

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, LGBTQIA+ 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, & Schedule Options

Students complete two professionally supervised field experiences, both at the same agency, with each consisting of a minimum of 200 field hours for a minimum total of 400 hours. There are four schedule options: Traditional, Spring Block, Fall Block, and Spring-Summer. Students completing the Traditional Field Practicum schedule are engaged in their fieldwork during the Fall and Spring Semesters prior to graduating. Students completing the Spring Block or Fall Block Field Practicum Schedule are engaged in their fieldwork in the one long semester prior to graduating. Students completing the Spring-Summer Field Practicum schedule are engaged in their fieldwork during the Spring and Summer Terms prior to graduating. The first field placement requires students to be enrolled in SOCW 4301: Field Practicum I and co-requisite course SOCW 4302: Issues in Field Practicum I. The second placement requires students to be enrolled in SOCW 4303: Field Practicum II and co-requisite course SOCW 4304: Issues in Field Practicum II. Students earn three-credit hours for successful completion of each of the four courses. In the SOCW 4301 and 4303 courses, students are under the supervision of an approved field instructor at an approved agency where they engage in generalist social work practice with individuals, families, groups, organizations, and communities. In the SOCW 4302 and 4303 courses, students complete competency-based, field-related assignments, projects,

and papers that help them integrate and apply classroom learning to their field experience. Credit for field experience cannot be gained outside the approved internship placement, which may include fieldwork at student's place of employment (addressed separately in this handbook). The Director of Field Education is responsible for making all field practicum placements (Note: the field practicum syllabi can be found in the Appendix).

Field Practicum Schedule Options

There are four field practicum schedule options for students. Multiple options are offered in effort to increase the likelihood that a student can begin the field sequence when they are ready (potentially avoiding graduation delays), to provide accelerated options for students who may benefit from a one semester option, and to provide two semester options for students who may benefit from a more gradual pace. The schedule options are as follow:

Schedule Option	Field Practicum Starts	Field Practicum Ends	Hours of Work at Field Site Each Week
Traditional	Beginning of the Fall Semester	End of the following Spring Semester	15 to 16
Fall Block	Beginning of the Fall Semester	End of the same Fall Semester	25 to 26
Spring-Summer	Beginning of the Spring Semester	End of the following Summer Term	16 (includes fieldwork throughout the May break)
Spring Block	Beginning of the Spring Semester	End of the same Spring Semester	25 to 26

Field Practicum 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, lecturer, tenured/tenure track).

During each semester of co-requisite courses, (SOCW 4301 Field Practicum I concurrent with SOCW 4302 Issues in Field Practicum I and SOCW 4303 Field Practicum II concurrent with SOCW 4304 Issues in Field Practicum II) the Issues in Field Practicum courses are taught by a social work faculty member. This faculty member also conducts two visits with the student and field instructor/supervisor, one near the end of Field Practicum I to receive feedback on student performance at mid-term and then again near the end of Field Practicum II to receive additional

feedback prior to the culmination of the field experience. In addition, the social work field instructor completes an evaluation on the student based on the nine social work competencies and the student completes evaluations on the field site and on the field instructor/supervisor.

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 instructors/ supervisors, clients, and the community. Information regarding evaluation criteria used to assess academic and professional performance may be found in the UHD Social Work Program Student Handbook and course syllabi.

Performance Expectations for Field Practicum

- Arrive to the worksite, meetings, and appointments on time and complete all hours as scheduled
- Dress appropriately for the work environment as guided by agency policy and practice
- Read and gain familiarity with agency handbook, policies, and other assigned materials
- Complete assignments on schedule or report any difficulty in doing so in a timely manner
- Communicate and interact with field instructors, task supervisors, other personnel, volunteers, and clients using professional language, tone and manner
- Treat client information with confidentiality
- Practice in accordance with social work values and ethics, respecting the dignity and well-being of clients
- Utilize supervisory sessions for professional development and to work through areas of confusion
- Consult immediately with the agency field instructor or task supervisor in cases when unsure of a course of action or when concerned with the well-being of clients, others, or themselves.

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. These evaluation forms may be accessed by the student in TK20 and are submitted electronically. The DOFE will use the information provided by students to inform future decisions related to the field practicum program and our partnership with field instructors and agencies.

Professional Assessment during the Field Practicum

Throughout their time in the program, students are assessed and 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.

Professional performance is evaluated in the Issues in Field Practicum courses by the Issues in Field Practicum course instructor and by the agency field instructor at the field site. For the Field Practicum I & II courses, students receive a grade of satisfactory or unsatisfactory. To pass the professional performance portion of field practicum, the student must meet or exceed the requirements of the agency field instructor as indicated on the *Field Evaluation of Student by Field Instructor.*

Students are evaluated twice during the field experience by their social work field instructor who will complete the midterm *Field Evaluation of Student by Field Instructor* near the end of Field Practicum I and the final *Field Evaluation of Student by Field Instructor* at the end of Field Practicum II. Links are emailed to the field instructors when it is time for them to complete the evaluations. Also, there will be two site visits (in-person or virtual) where the field instructor, the student, and the Issues in Field Practicum Instructor meet to discuss the student's progress near the end of Field Practicum I and again near the end of Field Practicum II.

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 have access to copies of the evaluation. If a student's performance is evaluated by the field instructor as less than satisfactory at any point, the agency field instructor shall notify the DOFE or the Issues in Field Practicum instructor.

Professional performance is 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) 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, to have good emotional self-regulation, and to consider, accept, and implement feedback from faculty and supervisors intended to help with their professional development.

Please refer to the BSW Student Handbook for these policies pertaining to the program:

- Academic Performance
- Professional Performance
- Serious Offenses
- Non Serious Offenses
- Performance Hearing
- University Policy
- Termination from the BSW Program

The BSW Student Handbook can be accessed with this link:
https://www.uhd.edu/academics/public-service/social-work/Documents/SW_Student_Handbook.pdf

Field Practicum Eligibility Criteria

The criteria for 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, students must have completed each of the following professional foundation courses:

SOCW 2361	Introduction to Social Work and Social Welfare
SOCW 2363	Introduction to Social Welfare Policy
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) Students must be eligible for and purchase liability insurance through the National Association of Social Workers prior to the start date of the practicum (SEE BELOW).

4) Students must complete a field practicum eligibility application in TK20, submit it by the published due date, and complete the steps outlined below under the section titled *Field Practicum Eligibility Application and the Matching Process.*

5) Students must receive approval from the Director of Field Education.

Field Practicum Eligibility Application and the Matching Process

Steps to apply for the Field Practicum

1. In January (for a fall start date) or September (for a spring start date), participate in the mandatory field practicum information meeting. The date and time will be announced to all BSW majors via Gator mail.

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.

3. By the end of March (for a fall start date) or October (for a spring start date), complete field practicum small group meeting with the Director of Field Education (an invitation to select a time slot for the meeting will be sent to each student who submits a Field Practicum Eligibility Application. At this small group meeting students receive instructions on how to apply for liability insurance.

4. In the weeks after the small group meeting, students will receive the name of the agency they have been matched with, along with the agency field instructor's contact information. At this time, students arrange and complete an interview/initial meeting with the field instructor as soon as possible. If during the meeting concerns arise for the student or the field instructor, they should be immediately reported to the DOFE so that the concerns can be promptly addressed.

5. Students inform the DOFE via email once they have completed the interview/initial meeting with the field instructor and have been accepted as a field student by the agency.

6. Students purchase liability insurance the week before the first day of the semester that they will start the field practicum. Students submit their professional liability coverage certificate (*NASW RRG Policy document)* online in their TK20 Field Binder. **Students should not purchase liability coverage earlier than August 1 (for fall field start date) or January 1 (for spring field start date).** The liability insurance coverage will be effective for one year from the date of purchase.

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. To purchase the insurance, go to www.socialworkers.org. Then, there are two options: 1) join NASW at the published student member rate and then purchase student liability insurance at a reduced rate or 2) purchase the student liability insurance at the full rate without joining NASW.

Field Practicum Agency Interview/Initial Meeting

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 Practicum at Place of Employment

The opportunity for a student to do their field practicum at their place of employment (POE) is possible with approval from the DOFE and the student's employer. While it can be beneficial for students to expand their knowledge and skills beyond their experience at an agency where they currently work, the ability to do their fieldwork at their POE often has significant benefits. Any student interested in pursuing the possibility of doing their field practicum at their POE, should discuss their interest with the DOFE during their small-group field practicum meeting. The DOFE makes the final decision and may give approval for the student to do their field hours at their POE if the following criteria and conditions are met:

- The student's place of employment meets all field practicum agency selection criteria.
- The student provides a job description for their current work position to be reviewed with the DOFE
- The student provides in writing how they believe they will be able to demonstrate each of the nine social work competencies through work assignments at the POE.
- The student and their supervisor schedules a meeting with the DOFE to discuss expectations of the arrangement. Expectations include: supporting student's demonstration of the competencies, approving time logs in the Program's system, providing separate one-hour weekly supervision sessions with a social worker, allowing and participating in field program site visits, and reviewing and supporting the student's development of the field learning plan.
- Assurances are made (verbally by the supervisor) and confirmed (in writing via email by the DOFE), that the expectations of the arrangement will be met.

Note: In the event that a student receives approval to do their fieldwork at their POE and later informs the DOFE that they have become unemployed, the DOFE will work expeditiously to match the student with one of the BSW Program's existing field practicum sites.

Roles and Responsibilities

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. Become aware of agency policies in relation to reimbursement, and make clear arrangements with their agency field instructor before incurring expenses.
7. Fulfill all requirements relating to written and verbal presentation of work

accomplished.

8. Attend Issues in Field Practicum classes as scheduled. Students should arrive at 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.

9. 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 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.

10. Appropriately terminate all relationships with clients and the agency upon completion of the field experience.

11. Complete all evaluations of the field practice experience as requested by the Field Office.

12. 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.

13. 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 BSW 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.

If agency policy allows, the agency should endeavor to reimburse students for expenses incurred during the course of their duties such as travel costs for regular off-site assignments. Agencies should inform students of their policies in relation to reimbursement, and make certain that the student understands the process required before the student incurs 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. At times, a faculty member may serve as the field instructor, providing weekly supervision, if a change, in an otherwise appropriate agency, does not have a social worker available to provide the one hour of weekly supervision.

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 a minimum of 1 hours per week for social work supervision. The agency field instructor should use this time to review their fieldwork assignments, social work competencies, provide supportive and educational feedback and encourage students to reflect on their practice and their growth and development as a practitioner. The agency field instructor should foster 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:

- Discussion of knowledge, values, theories and skills, in connection with practice;
- Preparatory work with students prior to practice intervention;
- Retrospective analysis of student practice, utilizing some form of direct report - e.g. process recording, reflective log, meeting summary, audio tape, observation, video tape.
- 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 task supervisor while assigning a faculty member as an external 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 the agency field instructor orientations, meetings, and trainings.

7. Complete all student learning evaluation form.

8. Be available for consultation with UHD Director of Field Education

Education

An annual orientation and training session are held for agency field instructors and task supervisors prior to the beginning of the fall semester. 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 contributions to social work education.

UHD Issues in Field Practicum Instructor

The Issues in Field Practicum instructor will have several attributes and responsibilities:

Attributes (Issues in Field Practicum Instructor)

- Mastery of their own work
  Interest in the teaching of practice

- Ability to select appropriate learning experiences to meet the student's learning objectives

- Ability to facilitate student's integration of theory and practice
  Knowledge of the community and its resources

- Ability and willingness to provide appropriate educational, administrative, and supportive supervision

- Have at least two years of direct social work practice experience
  Ability to maintain professional standards (adherence to the NASW Code of Ethics)

Responsibilities (Issues in Field Practicum Instructor):

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 inform students of how they will gain access to any other course materials.
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. Meet with the agency field instructor at the end of Field Practicum I and at the end of

Field Practicum II 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.

6. 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:

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 on-going basis.
3. Ensure that the Issues in Field Practicum courses (SOCW 4302, 4304) are taught by competent and appropriate UHD faculty members (adjunct, lecturer, or tenure track).
4. Organize a field practicum information meeting prior to the field practicum application process.
5. Conduct small group meetings with all students who submit a Field Practicum Eligibility Application to discuss readiness, professional & learning goals, and placement preferences.
6. Determine appropriate field placements for students, matching each student to a field practicum site and providing appropriate contact information for the field instructor of task manager at the field site.
7. Approve all field placements.
8. Instruct students to make contact with the Field Instructor or Task Supervisor to schedule a field practicum interview/initial meeting with designated agency contact and the monitor feedback from students and agency field instructors about placement decisions.
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. The University and the BSW Program seek to provide an 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. The specific policies can be accessed with the following links:

Affirmative Action Policy

https://www.uhd.edu/administration/employment-services-operations/resources/Pages/PS-02.A.20---Affirmative-Action-Policy.aspx

Equal Opportunity Policy

https://www.uhd.edu/administration/employment-services-operations/resources/Pages/PS-02.A.21---Equal-Opportunity-Policy.aspx

Antidiscrimination Policy

https://www.uhd.edu/administration/title-ix/Pages/Anti-Discrimination-Policy.aspx

Title IX - Sexual Misconduct Policy

https://www.uhd.edu/administration/title-ix/Pages/sexual-misconduct-policy.aspx

Student Academic Adjustments/Auxiliary Aids

https://www.uhd.edu/administration/title-ix/Pages/Student-Academic-Adjustments-Auxiliary-Aids-Policy.aspx

Student Rights and Responsibilities to include *Freedom from Discrimination* (3.2.2) and *Freedom of Speech, Expression, & Association* (3.2.3)

https://www.uhd.edu/administration/employment-services-operations/resources/Pages/PS-04.A.01---Student-Rights-and-Responsibilities.aspx

Appendix

Sample Syllabus of SOCW 4301: Field Practicum I

University of Houston-Downtown

College of Public Service

Social Work Program

SOCW 4301: Field Practicum I

Course Syllabus

Spring 2023

Meeting date/time: Varies based on

Field Placement site

Instructor Contact Information: Leslie Sirrianni, LCSW-S sirriannis@uhd.edu and

    Dana S. Smith, PhD, LMSW, MPA smithda@uhd.edu
1002 Commerce St., Suite 345
Houston, TX 77002
713-226-5279

Course Prereqs: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3364 and senior-level standing

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.

Credit Hours: 3

Social Work Program Mission
The UHD Bachelor of Social Work Program prepares future social workers as change agents committed to inclusion, equity, and justice through innovation, collaboration, and service.

2022 EPAS Competency Areas Covered:

This course should help the student's development in the following areas:

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Economic, and Environmental Justice

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

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

Social Work Grand Challenges (**https://grandchallengesforsocialwork.org/**) are addressed in part in this course depending on the field site.

Grades/Assignments:

The Course Learning Outcomes will be measured by the Agency Field Instructor Evaluation/Assessment. This evaluation must be submitted for a student to receive a final course grade.

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, completed all SWEAP assessments/surveys, and submitted verified documentation of 200 or more completed field practicum hours. Specific details about the evaluation and the SWEAP assessment/surveys will be provided in the SOCW 4302 (Issues in Field Practicum 1 course).

A grade of 'U' (Unsatisfactory) 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 and/or you failed to submit complete the SWEAP assessments/surveys.

Late Assignment Policy:

Assignments related to your Field Practicum course are the work assignments you receive at your field agency. Thus, there is no late assignment policy related to this course.

Attendance Policy:

Please refer to the Field Practicum Handbook and confirm the expectations regarding your work schedule and any needed time off with your field instructor.

Please click this link to review all of your rights and responsibilities as a UHD student:

UHD Common Syllabus Policies

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 . 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. http://www.uhd.edu/library/guides/plagiarism.html

Blackboard Responsibility:

There is no Blackboard responsibility for you in this course. Any course work that you need to do for the field practicum, will appear in your Issues in Field Practicum Blackboard course.

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:

The Social Work Professional Code of Ethics

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

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

Agency policies and procedures

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 (Revised Jan. 2021) which can be found on the social work webpage under the "field practicum" tab or at this link: https://www.uhd.edu/academics/public-service/social-work/Documents/social-work-program-field-practicum-handbook.pdf

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

Course Schedule:

Week(s)	Dates	Activity

1	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 in Tk20.

Begin working on field plan (to be submitted in your Issues in Field Practicum Course). |
| 2-7 | 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 in Tk20. |
| 8 | Ask field instructor to conduct an informal review by using the field evaluation/assessment tool (available in the Field Practicum Handbook online). 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 in Tk20.

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

Weeks 9-15 apply only to "traditional" students

9-14	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 in Tk20.

15

Agency Field Evaluations Due for <mark>"Traditional" students</mark> (meet with your field instructor to review the evaluation document prior to it being submitted).

Description of the Field Evaluation that your Field Instructor will complete to reflect your performance in the field.

A link to the evaluation will be sent to your social work field instructor at the appropriate time in the semester. It will include the 9 Competencies and 20 behaviors (2022 EPAS) which are identical to what is listed on your field learning plan. The field instructor will rate your performance on each of the 20 behaviors in accordance with this scale:

5 = Mastered Performance "Somebody highly skilled at something"

4 = Superior Performance "Surpasses competent in one or more ways"

3 = Competent Performance "Having enough skill or ability to do something well"

2 = Inadequate Performance "Failing to reach an expected or required level or standard"

1 = Lacking Performance "Missing, not present or available"/ "Inability to demonstrate"

Note: It is a good idea to talk with your field instructor about your performance periodically during your weekly supervision hour. Use the field plan as a guide. This will ensure that there are no surprises regarding your performance when the evaluation is submitted.

Sample Syllabus of SOCW 4302: Issues in Field Practicum I

University of Houston-Downtown College of Public Service

Bachelor of Social Work Program

SOCW 4302: Issues in Field I Spring Block 2023

Course Syllabus (8 and 8)

Textbook Free

Room: TBA

Meeting date: Tuesdays, 4:00 PM-6:50 PM

Hybrid-In Person

Instructor Contact Information: Name: Angela M. Goins, DSW, LMSW

Assistant Professor of Social Work

Email: goinsa@uhd.edu

Phone: 713-254-7570

Office: C. 345 K

Office Hours: By appointment -ZOOM

Course Prerequisites: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3364 and senior-level standing
Concurrent Course Requirement: SOCW 4301 - Field Practicum I.

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.

Credit Hours: 3

This course is only 8 weeks in length. It begins on January 17, 2023 and ends March 11, 2023. Attendance and completion of assignments are vital to passing this course. Issues in Field II-SOCW 4304, the second (8 weeks) begins March 20, 2023-May 13, 2023.

Vision

To create a community that heals, nurtures, and enhances well-being for all people.

Mission

The UHD BSW Program prepares future Social Workers as change agents committed to inclusion, equity, and justice through innovation, collaboration, and service.

Goals

The program goals are:

Model a caring and collaborative educational environment where students, faculty, and staff are valued for their strengths, background, and life experiences.

Provide opportunities for students to gain awareness of their thoughts and feelings and critically reflect on their alignment with social work values.

Equip future social workers for anti-oppressive practice and leadership in diverse communities through innovative classroom practice and learning.

Nurture intellectual curiosity, demystify graduate education, and promote community through professional organizations for life-long learning and service.

2022 EPAS

Competencies and Behaviors

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior

a. 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.

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

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

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

COMPENTENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

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

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

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

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

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

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

COMPETENCY 5 – Engage in Policy Practice

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

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

COMPETENCY 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

COMPETENCY 7 – Assess Individuals, Families, Groups, Organizations, and Communities

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing and mutually agreed-upon plan.

COMPETENCY 8 – Intervene with Individuals, Families, Groups, Organizations, and
        Communities

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

b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COMPETENCY 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Select and use culturally responsive methods for evaluation of outcomes.

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

Competencies and Behaviors (B)

Competency 1– Demonstrate Ethical and Professional Behavior. This Competency will be measured by B # a, b, c, d.

Competency 2– Advance Human Rights and Social, Racial, Economic, and Environmental Justice   This Competency will be measured by B a and b.

Competency 3– Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice   This Competency will be measured by B a & b.

Competency 4– Engage in Practice-Informed Research and Research-informed Practice. This

Competency will be measured by B a and b.

Competency 5– Engage in Policy Practice. This Competency will be measured by B a and b.

Competency 6– Engage with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B a & b.

Competency 7– Assess Individuals, Families, Groups, Organizations, and Communities This Competency will be measured by B a and b.

Competency 8– Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B a and b.

Competency 9– Intervene with Individuals, Families, Groups, Organizations, and Communities. This Competency will be measured by B a and b.

 Assignments for assessing each Behavior:

Competency 1: B a, b, c, d will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 2: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 3: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 4: B a and b will be assessed via participation/class discussion/activities/weekly journals/reflection paper/Agency Research Paper/Logic Model Paper.

Competency 5: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals/Agency Research Paper/Logic Model Paper.

Competency 6: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 7: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 8: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals.

Competency 9: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals/Agency Research Paper/Logic Model paper.

5 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. You will complete 4 Journal Entries throughout Issues in Field I which will reflect your understanding and demonstration of these dimensions as they relate to the competencies in your experiences in field.

Text Free Course: All readings and materials are under Modules in Blackboard.

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)

Your final grade will be determined by your performance as follows:	
Journal # 1-5 points Journal # 2-5 points Journal # 3-5 points Journal # 4-5 points	20
Discussion Post # 1 -10 points Discussion Post # 2-10 points Discussion Post # 3-10 Points Discussion Posts # 4-10 Points	40
Field Agency Learning Contract-10 points	10
Agency Research Paper-12 points	12
Field Instructor Evaluation-13 points	13
Class Participation-5 points	5

Total	100 Points

Participation to include weekly attendance in class and contributions to classroom discussions and activities.

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.

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 two substantive responses as directed 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 or 6th or 7th edition style.

Participation: You are required to respond to all discussion questions and journals by due dates. Your participation grade also consists of visiting the Blackboard site and viewing the course material in a timely manner.

In and out of Class Engagement Activities (15%): Students are expected to fully participate in all in an out of class engagement activities, while following the standards of professionalism as delineated in the NASW Code of Ethics and UHD's code of conduct. Any behavior that threatens the emotional and physical safety of the class (this included any communication in the context of the course activities) may result in a failing grade.

ADEI Policy Statement: Students should note that respectful and open discussion consists of exercising cultural humility and using culturally aware and competent language. Derogatory and discriminatory language is not permitted in this course. To meet professional Social Work Values and Competencies, students in need of guidance to meet all ADEI (Anti-racism, Diversity, Equity, & Inclusion) policy expectations will receive support and mentorship from the instructor and program leadership to advance their personal and professional growth.

There SOCW 4302 Classroom Attendance and Participation Policy: Students are expected to attend all hybrid classes and participate in all class activities. Chronic absenteeism and tardiness deprive 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 (SEE below). 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 <u>more than 1 classes</u> in this 8-week hybrid course (or who fail to log-in and/or participate in online courses for more than 4 weeks) during Fall, Summer 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.

IF YOU FAIL THIS COURSE, SOCW 4302, YOU FAIL SOCW 4301-FIELD PRACTICUM AS WELL NO MATTER HOW MANY HOURS IN FIELD THAT YOU HAVE COMPLETED. These two classes are co-curricular meaning that they are taken at the same time and MUST be passed at the same time.

University excused absence: <u>Urgent or emergency medical care</u> 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 contact 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.

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

The Social Work Professional Code of Ethics

UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate

Catalog

Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional

manner.

Agency policies and procedures

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 <u>not</u> 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.

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 most of the 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 email 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.

help you need.

Responses to University-Wide Disruptions

In the event of university-wide disruptions for any reason, including weather, health, and safety concerns, UHD may require instructors and students to engage in their classes via different modalities and/or timelines to minimize disruption to the continuity of the semester. Such changes may entail adjustments in syllabus content. Instructors will communicate any changes in writing to all enrolled students as soon as circumstances allow. Disruptions aside, instructors reserve the right to adjust their syllabi as needed in order to accommodate the education needs of the class, but any such changes will be communicated to students in writing during the course of the semester.

Please continue to check the UHD website uhd.edu to understand how UHD is responding to the most current COVID-19 circumstances and regularly check your class Blackboard site and Gatormail sources for information specific to your classes.

Academic Honesty

As a UHD student, you are responsible for following the UHD Academic Honesty Policy Statement 3.A.19, which defines the scope of academic honesty and identifies processes for addressing violations, including an appeal process. As per the policy, "students are responsible for maintaining the academic integrity of the University by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty." Academic dishonesty includes, but is not limited to, cheating and plagiarism. Your faculty member will identify the penalty for academic honesty violations and the penalty of an F in a course is recommended "in instances of multiple and/or flagrant violations." The policy also requires that all violations are reported to the Office of the Dean of Students.

Accessibility and Statement of Reasonable Accommodations

The University of Houston-Downtown (UHD), is committed to creating a learning environment that meets the needs of its diverse student population. Accordingly, UHD strives to provide reasonable academic accommodations to students who request and are eligible, as specified by Section 504 and ADA guidelines. Students with disabilities may work with the Office of Disability Services to discuss a range of options to removing barriers in this course, including official accommodations. If you have a disability, or think you may have a disability, please contact the Office of Disability Services, to begin this conversation or request an official accommodation. Office of Disability Services, One Main St., Suite GSB 314, Houston, TX 77002. (Office Phone) 713-221-5078
(Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

Attendance and Roster Certification

Students are expected to participate regularly in classes as appropriate to modality of the course. If the class has scheduled meeting times, either online or in-person, students are expected to attend all class sessions. In addition to class meeting times, students are expected to dedicate time to relevant course work outside of class meeting times based on the number of credit hours per course. For a typical 3-credit course, students should budget an average of 6 additional hours per week outside of class. This may vary for lab, practicum, or other classes that do not have standard meeting times or formats.

Your failure to attend class (in-person, hybrid, or synchronous online), engage through the Blackboard course (online asynchronous only), or make contact with faculty to adequately explain your absence by the 12ᵗʰ calendar day of the semester may 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.

Book Purchasing

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be purchased from an independent retailer, including an online retailer.

COVID-19 Exposure or Diagnosis

Any student who is symptomatic or tests positive for COVID-19 should follow the UHD COVID-19 isolation protocols, even if you are taking online courses. In order to request academic adjustments that may be available, notify your instructor as soon as you are aware of the need to isolate. COVID-19-related adjustments requested after the period of isolation will not be available.

Recording of Class Sessions

Some of the sessions in courses with online engagement may be pre-recorded, recorded or live streamed by the instructor. Such recordings/streaming will be available only to students registered for this class. Students should not share these instructor-recorded sessions with those not in the class or upload them to any other online environment. Students should not record or stream course sessions. Doing so may be a violation of the Federal Education Rights and Privacy Act (FERPA). Please check with your instructor before sharing recordings of class content with any individual.

Religious Holy Days

The University of Houston-Downtown respects the religious observances of students even though they may conflict with university class meetings, assignments, or examinations as per the Texas Higher Education Coordinating Board Texas Administrative Code §4.4 Student Absences on Religious Holy Days.

A student whose absence is excused under this policy shall be treated consistently with the instructor's policies and procedures relating to other excused absences, except that no instructor's policy may deny the opportunity for make-up work, as described here. Instructors should announce reasonable time periods for make-up work and exams in writing to the class and make clear the consequences of a student's failure to meet such time requirements. Students needing to reschedule missed work or exams for a holy day should submit a written request to each instructor at least one week prior to the class period or assignment/exam date that will be missed. An instructor should acknowledge receipt of that request via email to the student's official UHD email address. A new date for taking an examination or completing classwork missed for a holy day shall be set by the instructor in accordance with announced policies.

If a student and an instructor disagree about whether the absence is for the observance of a religious holy day, or if they disagree about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may appeal to the Office of the Provost. For further information about the state law, please see the Texas Higher Education

Coordinating Board Texas Administrative Code §4.4 or contact the offices of the UHD Title IX/Equal Opportunity Services to review the policy.

Safety Precautions

All individuals coming to the UHD campus must observe all safety precautions articulated by the university. Please review the most current requirements on our website. We encourage all UHD community members to get vaccinated and UHD encourages mask-wearing as per state health guidance, though they are not required. Failure to comply with any institutional policies, including those regarding COVID precautions, may constitute a violation of the student code of conduct and lead to disciplinary action through the Office of the Dean of Students.

Student Support Services

UHD has developed many resources to support your learning, engagement with UHD activities, and other UHD processes. Please access this Student Success and Student Life website to get started. If you do not find the resource you need on this website, please contact the Dean of Students Office at 713-221-8100 or uhdstudentaffairs@uhd.edu; they will make every effort to connect you with the help you need.

Student Counseling Services

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. UHD Student Counseling Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 713-221-8121 or at https://www.uhd.edu/student-life/counseling/.

Technology Requirements

All classes at UHD require students to access materials in our Blackboard learning system or other learning applications. Online, hybrid or even face-to-face classes will assign work that requires access to a computer for creating and submitting assignments, taking tests, conducting research, working with classmates, or engaging with the class. As importantly, if University locations are not available to students for any reason, the online environment becomes a critical pathway for continuing our classes and supporting your goals of completion. Unfortunately, most phones and even some tablets may not provide the level of technology or access that can maximize your success. Therefore, it is essential for every student at UHD to have reliable access to internet and a computer that meets some basic requirements.

You should communicate in a timely manner with your instructors in the case of any challenges in using technology.

Here are some resources to help you determine equipment needs and usage:

For recommended technology requirements: Technology recommendation

For challenges in using technology: UHD IT support center

For resources on purchasing technology: Computer access and support

Testing and Final Exams

Asynchronous online courses may use a virtual testing option through Blackboard or other proctoring service option. For synchronous online courses, any final exam will be offered virtually through BB or other proctoring service option and will allow completion during the scheduled exam period. In-person or hybrid classes may have in-person or online finals during the scheduled exam period as indicated on the course syllabus. For more information on taking Blackboard tests, see this guide. If proctoring is required, your instructor will inform you of the process for setting up this option either through Blackboard or an alternative venue, and they will inform you of whether there are any additional costs as part of the course syllabus.

UHD has a final exam period at the end of the semester. For any courses with a scheduled class meeting component, there are specific times scheduled for the exams which can be found on our academic calendars webpage. Students are expected to be available during the scheduled period unless they have consulted their instructor and identified an alternative option.

Use of Blackboard, Gatormail, and Zoom

You are expected to regularly participate in your classes as scheduled as well as engage course material through Blackboard as required by instructors.

Gatormail is the official UHD email communication system and UHD staff and faculty must use it to share student-specific information that is protected by federal FERPA guidelines. You should check your account regularly for both class and university messages.

If you are taking a class that has virtual online meetings that use Zoom or other university-supported technology, you are expected to attend at scheduled times and participate fully following any protocols established by your instructor. Zoom classes, activities, and/or exams may require live video. Your instructor will provide this information to you as part of the course syllabus. Students with concerns regarding any requirement to participate in live video for specific course learning outcomes and/or assignments should consult their instructor.

 Spring 2023 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. It is the student's responsibility to stay current with class policies and check Blackboard and email often during the semester.

If you are 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.

*January 24, 2023 is the last day to drop without a grade (Official Day of Record)

*February 20, 2023, is the last day to withdraw from courses (assigned grade "W")

*March 11, 2023, is the last day of class for the first 8 and 8 block

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.

Class Schedule-SOCW 4302

Week	Date	SOCW 4302: Topics, Readings, & Assignments Due Dates (Text-Free Course)
		Spring 2023
1	Week Of Jan 16—Jan 22	Topic: Course Introduction and Orientation Readings: All Content under Module 1 **No assignments due this week
2	Week of Jan 23-Jan 29	Topic: Professional Relationships/Learning Contracts/Professional Use of Self/Competency # 1 Readings: All Content under Modules 2 & 3 Assignments due: VoiceThread Discussion Post # 1 and Journal # 1 due Sunday, January .29, 2023, at 11:59 PM
3	Week of Jan. 30-Feb. 5	Topic: Communication & Rapport Building/Diversity/Competency # 2 Readings: All Content under Module 4 Assignments due: Discussion Post # 2, Journal # 2, & Field Learning Contract due Sunday, February. 5, 2023, at 11:59 PM
4	Week of Feb. 6-Feb. 12	Topic: Record Keeping/Documentation/Human Rights/Competency # 3 Readings: All Content under Module 5 Assignments due: VoiceThread Discussion Post # 3 and Journal # 3 due Sunday, February 12, 2023, at 11:59 PM
5	Week of Feb. 13-Feb. 19	Topic: Theory in Field Settings/Research/Competency # 4 Readings: All Content under Module 6 **No assignments due this week

		(Theory Presentations will be due in class on Tuesday, February 28, 2023).
6	Week of Feb. 20-Feb 26	Topic: Fitting into Your Agency/Engaging in Policy Practice/Competency # 5 Readings: All Content under Module 7 Assignments due: Discussion Post # 4 and Journal # 4 due Sunday, February 26, 2023, at 11:59 PM
7	Week of Feb. 27 – Mar. 5	(Topic: Self-Evaluation) Theory Presentations due in class this week, Tuesday, February 28, 2023 Readings: All Content under Module 8 **No assignments due this week
8	Week of Mar. 6 -Mar. 12	Topic: END OF THE FIRST FALL BLOCK (8 Weeks) Readings: None (Assignments for the week uploaded in Module 9 assignment folder) Assignments due: Agency Research Paper & Field Instructor Evaluation due Saturday, March 12, 2023.

Sample Syllabus of SOCW 4303: Field Practicum II

University of Houston-Downtown

College of Public Service

Social Work Program

SOCW 4303: Field Practicum II

Course Syllabus

Spring 2023

Meeting date/time: Varies based on

Field Placement site

Instructor Contact Information: Dana S. Smith, PhD, LMSW, MPA smithda@uhd.edu
1002 Commerce St., Suite 345
Houston, TX 77002
713-226-5279

Course Prereqs: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3364 and senior-level standing

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.

Credit Hours: 3

Social Work Program Mission
The UHD Bachelor of Social Work Program prepares future social workers as change agents committed to inclusion, equity, and justice through innovation, collaboration, and service.

2022 EPAS Competency Areas Covered:

This course should help the student's development in the following areas:

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Economic, and Environmental Justice

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

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

Social Work Grand Challenges (**https://grandchallengesforsocialwork.org/**) are addressed in part in this course depending on the field site.

Grades/Assignments:

The Course Learning Outcomes will be measured by the Agency Field Instructor Evaluation/Assessment. This evaluation must be submitted for a student to receive a final course grade.

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, completed all SWEAP assessments/surveys, and submitted verified documentation of 200 or more completed field practicum hours. Specific details about the evaluation and the SWEAP assessment/surveys will be provided in the SOCW 4302 (Issues in Field Practicum 1 course).

A grade of 'U' (Unsatisfactory) 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 and/or you failed to submit complete the SWEAP assessments/surveys.

Late Assignment Policy:

Assignments related to your Field Practicum course are the work assignments you receive at your field agency. Thus, there is no late assignment policy related to this course.

Attendance Policy:

Please refer to the Field Practicum Handbook and confirm the expectations regarding your work schedule and any needed time off with your field instructor.

Please click this link to review all of your rights and responsibilities as a UHD student:

UHD Common Syllabus Policies

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 . 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. http://www.uhd.edu/library/guides/plagiarism.html

Blackboard Responsibility:

There is no Blackboard responsibility for you in this course. Any course work that you need to do for the field practicum, will appear in your Issues in Field Practicum Blackboard course.

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:

The Social Work Professional Code of Ethics

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

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

Agency policies and procedures

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 (Revised Jan. 2021) which can be found on the social work webpage under the "field practicum" tab or at this link: https://www.uhd.edu/academics/public-service/social-work/Documents/social-work-program-field-practicum-handbook.pdf

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

Course Schedule:

Week(s)	Dates	Activity
1		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 in Tk20.
	Begin working on field plan (to be submitted in your Issues in Field Practicum Course).
2-7	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 in Tk20.
8	Ask field instructor to conduct an informal review by using the field evaluation/assessment tool (available in the Field Practicum Handbook online). 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 in Tk20.
	Agency Field Evaluations Due for "Block" students (meet with your field instructor to review the evaluation document prior to it being submitted).

Weeks 9-15 apply only to "traditional" students

9-14	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 in Tk20.
15	
	Agency Field Evaluations Due for "Traditional" students (meet with your field instructor to review the evaluation document prior to it being submitted).

Description of the Field Evaluation that your Field Instructor will complete to reflect your performance in the field.

A link to the evaluation will be sent to your social work field instructor at the appropriate time in the semester. It will include the 9 Competencies and 20 behaviors (2022 EPAS) which are identical to what is listed on your field learning plan. The field instructor will rate your performance on each of the 20 behaviors in accordance with this scale:

5 = Mastered Performance "Somebody highly skilled at something"

4 = Superior Performance "Surpasses competent in one or more ways"

3 = Competent Performance "Having enough skill or ability to do something well"

2 = Inadequate Performance "Failing to reach an expected or required level or standard"

1 = Lacking Performance "Missing, not present or available"/ "Inability to demonstrate"

Note: It is a good idea to talk with your field instructor about your performance periodically during your weekly supervision hour. Use the field plan as a guide. This will ensure that there are no surprises regarding your performance when the evaluation is submitted.

University of Houston-Downtown College of Public Service

Bachelor of Social Work Program

SOCW 4304: Issues in Field II Spring Block 2023

Course Syllabus (8 and 8)

Textbook Free

Room: TBA

Meeting date: Tuesdays, 4:00 PM-6:50 PM

Hybrid-In Person

Instructor Contact Information: Name: Angela M. Goins, DSW, LMSW

Assistant Professor of Social Work

Email: goinsa@uhd.edu

Phone: 713-254-7570

Office: C. 345 K

Office Hours: By appointment -ZOOM

Course Prerequisites: SOCW 2361, SOCW 3311, SOCW 3312, SOCW 3364 and senior-level standing
Concurrent Course Requirement: SOCW 4303 - Field Practicum

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.

Credit Hours: 3

This course is only 8 weeks in length. It begins on March 20, 2023 and ends May 13, 2023. Attendance and completion of assignments are vital to passing this course.

Vision

To create a community that heals, nurtures, and enhances well-being for all people.

Mission

The UHD BSW Program prepares future Social Workers as change agents committed to inclusion, equity, and justice through innovation, collaboration, and service.

Goals

The program goals are:

Model a caring and collaborative educational environment where students, faculty, and staff are valued for their strengths, background, and life experiences.

Provide opportunities for students to gain awareness of their thoughts and feelings and critically reflect on their alignment with social work values.

Equip future social workers for anti-oppressive practice and leadership in diverse communities through innovative classroom practice and learning.

Nurture intellectual curiosity, demystify graduate education, and promote community through professional organizations for life-long learning and service.

2022 EPAS

Competencies and Behaviors

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior

a. 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.

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

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

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

COMPENTENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

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

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

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

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

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

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

COMPETENCY 5 – Engage in Policy Practice

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

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

COMPETENCY 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

COMPETENCY 7 – Assess Individuals, Families, Groups, Organizations, and Communities

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing and mutually agreed-upon plan.

COMPETENCY 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

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

b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COMPETENCY 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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

Competencies and Behaviors (B)

Competency 1– Demonstrate Ethical and Professional Behavior. This Competency will be measured by B # a, b, c, d as outlined in the program behavior rubric at the bottom of the syllabus.

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

This Competency will be measured by B # a and b as outlined in the program behavior rubric at the bottom of the syllabus.

Competency 3– Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.   This Competency will be measured by B # a & b 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 # and b 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 # a and b 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 # a & b 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 # a and b 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 # a and b 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 # a and b as outlined in the program behavior rubric at the bottom of the syllabus.

Assignments for assessing each Behavior:

Competency 1: B a, b, c, d will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 2: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 3: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 4: B a and b will be assessed via participation/class discussion/activities/weekly journals/reflection paper/Agency Research Paper/Logic Model Paper

Competency 5: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals/Agency Research Paper/Logic Model Paper

Competency 6: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 7: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 8: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals

Competency 9: B a and b will be assessed via discussion board post /participation/class discussion/activities/weekly journals/Agency Research Paper/Logic Model paper

**5 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. You will complete 4 Journal Entries throughout Issues in Field I which will reflect your understanding and demonstration of these dimensions as they relate to the competencies in your experiences in field.

Text Free Course: All readings and materials are under Modules in Blackboard.

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)

Your final grade will be determined by your performance as follows:	
Journal # 1-5 points Journal # 2-5 points Journal # 3-5 points Journal # 4-5 points	20
Discussion Post # 1 -10 points Discussion Post # 2-10 points Discussion Post # 3-10 Points Discussion Posts # 4-10 Points	40
Field Agency Learning Contract-10 points	5
Logic Model Paper-12 points	12
Field Instructor Evaluation-13 points	13
Class Participation-5 points	5
PAR Project- 5 points	5
Total	100 Points

Participation to include weekly attendance in class and contributions to classroom discussions and activities.

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.

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 two substantive responses as directed 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 or 6th or 7th edition style.

Participation: You are required to respond to all discussion questions and journals by due dates. Your participation grade also consists of visiting the Blackboard site and viewing the course material in a timely manner.

In and out of Class Engagement Activities (15%): Students are expected to fully participate in all in an out of class engagement activities, while following the standards of professionalism as delineated in the NASW Code of Ethics and UHD's code of conduct. Any behavior that threatens the emotional and physical safety of the class (this included any communication in the context of the course activities) may result in a failing grade.

ADEI Policy Statement: Students should note that respectful and open discussion consists of exercising cultural humility and using culturally aware and competent language. Derogatory and discriminatory language is not permitted in this course. To meet professional Social Work Values and Competencies, students in need of guidance to meet all ADEI (Anti-racism, Diversity, Equity, & Inclusion) policy expectations will receive support and mentorship from the instructor and program leadership to advance their personal and professional growth.

There SOCW 4304 Classroom Attendance and Participation Policy: Students are expected to attend all hybrid classes and participate in all class activities. Chronic absenteeism and tardiness deprive 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 (SEE below). 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 1 classes in this 8-week hybrid course (or who fail to log-in and/or participate in online courses for more than 4 weeks) during Fall, Summer 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.

IF YOU FAIL THIS COURSE, SOCW 4302, YOU FAIL SOCW 4301-FIELD PRACTICUM AS WELL NO MATTER HOW MANY HOURS IN FIELD THAT YOU HAVE COMPLETED. These two classes are co-curricular meaning that they are taken at the same time and MUST be passed at the same time.

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 contact 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.

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

The Social Work Professional Code of Ethics

UHD Policies as outlined in the UHD Student Handbook and the UHD Undergraduate and Graduate

Catalog

Interacting with students, staff, faculty, advisors, field supervisors, and clients in a professional

manner.

Agency policies and procedures

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.

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 most of the 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 email 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.

help you need.

Responses to University-Wide Disruptions

In the event of university-wide disruptions for any reason, including weather, health, and safety concerns, UHD may require instructors and students to engage in their classes via different modalities and/or timelines to minimize disruption to the continuity of the semester. Such changes may entail adjustments in syllabus content. Instructors will communicate any changes in writing to all enrolled students as soon as circumstances allow. Disruptions aside, instructors reserve the right to adjust their syllabi as needed in order to accommodate the education needs of the class, but any such changes will be communicated to students in writing during the course of the semester.

Please continue to check the UHD website uhd.edu to understand how UHD is responding to the most current COVID-19 circumstances and regularly check your class Blackboard site and Gatormail sources for information specific to your classes.

Academic Honesty

As a UHD student, you are responsible for following the UHD Academic Honesty Policy Statement 3.A.19, which defines the scope of academic honesty and identifies processes for addressing violations, including an appeal process. As per the policy, "students are responsible for maintaining the academic integrity of the University by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty." Academic dishonesty includes, but is not limited to, cheating and plagiarism. Your faculty member will identify the penalty for academic honesty violations and the penalty of an F in a course is recommended "in instances of multiple and/or flagrant violations." The policy also requires that all violations are reported to the Office of the Dean of Students.

Accessibility and Statement of Reasonable Accommodations

The University of Houston-Downtown (UHD), is committed to creating a learning environment that meets the needs of its diverse student population. Accordingly, UHD strives to provide reasonable academic accommodations to students who request and are eligible, as specified by Section 504 and ADA guidelines. Students with disabilities may work with the Office of Disability Services to discuss a range of options to removing barriers in this course, including official accommodations. If you have a disability, or think you may have a disability, please contact the Office of Disability Services, to begin this conversation or request an official accommodation. Office of Disability Services, One Main St., Suite GSB 314, Houston, TX 77002. (Office Phone) 713-221-5078
(Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

Attendance and Roster Certification

Students are expected to participate regularly in classes as appropriate to modality of the course. If the class has scheduled meeting times, either online or in-person, students are expected to attend all class sessions. In addition to class meeting times, students are expected to dedicate time to relevant course work outside of class meeting times based on the number of credit hours per course. For a typical 3-credit course, students should budget an average of 6 additional hours per week outside of class. This may vary for lab, practicum, or other classes that do not have standard meeting times or formats.

Your failure to attend class (in-person, hybrid, or synchronous online), engage through the Blackboard course (online asynchronous only), or make contact with faculty to adequately explain your absence by the 12th calendar day of the semester may 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.

Book Purchasing

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be purchased from an independent retailer, including an online retailer.

COVID-19 Exposure or Diagnosis

Any student who is symptomatic or tests positive for COVID-19 should follow the UHD COVID-19 isolation protocols, even if you are taking online courses. In order to request academic adjustments that may be available, notify your instructor as soon as you are aware of the need to isolate. COVID-19-related adjustments requested after the period of isolation will not be available.

Recording of Class Sessions

Some of the sessions in courses with online engagement may be pre-recorded, recorded or live streamed by the instructor. Such recordings/streaming will be available only to students registered for this class. Students should not share these instructor-recorded sessions with those not in the class or upload them to any other online environment. Students should not record or stream course sessions. Doing so may be a violation of the Federal Education Rights and Privacy Act (FERPA). Please check with your instructor before sharing recordings of class content with any individual.

Religious Holy Days

The University of Houston-Downtown respects the religious observances of students even though they may conflict with university class meetings, assignments, or examinations as per the Texas Higher Education Coordinating Board Texas Administrative Code §4.4 Student Absences on Religious Holy Days.

A student whose absence is excused under this policy shall be treated consistently with the instructor's policies and procedures relating to other excused absences, except that no instructor's policy may deny the opportunity for make-up work, as described here. Instructors should announce reasonable time periods for make-up work and exams in writing to the class and make clear the consequences of a student's failure to meet such time requirements. Students needing to reschedule missed work or exams for a holy day should submit a written request to each instructor at least one week prior to the class period or assignment/exam date that will be missed. An instructor should acknowledge receipt of that request via email to the student's official UHD email address. A new date for taking an examination or completing classwork missed for a holy day shall be set by the instructor in accordance with announced policies.

If a student and an instructor disagree about whether the absence is for the observance of a religious holy day, or if they disagree about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may appeal to the Office of the Provost. For further information about the state law, please see the Texas Higher Education Coordinating Board Texas Administrative Code §4.4 or contact the offices of the UHD Title IX/Equal Opportunity Services to review the policy.

Safety Precautions

All individuals coming to the UHD campus must observe all safety precautions articulated by the university. Please review the most current requirements on our website. We encourage all UHD community members to get vaccinated and UHD encourages mask-wearing as per state health guidance, though they are not required. Failure to comply with any institutional policies, including those regarding COVID precautions, may constitute a violation of the student code of conduct and lead to disciplinary action through the Office of the Dean of Students.

Student Support Services

UHD has developed many resources to support your learning, engagement with UHD activities, and other UHD processes. Please access this Student Success and Student Life website to get started. If you do not find the resource you need on this website, please contact the Dean of Students Office at 713-221-8100 or uhdstudentaffairs@uhd.edu; they will make every effort to connect you with the help you need.

Student Counseling Services

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. UHD Student Counseling Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 713-221-8121 or at https://www.uhd.edu/student-life/counseling/.

Technology Requirements

All classes at UHD require students to access materials in our Blackboard learning system or other learning applications. Online, hybrid or even face-to-face classes will assign work that requires access to a computer for creating and submitting assignments, taking tests, conducting research, working with classmates, or engaging with the class. As importantly, if University locations are not available to students for any reason, the online environment becomes a critical pathway for continuing our classes and supporting your goals of completion. Unfortunately, most phones and even some tablets may not provide the level of technology or access that can maximize your success. Therefore, it is essential for every student at UHD to have reliable access to internet and a computer that meets some basic requirements.

You should communicate in a timely manner with your instructors in the case of any challenges in using technology.

Here are some resources to help you determine equipment needs and usage:

For recommended technology requirements: Technology recommendation

For challenges in using technology: UHD IT support center

For resources on purchasing technology: Computer access and support

Testing and Final Exams

Asynchronous online courses may use a virtual testing option through Blackboard or other proctoring service option. For synchronous online courses, any final exam will be offered virtually through BB or other proctoring service option and will allow completion during the scheduled exam period. In-person or hybrid classes may have in-person or online finals during the scheduled exam period as indicated on the course syllabus. For more information on taking Blackboard tests, see this guide. If proctoring is required, your instructor will inform you of the process for setting up this option either through Blackboard or an alternative venue, and they will inform you of whether there are any additional costs as part of the course syllabus.

UHD has a final exam period at the end of the semester. For any courses with a scheduled class meeting component, there are specific times scheduled for the exams which can be found on our academic calendars webpage. Students are expected to be available during the scheduled period unless they have consulted their instructor and identified an alternative option.

Use of Blackboard, Gatormail, and Zoom

You are expected to regularly participate in your classes as scheduled as well as engage course material through Blackboard as required by instructors.

Gatormail is the official UHD email communication system and UHD staff and faculty must use it to share student-specific information that is protected by federal FERPA guidelines. You should check your account regularly for both class and university messages.

If you are taking a class that has virtual online meetings that use Zoom or other university-supported technology, you are expected to attend at scheduled times and participate fully following any protocols established by your instructor. Zoom classes, activities, and/or exams may require live video. Your instructor will provide this information to you as part of the course syllabus. Students with concerns regarding any requirement to participate in live video for specific course learning outcomes and/or assignments should consult their instructor.

 Spring 2023 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. It is the student's responsibility to stay current with class policies and check Blackboard and email often during the semester.

If you are 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.

 *March 27, 2023 is the last day to drop without a grade (Official Day of Record)

*April 24, 2023, is the last day to withdraw from courses (assigned grade "W")

*May 13, 2023, is the last day of class for the first 8 and 8 block

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.

Class Schedule-SOCW 4304

Week	Date	SOCW 4304: Topics, Readings, & Assignments Due Dates (Text-Free Course)
		Spring 2023
1	Week Of Mar 20—Mar 26	Topic: Course Introduction and Orientation Readings: All Content under Module 1 **No assignments due this week
2	Week of Mar 27-Apr 2	Topic: Professional Relationships/Learning Contracts/Professional Use of Self/Competency # 1 Readings: All Content under Modules 2 & 3 Assignments due: VoiceThread Discussion Post # 1 and Journal # 1 due Sunday, April 2, 2023, at 11:59 PM
3	Week of Apr. 3-Apr. 9	Topic: Communication & Rapport Building/Diversity/Competency # 2 Readings: All Content under Module 4 Assignments due: Discussion Post # 2, Journal # 2, & Field Learning Contract due Sunday, April. 9, 2023, at 11:59 PM
4	Week of Apr. 10-Apr. 16	Topic: Record Keeping/Documentation/Human Rights/Competency # 3 Readings: All Content under Module 5 Assignments due: VoiceThread Discussion Post # 3 and Journal # 3 due Sunday, April 16, 2023, at 11:59 PM
5	Week of Apr. 17-Apr. 23	Topic: Theory in Field Settings/Research/Competency # 4 Readings: All Content under Module 6 **No assignments due this week
6	Week of Apr. 24-Apr 30	Topic: Fitting into Your Agency/Engaging in Policy Practice/Competency # 5 Readings: All Content under Module 7 Assignments due: Discussion Post # 4 and Journal # 4 due Sunday, April 30, 2023, at 11:59 PM

7	Week of May. 1 – May. 7	(Topic: Self-Evaluation) Readings: All Content under Module 8 **No assignments due this week
8	Week of May. 8 -May. 13	Topic: END OF THE FIRST FALL BLOCK (8 Weeks) Readings: None (Assignments for the week uploaded in Module 9 assignment folder) Assignments due: Logic Model Paper, PAR Project & Field Instructor Evaluation due Saturday, March 13, 2023.

Sample Evaluation of Student by Field Instructor

This sample below includes the instructions, the evaluation scale and Competency 1 for demonstration purposes. Note: The format repeats for the remaining 8 competencies with specific content related each.

SWEAP
Social Work Education Assessment Project

Field Instrument BSW @ Exit/Final

Complete this instrument to provide feedback to the social work student and their program about the student's progress in placement with you as their supervisor. Select the category that best describes your assessment of the student's achievement on each item.

If you appraise a student as "inadequate" or "lacking" in performance on a particular behavior, you might be prompted to provide additional feedback on individual elements of that prompt. In those situations, this additional feedback will provide students and their program with clarity on the parts of that behavior that they should focus their improvements on, in order to be evaluated as competent in the future.

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. SWEAP will only share information collected on this form with the Social Work education program sponsoring this assessment.

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

Thank You.

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using this rating scale.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	**Mastered:** "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	**Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

The student demonstrates ethical and professional behavior in their social work practice.	Lacking	Inadequate	Competent	Superior	**Mastered**
	○	○	○	○	◉

The student makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	Lacking	Inadequate	Competent	Superior	**Mastered**
	○	○	○	○	◉

The student demonstrates professional behavior; appearance; and oral, written, and electronic communication.	Lacking	Inadequate	Competent	Superior	**Mastered**
	○	○	○	○	◉

The student uses technology ethically and appropriately to facilitate practice outcomes.	Lacking	Inadequate	Competent	Superior	**Mastered**
	○	○	○	○	◉

The student uses supervision and consultation to guide professional judgment and behavior.	Lacking	Inadequate	Competent	Superior	**Mastered**
	○	○	○	○	◉

Comments

Sample Evaluation of Field Instructor by Student

This sample demonstrates the essential components of the evaluation. The full evaluation is provided to students in an electronic format in TK20.

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

Next, students use the rating scale above to respond to the 11 items listed below and on the electronic form, there is space for comments after each item.

1. My field instructor is knowledgeable about the work of the field agency.
2. My field instructor demonstrates in their work, a commitment to the social work value of service
3. My field instructor demonstrates in their work, a commitment to the social work value of social justice
4. My field instructor demonstrates in their work, a commitment to the social work value of dignity and worth of the person
5. My field instructor demonstrates in their work, a commitment to the social work value of importance of human relationships
6. My field instructor demonstrates in their work, a commitment to the social work value of integrity
7. My field instructor demonstrates in their work, a commitment to the social work value of competence
8. My field instructor demonstrates in their work, a commitment to the strengths perspective of social work practice with clients, colleagues, staff and students.
9. My field instructor meets the definition of a supportive mentor: they teach, provide counsel and monitor my development as a professional social worker.
10. My field instructor demonstrates a commitment to life-long learning by attending conferences and actively seeking skill and leadership development opportunities.
11. 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.

The evaluation ends with:

Thank you for completing this evaluation. Please provide any other general comments that you may have below:

This sample demonstrates the essential components of the site evaluation using Competency 1 as an example. The full evaluation is provided to students in an electronic format in TK20.

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 behaviors associated with the nine Field Practicum Competencies. 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: There is a separate survey for you to evaluate your field instructor/supervisor.

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

Name of supervisor:

Name of field agency:

Name of field student (your name):

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

Next, students use the rating scale above to respond to the each of the other 9 items that coincide with the social work competencies and related behaviors. There is a space for comments after each item. Competency 1 only is shown below for this demonstrations.

Competency 1: Opportunities and support related to "Ethical and Professional Behavior"

a. I have been encouraged (and assisted) in applying the ethical 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.

b. I have received support (and guidance) in demonstrating professionalism in behavior; appearance; and oral, written, and electronic communication.

c. I have received support (and guidance) on how to use technology ethically and how to appropriately facilitate practice outcomes.

d. I have been encouraged to use supervision and consultation to guide my professional judgment and behavior.

The evaluation ends with:

Thank you for completing this evaluation. Please provide any other general comments that you may have below:

Field Practicum Learning Plan

Field Student Learning Plan/Contract (2022 EPAS)
Check one: ☐ Field 1   or   ☐ Field 2
Please TYPE on this form.

Note: The STUDENT is responsible for completing this contract with guidance and input from the agency field instructor.

Student:	Beginning Date:
Field Instructor:	Agency Task Supervisor (if applicable):
Field Agency:	

Student Work Schedule (*Please indicate hours to be worked under the appropriate day. Note: Changes may be made as approved by agency field instructor.*)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Below please indicate any agreement for holidays, winter break, and spring break (*We ask that students be allowed to take school holiday breaks if possible for your agency but understand the need to continue work at some level if continuity with clients is a concern.*)

Supervision Schedule (*Please plan for at least one hour of supervision per week. Indicate day of week and time below.*)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Supervision Formats to be used *Please mark all that apply.*

☐ One-on-One supervision
☐ Group Supervision
☐ Telephone Communication
☐ Video (e.g. Skype, Face Time, Zoom) Communication
☐ Co-facilitation with task instructors/mentors
☐ Other   Please describe _____

Students,

As part of program requirements, you should have certain learning experiences and be able to demonstrate competence in specific areas during your fieldwork. To help guide the field experience so that prescribed behaviors are achieved, you and your field instructor/supervisor should collaborate on a plan for your achievement in field practicum. Please identify **TWO or MORE** planned activities that you will perform to help you achieve each of the behaviors (described below). You should review and discuss you field plan with your agency field instructor, allowing them to provide suggestions and feedback before submitting it in your Issues in Field Practicum class. **At two points during the Field Practicum, the UHD Issues in Field Practicum Instructor (or other UHD faculty member) will conduct a site visit with you and your agency field instructor or agency task supervisor (may be in-person or virtual) to review your work activities and the achievements related to those activities.**

In the column titled "Practicum activities…", please mark two or more work activities, events, projects, tasks, etc. in which you will engage to accomplish each of the behaviors listed in the left-hand column. (Note: mark TWO or more activities for EACH behavior listed.)

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, ant-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	☐ Review the client file(s) and determine if a strengths-based approach is evident. ☐ Review confidentiality policies/forms and maintain client confidentiality. ☐ Identify real or potential ethical dilemmas and apply ethical problem solving. ☐ Identify examples of ethical practice in supervisory sessions. ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	☐ Dress appropriately (in accordance with agency policy) ☐ Adhere to established/agreed upon work schedule. ☐ Illustrate effective communication, in chart notes, emails, letters, and other professional correspondence. ☐ Communicate respectfully with colleagues and clients verbally and non-verbally. ☐ Follow agency policies and protocols. ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
	☐ Other:	
c. use technology ethically and appropriately to facilitate practice outcomes; and	☐ Follow agency policies regarding technology ☐ Identify uses of technology for effective practice ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
d. use supervision and consultation to guide professional judgment and behavior.	☐ Meet with field instructor weekly for 1 hour of supervision and make constructive use of the time. ☐ Consult with field instructor regarding questions, concerns, and be open to feedback ☐ Identify agency and client ethical dilemmas and discuss in supervision. ☐ Discuss ethical behaviors with field instructor, refer to ethical decision-making models, and apply the NASW code of ethics. ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

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

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

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. advocate for human rights at the individual, family, group, organizational, and community system levels;	☐ Attend relevant legislative session and promote legislation that advances human rights	

	☐ Attend relevant legislative session and promote legislation related to a human rights issue ☐ Advocate for human rights on behalf of individual client, family, or community ☐ Explain rights to clients ☐ Review agency policies and practices to determine how they address human rights issues and provide suggestions for enhancement where appropriate ☐ Educate others about human rights and human rights violations ☐ Attend a training about oppression and discrimination and discuss content with field instructor ☐ Identify a client who may have experienced oppression or discrimination and discuss with field instructor ☐ Assist in writing a proposal or other document to advocate for programs and/or services needed to support the client population ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice	☐ Advocate on behalf of individual client, family, or community ☐ Honor clients' rights ☐ Treat clients with dignity and respect, avoiding judgment ☐ Identify human rights and justice issues; then, identify relevant intervention strategies ☐ Attend relevant legislative session and promote legislation that advances human rights and justice ☐ Review agency policies and practices to determine how they address human rights and justice issues and provide suggestions for enhancement where appropriate ☐ Assist in writing a proposal or other document to advocate for programs and/or	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

	services needed to support the client population ☐ Participate in an advocacy campaign to advance human rights and social, racial, economic, and environmental justice ☐ Other: ☐ Other:	

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

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

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	☐ Educate others about anti-racist and anti-oppressive practices ☐ Review materials and research on anti-racist and oppressive practices ☐ Utilize evidence-based anti-racist and anti-oppressive practices ☐ Attend a workshop/training focused on anti-racist and anti-oppressive content and apply strategies learned with clients ☐ Identify forms of racism and oppression experienced by clients and discuss with your field instructor	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

	☐ Review agency policies and make recommendations to incorporate and/or enhance anti-racist and anti-oppressive language ☐ Review agency website and/or promotional materials and make recommendations to incorporate and/or enhance anti-racist and anti-oppressive language ☐ Other: ☐ Other:	
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	☐ Critically reflect on personal biases and discuss in supervision Identify power differentials that exist between clients and professionals and identify empowerment strategies used with clients ☐ Identify culturally diverse actions or customs among clients that are new to you and with cultural humility discuss the differences with your field instructor ☐ Identify client strengths and practice validating the strengths they demonstrate ☐ Acknowledge clients' lived experiences as strengths when engaging clients and when developing treatment plans and/or implementing programs ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social worker critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social

workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. apply research findings to inform and improve practice, policy, and programs; and	☐ Review research related to the agency and the population(s) served. ☐ Apply research evidence in practice, policy, and/or programs in service delivery to clients ☐ Read professional journal articles that related to the field of practice and discuss in supervision ☐ Interview members of a treatment team about models, approaches, and practices used with agency clients. ☐ Analyze evidence-based practice, policy, and/or program methods being utilized within the agency ☐ Compare/contrast evidence-based methods employed by the agency with methods presented in classes and discuss with field instructor during supervision. ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	☐ Develop research questions related to social work practice at the agency and analyze existing research (or propose how research could be conducted) to answer the question(s) ☐ Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases being utilized at the agency and formulate research questions and/or hypotheses that can help advance social work practice	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

| | ☐ Other: | |
| | ☐ Other: | |

Competency 5: Engage in Policy Practice

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

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	☐ Identify one or more policies at the local, state, and/or federal level that impact agency services and assess using an anti-racist, anti-oppressive, social justice lens ☐ Identify one or more proposed policy changes that will have an impact on the client system served and assess using an anti-racist, anti-oppressive, social justice lens ☐ Discuss impact of policies and policy changes identified with field instructor ☐ Review any recent changes in agency or legislative policy that has an impact on clients, consider any racial, oppression, and/or social justice concerns ☐ Assist in policy development utilizing a social justice, anti-racist, and anti-oppressive lens ☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system ☐ Lobby for a particular legislative action and/or take action to advocate for policy change	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

	☐ Other:	
	☐ Other:	
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	☐ Review and analyze agency and/or legislative policies that have an impact on the client system served ☐ Discuss impact of policies and policy changes with field instructor ☐ Identify informational websites with social policy content relevant to the agency's client population, review the information and discuss with field instructor ☐ Track legislative initiatives relevant to the agency's client population and create a fact sheet to educate others (i.e., colleagues, classmates, community) ☐ Assist in policy development ☐ Attend training on policy or a policy update seminar ☐ Identify proposed legislation that will have an impact on the client system and analyze how the policy will affect the client system ☐ Lobby for a particular legislative action and/or take action to advocate for policy change ☐ Participate in lobbying or political strategies related to policy action ☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy ☐ Participate in a political campaign to advance social and economic well-being ☐ Attend a meeting where policy action is discussed ☐ Educate others about needed policy action ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	☐ Identify different approaches to engagement with clients and constituencies based on agency context and an understanding of human behavior ☐ Build effective practice relationship with clients and constituencies ☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies ☐ Demonstrate understanding of person and environment in presenting a case at a staff meeting ☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity ☐ Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied ☐ Educate others concerning updated research, new technologies, or pending policy/legislative actions ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. use empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies.	☐ Use reflective responses, empathic responses, and demonstrate other active listening skills in interviews with clients ☐ Demonstrate active listening skills in meetings and in interactions with colleagues	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation

	Keep notes on own behaviors and thoughts during or after a meeting with clients and reflect on how personal assumptions impact professional conduct and interactions with clients	☐ Discussion (with Field Instructor or Supervisor)
	☐ Keep notes on own behaviors and thoughts during or after a meeting with clients and reflect on how personal assumptions impact professional conduct and interactions with clients	☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
	☐ Journal personal biases of judgments that may hinder appropriate behaviors and discuss with field instructor/supervisor	
	☐ Identify areas of comfort and discomfort in client engagement and discuss in supervision	
	☐ Demonstrate ability to empathize and use appropriate interpersonal skills with clients	
	☐ Demonstrate appropriate non-verbal communication	
	☐ Observe and identify examples of empathy in other workers' interactions with clients and discuss with field instructor	
	☐ Observe and identify examples of interpersonal skills in other workers' interactions with clients and/or colleagues and discuss with field instructor	
	☐ Other:	
	☐ Other:	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and the person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)

| a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and | ☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies

☐ Identify and apply social work theories that apply to the process of assessment of clients

☐ Identify and discuss in supervision, various theories about human behaviors observed when working with clients

☐ Identify and discuss in supervision, various interprofessional conceptual frameworks useful for assessments with agency clients

☐ Other:

☐ Other: | ☐ Observation *(by Field Instructor or Supervisor)*

☐ Documentation

☐ Discussion (with Field Instructor or Supervisor)

☐ Other _____ |
| b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. | Work with a client in development of a case plan identifying measurable objectives
Assist in developing goals/outcomes for a new program or project with client input
Based on assessment outcomes, discuss options with clients
Conduct a community assessment that includes client voices
Review program goals and in supervision, discuss what strategies are used to reach the goals
Use assessments that include sections of diversity/culture/spirituality as identified by the client
Become familiar with different assessment tools and the strengths and limitations of each tool | ☐ Observation *(by Field Instructor or Supervisor)*

☐ Documentation

☐ Discussion (with Field Instructor or Supervisor)

☐ Other _____ |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)

a. engage with clients and constituencies to critically chose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	☐ Consult with field instructor or supervisor to determine appropriate intervention strategies to implement with clients ☐ Review client records and in supervision, discuss what strategies are used with clients ☐ Discuss intervention options with clients ☐ Identify a community concern and develop and/or implement an intervention strategy ☐ Develop/plan a fund-raising strategy to support services/programming ☐ Plan/develop and implement a support group ☐ Solicit feedback from agency staff to learn about effective interventions used with the client population ☐ Consider multidisciplinary frameworks to identify appropriate intervention strategies ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	☐ Assist in the identification of possible funding sources and/or participate in grant writing that includes culturally responsive methods to support agency programming/client services ☐ Determine commonly used resources for clients and most effective referral process ☐ Using culturally responsive methods identify and connect clients to community resources to meet client needs. ☐ Using culturally responsive methods, to negotiate with, educate, and advocate on behalf of clients ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive

process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors	Practicum activities, events, projects, tasks, etc. to accomplish the behavior	Measurement (check all that apply)
a. select and use culturally responsive methods for evaluation of outcomes; and	☐ Using culturally responsive methods, conduct a focus group with consumers and/or staff for evaluation of agency services and practices ☐ Using culturally responsive methods, develop a satisfaction survey to distribute to agency clients for feedback ☐ Using culturally responsive methods, conduct interviews with consumers to evaluate service delivery ☐ Review literature regarding culturally responsive methods for evaluation of outcomes ☐ Implement a culturally responsive program evaluation plan ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____
b. critically analyze outcome and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐ Review agency outcome data and analyze how it can be used to improve processes and/or service outcomes ☐ Apply new evaluation findings in practice with individuals, families, groups, organizations, and/or communities. ☐ Analyze and evaluate agency interventions with field instructor during supervision ☐ Other: ☐ Other:	☐ Observation *(by Field Instructor or Supervisor)* ☐ Documentation ☐ Discussion (with Field Instructor or Supervisor) ☐ Other _____

Signatures:

Student _____ Date _____

Agency Field Instructor _____Date _____

Agency Task Supervisor (if applicable) _____ Date_____

Students and Agency Field Instructors should refer to the field plan throughout the semester and share its contents with the Agency Task Supervisor (if applicable). The field plan will be reviewed and graded by your UHD Issues in Field Practicum Instructor.

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